



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education Travel and Tourism

## Specimen Assessment Materials and Mark Schemes

GCE Advanced Subsidiary (Single Award) (8651)

GCE Advanced Subsidiary (Double Award) (8653)

GCE Advanced (Single Award) (8656)

GCE Advanced (Double Award) (8659)

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*Dr Michael Cresswell, Director General.*

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The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.



Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

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**GCE TRAVEL AND TOURISM**  
**Unit 1 Inside Travel and Tourism**

**TT01**



**No additional materials are required.**  
 You may use a calculator.

Time allowed: 2 hours

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra paper, use additional answer sheets.
- Do all rough work in this book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 90.
- Mark allocations are shown in brackets.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total (Column 1)			
Total (Column 2)			
TOTAL			
Examiner's Initials			

---

Answer **all** questions in the spaces provided.

---

**1** **Total for this question: 4 marks**

(a) Define:

(i) inbound tourism

.....  
.....  
*(1 mark)*

(ii) domestic tourism.

.....  
.....  
*(1 mark)*

(b) Travel for the purpose of visiting friends and relatives is different from business and leisure travel.

Give **two** examples of such differences.

1 .....

.....

2 .....

.....

*(2 marks)*



Examine **Figure 1** below showing UK residents' visits abroad by purpose of visit 1990 – 2000.

**UK residents' visits abroad by purpose of visit 1990 – 2000**

Year	Holiday visits (thousands)	Business visits (thousands)	Visiting friends and relatives (thousands)	Miscellaneous visits (thousands)	Total visits (thousands)
1990	21 273	4769	3952	1156	31 150
1991	20 788	4840	3952	1227	30 808
1992	23 236	5162	4100	1338	33 836
1993	25 133	5297	4457	1833	36 720
1994	27 187	5614	4674	2155	39 630
1995	27 808	6113	4938	2486	41 345
1996	26 765	6879	5502	2904	42 050
1997	29 138	7166	6004	3649	45 957
1998	32 306	8033	6452	4082	50 872
1999	35 023	8161	6598	4100	53 881
2000	36 685	8872	7178	4102	56 837

**Figure 1**

(a) What type of tourism do these statistics represent?

.....  
(1 mark)

(b) In which years did the holiday market experience a decline?

.....  
.....  
(2 marks)

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(c) Suggest possible reasons for this decline.

.....  
.....  
.....  
.....  
.....  
.....

*(3 marks)*

**4**

**Total for this question: 12 marks**

(a) Tourists have an impact on the destinations they visit. State the **three** recognised types of impact.

1 .....

.....

2 .....

.....

3 .....

.....

*(3 marks)*

**QUESTION 4 CONTINUES ON THE NEXT PAGE**

**Turn over ▶**



The travel and tourism industry is vulnerable to external pressures. These are usually unforeseen events that are beyond the control of organisations within the industry.

Read **Figure 2** below, a news article taken from The Telegraph, 9 March 2003.

**Flights continue to be cancelled**

Airlines cancelled more flights this week in response to decreased passenger demand.

British Airways has reduced its daily services from Heathrow to New York and Chicago, and has delayed the introduction of extra services to Newark, Toronto and Houston.

American Airlines has cut some services from London to Boston, Chicago and St Louis.

The Dutch carrier KLM has suspended flights to Amman, Beirut, Damascus, Abu Dhabi, Bahrain, Dammam, Doha, Kuwait and Tel Aviv, but services to Dubai and Tehran remain unchanged. Those to Cairo and Casablanca have been reduced from seven to five per week and those to New York JFK have been reduced from 11 to seven per week. KLM has also reduced the frequency of its services to Amsterdam from Bristol, Birmingham, Newcastle and Manchester.

Lufthansa has suspended services to Dammam and Kuwait but has re-introduced its services to Tel Aviv and Beirut after a brief suspension. It has cut one flight per day on routes from Frankfurt to New York, Boston and Los Angeles; selected flights to Phoenix and Dallas will be axed.

Air France plans to reduce its flight programme by seven per cent in April. A spokesman said that cuts would be made “according to the situation in each geographical area”.

**Figure 2**

(a) Suggest **three** reasons for this decreased passenger demand.

- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- .....

*(3 marks)*

**QUESTION 5 CONTINUES ON THE NEXT PAGE**

**Turn over ▶**

---

(b) State **three** other examples of external pressures that may affect the travel and tourism industry.

1 .....

.....

2 .....

.....

3 .....

.....

*(3 marks)*

(c) Evaluate the impact of an external pressure that you have studied.

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*(9 marks)*







Explain **three** differences between charter flights and scheduled flights.

- 1 .....
- .....
- .....
- .....
- .....
- 2 .....
- .....
- .....
- .....
- .....
- 3 .....
- .....
- .....
- .....

*(6 marks)*

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**10**

**Total for this question: 5 marks**

On 1<sup>st</sup> April 2003, the UK government merged the English Tourism Council with the British Tourist Authority to form a new organisation called 'VisitBritain'. Explain the role of the newly created 'VisitBritain'.

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*(5 marks)*

**TURN OVER FOR THE NEXT QUESTION**

**Turn over ▶**

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11

**Total for this question: 6 marks**

Identify **three** different types of visitor attraction, and name **one** example of each.

1 .....

.....

.....

.....

2 .....

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3 .....

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*(6 marks)*

Describe the types of service that could be offered under the category ‘guiding services’.

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.....

(5 marks)

**END OF QUESTIONS**

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  HMSO and the Queen’s Printer for Scotland.)
- Question 5:     Figure 2:         Ben Westwood, *The Telegraph*, © Telegraph Group Limited, 9 March 2003



**General Certificate of Education**

**TRAVEL AND TOURISM**

**Unit 1    TT01**

**Inside Travel and Tourism**

**MARK SCHEME**

<b>Question</b>	<b>Expected Response</b>	<b>Mark Allocation</b>	<b>Assessment Objective</b>
1(a)(i)	Tourism/tourists coming into a country from outside/abroad.	<b>1</b>	<b>AO1</b>
1(a)(ii)	Tourism involving people staying/taking holidays in their own country.	<b>1</b>	<b>AO1</b>
1(b)	<p>Any two of the following (1 mark each):</p> <p>likely to stay with friends/relatives – not use a hotel, destination dependent on where friends/relatives live, less likely to visit established resorts/tourist cities (unless home of friends), activities/entertainment likely to be influenced by friends'/relatives' knowledge, lower spending on tourist orientated items, not influenced by attractiveness of the area, less importance attached to the weather.</p> <p>Allow other reasonable answers.</p>	<b>2</b>	<b>AO2</b>

Question	Expected Response	Mark Allocation	Assessment Objective
2	<p><b>Level 1 - Basic</b> Simple statements, only superficially explanatory and without development. Little indication of comparison of needs/activities – though at the upper end of this level, these may begin to appear.</p> <p>Examples might include: leisure visitor will be free to go sightseeing during the day, business traveller will be at meetings during the day, leisure traveller might appreciate relaxed atmosphere, late breakfast, etc. business traveller might need extra facilities – fax, copying, etc.</p> <p><b>Level 2 - Clear</b> Clear contrasts are made and an explanation given of the differences between the two types of visitor in terms of needs and of proportions of time allocated by each visitor to leisure activities. At the lower end of the range these comparisons may still be simple. Expect increasing awareness of more subtle differences – attitude to costs (expenses probably paid for business traveller), leisure traveller perhaps less demanding because time less precious, etc. At the top end of this range answers are likely to be less inclined to stereotype the two kinds of traveller.</p> <p><b>Level 3 - Detailed</b> Candidates will offer detailed explanations of why the needs of and activities undertaken by each type of traveller are different. The best answers will recognise that there are many common aspects: both types need adequate accommodation, food and service and it is likely that both will enjoy some entertainment or relaxation. Awareness of the different emphases placed on each factor and perhaps the timing, cost and ease of access will characterise candidates at the top end of this level.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO1 AO2</p>

Question	Expected response	Mark Allocation	Assessment Objective
3(a)	Outbound tourism	1	AO3
(b)	1990 – 1991 1995 – 1996	2	AO3
(c)	1 mark for each valid reason to a maximum 2 marks. Responses should refer to:  1990–1991 economic recession Gulf War 1995–1996 people staying in the UK due to hot weather.  Must be explained to obtain maximum 3 marks (could be one reason explained fully).	3	AO3
4(a)	1 mark for each:  economic environmental socio-cultural.	3	AO1
(b)	Expected responses may refer to The Gambia, Mediterranean (e.g. Benidorm), Turkey, Thailand, York. Should refer to only one.  <b>Level 1 - Basic</b> Largely descriptive, general statements e.g. – creates jobs; pollution. Impacts may not always be clearly stated.  <b>Level 2 - Clear</b> Refers to types of impact but may be imbalanced; more negatives and few positives.  <b>Level 3 - Detailed</b> Both positive and negative impacts analysed in detail. Candidates at the top of this level will consider the impacts in terms of their relative effect on the chosen destination.	1-3  4-6  7-9	AO3



Question	Expected Response	Mark Allocation	Assessment Objective
6	<p>Introduction of the railways in the 1900s gave a large proportion of population a quick and affordable method of transport; seaside resorts such as Blackpool, Brighton and Scarborough previously popular with affluent now accessible to the masses.</p> <p>Jet technology improved fuel consumption &amp; carrying capacities; 747 reduced travel times and costs, available to large numbers of population – 1960s Mediterranean coastal resorts. Continued improvements reduced the need to refuel, so long-haul flights to the USA and Australia are now affordable.</p> <p><b>Level 1 - Basic</b> General statements with little explanation. At least one named example should be included to access upper end of level. Responses should refer to key elements – availability of transport for the working classes – affordability, networks, journey time.</p> <p><b>Level 2 - Clear</b> Detailed explanations with at least one named example. At the upper end rail and air are both explained fully.</p>	<p><b>1-3</b></p> <p><b>4-6</b></p>	<p><b>AO2</b></p>
7	<p>Responses might refer to advantages &amp; disadvantages of on-line bookings compared with using travel agents. Include personal service, rapport, time, cost, visiting agent part of ‘holiday’, security issues of on-line bookings. May also refer to direct sell; differences in customer types (over 50s may prefer agent), examples of internet organisations, high street agencies with websites etc., response of travel agents.</p> <p><b>Level 1 - Basic</b> Response contains basic statements. May just list some advantages or disadvantages. Some explanation needed to move towards upper end of level.</p> <p><b>Level 2 - Clear</b> Must include advantages and disadvantages of both. At upper end some evaluation is evident. Candidates begin to evaluate the extent to which ‘the days of the high street travel agent are numbered’.</p> <p><b>Level 3 - Detailed</b> May include different attitudes of customer types. Sustained explanations of both disadvantages and advantages of travel agent compared with on-line. At the upper end draws conclusion and makes reasoned judgements as to the extent to which ‘the days of the high street travel agent are numbered’.</p>	<p><b>1-3</b></p> <p><b>4-6</b></p> <p><b>7-9</b></p>	<p><b>AO4</b></p>

Question	Expected Response	Mark Allocation	Assessment Objective
8	<p><b>Level 1 – Basic</b>  Basic answers will demonstrate understanding of the impact of the trend, applied in general terms, but will deal only with the most obvious negative effect on retail travel agents and tour operators - e.g. loss of business, income, etc. as customers bypass them - but will not attempt to differentiate the nature of the impact on the different businesses. At the top of this level, expect some reference to the need for the industry to adapt but without detail.</p> <p><b>Level 2 - Clear</b>  Candidates will show that they can apply their understanding both of the impact of the trend and the differences between the retail travel and tour operator sectors. Better candidates may mention the interdependence of the two sectors. They will recognise that tour operators are more likely to be able to offer their product direct (via on-line booking facility with real-time availability, etc) whereas the retail agent is more likely to be bypassed completely. At the upper end of the level, answers are likely to include realisation of the need, in both cases, to be able to adapt quickly to change and to trade on strengths. Examples might be: tour operators emphasising the security of having a big organisation to turn to if things go wrong and retail travel agents stressing the importance of knowledge and advice, or tour companies relying less on full packages, and more on offering smaller holiday elements which customers combine as they wish. Similar valid ideas should receive credit.</p>	<p><b>1-3</b></p> <p><b>4-6</b></p>	<p><b>AO2</b></p>

Question	Expected Response	Mark Allocation	Assessment Objective
9	<p>2 marks for each correct point that is explained. Maximum of 3 marks if just list differences.</p> <p>Expected answers:</p> <p>scheduled generally service major cities whereas chartered fly mainly to holiday destinations, scheduled offer different classes of travel e.g. first/business whereas charter seats are all economy class, scheduled operate to a timetable and do not operate at full carrying capacity whereas charter flights operate much higher capacities and aim to fly at 100% carrying capacity, scheduled offer complimentary drinks and on-board meals, scheduled have more leg room, scheduled are more expensive (usually).</p>	6	AO1
10	<p><b>Level 1 - Basic</b> Basic statements without detail e.g. promote Britain to overseas visitors.</p> <p><b>Level 2 - Clear</b> Statements are explained and reference is made to roles of ETC and BTA. At the upper end of the level, examples of activities may be given; there may be reference to aims.</p>	1-3  4-5	AO1
11	<p>1 mark for correctly stating each type:</p> <p>natural purpose-built historic event.</p> <p>1 mark for each appropriate example. Must state correct type to be awarded mark for example.</p>	3 x 2	AO1

Question	Expected Response	Mark Allocation	Assessment Objective
12	<p>Guiding services include: sightseeing tours, city tours by bus, tours of historic houses, educational tours. Services provided include: talks in person, information leaflets, automated guided talks via headsets.</p> <p><b>Level 1 – Basic</b> A basic description of some of the services provided by one or two types of guiding service.</p> <p><b>Level 2 – Clear</b> A clear description of a variety of services offered by a range of guiding services.</p>	<p>1 – 3</p> <p>4 - 5</p>	<p>AO1</p> <p>AO2</p>

### Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1	2	2		
2	3	7		
3			6	
4(a)	3			
4(b)			9	
5(a)		3		
5(b)	3			
5(c)				9
6		6		
7				9
8		6		
9	6			
10	5			
11	6			
12	3	2		

### Weightings of Assessment Objectives

AO1	31
AO2	26
AO3	15
AO4	18
Total	90



---

Answer **all** questions in the spaces provided.

---

**1**

**Total for this question: 26 marks**

(a) Outline the *product* of Action Stations.

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(4 marks)

(b) Suggest where Action Stations lies within the *product life cycle*.

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(2 marks)

- 
- (c) Explain why it is important for new attractions, such as Action Stations, to begin the marketing process in advance of the opening date.

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*(6 marks)*

- (d) With reference to a **named** travel and tourism organisation you have studied, give a brief description of a new product **or** a particular event that has been marketed recently by the organisation.

Name of organisation.....

New product or particular event .....

.....

.....

.....

.....

*(2 marks)*

**QUESTION 1 CONTINUES ON THE NEXT PAGE**

**Turn over ▶**





---

(c) Using the Action Stations Visitor Questionnaire Analysis, analyse the findings of the research under the headings below:

where visitors come from

.....

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*(4 marks)*

reactions to the Mezzanine Café Bar

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*(4 marks)*

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activity liked most/liked least.

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*(4 marks)*

- (d) Suggest one additional question that could have been included in the questionnaire and explain why it would have been a useful source of information.

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*(4 marks)*

**QUESTION TWO CONTINUES ON THE NEXT PAGE**

**Turn over ▶**



- (a) Explain why travel and tourism organisations use SWOT and PEST analyses as part of the marketing process.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

*(4 marks)*

- (b) For a **named** travel and tourism organisation you have studied, outline the main components of a PEST analysis for the organisation.

Name of organisation.....

Political factors .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

*(4 marks)*

**QUESTION 3 CONTINUES ON THE NEXT PAGE**

**Turn over ▶**





- 
- (ii) make recommendations for an alternative pricing policy that could be used by the Historic Dockyard.

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*(6 marks)*

**END OF QUESTIONS**



**GCE TRAVEL AND TOURISM                      TT05/PM**  
**Unit 5    Marketing in Travel and Tourism**

**PRELIMINARY MATERIAL**

**FOR RELEASE TO CANDIDATES FOUR WEEKS PRIOR TO THE  
EXAMINATION**

**Instructions**

- This material must be kept **unmarked** for use in the forthcoming examination.

---

# **ACTION STATIONS**

## **The Facts**



Boathouse No 6. Home of *ACTION STATIONS*

✿ *ACTION STATIONS* is a unique, hi-tech attraction designed to give visitors the experience of life in the modern Royal Navy.

✿ *ACTION STATIONS* is owned by the Portsmouth Navel Base Property Trust, which is a non-profit making organisation.

✿ *ACTION STATIONS* houses a 275 seat purpose-built, surround sound equipped auditorium for the showing of 'Command Approved' (cert. PG), a 23 minute action movie about a fictional type 23 frigate involved in combating piracy in the South Seas. The auditorium is also fully equipped for video and DVD projection as well as laptop-based presentations.

✿ *ACTION STATIONS* is packed with state of the art simulators allowing visitors to try out a variety of experiences including flying a Merlin helicopter, climbing the Annapurna, riding in a Royal Marines rigid raider, directing a variety of missions from the Ops Room and many more.

✿ *ACTION STATIONS* is set in the restored Boathouse No.6 in the Portsmouth Historic Dockyard.

✿ *ACTION STATIONS* is highly accessible, making use of the existing transport infrastructure already utilised by people visiting the Historic Dockyard.

✿ *ACTION STATIONS* cost £13 million to design and build. It opened to the public on 26<sup>th</sup> May 2001 and was officially opened by HRH Duke of York on 4<sup>th</sup> July 2001.

✿ *ACTION STATIONS* employs 11 permanent full-time staff, 1 permanent part-time and 3 casual throughout the year. The number of casual employees rises to about 12 during the summer season.

---

# Marketing

## Launch Marketing

The launch marketing campaign ran for a six month period prior to and post the opening.

The key points in the progression of this campaign were to:

- ✿ develop a marketing strategy
- ✿ identify the available budget
- ✿ appoint a design and marketing agency
- ✿ identify target markets
- ✿ develop and produce a corporate image
- ✿ develop a marketing plan.

The partners involved in this process were the agency 'Button Design' who were appointed to carry out the design of the logo and the consumer marketing. The agency Education and Youth (now Education Connections Ltd) were responsible for the website and education marketing, and Flagship Portsmouth for the PR, corporate hospitality and group travel marketing. Joint opportunities with the Royal Navy were also investigated.

A separate budget of £249,820 was allocated for the launch marketing campaign and this was made up as follows:

- |                |   |
|----------------|---|
| ✿ £ 11,000.00  | the design of the <i>ACTION STATIONS</i> corporate image and logo |
| ✿ £ 25,000.00  | the design of the website   |
| ✿ £ 165,000.00 | consumer marketing (7 <sup>th</sup> – 31 <sup>st</sup> May)       |
| ✿ £ 39,820.00  | education marketing   |
| ✿ £ 3,000.00   | public relations  |
| ✿ £ 1,000.00   | corporate hospitality   |
| ✿ £ 5,000.00   | group travel market (British Travel Trade Fair in March).         |

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## Post Launch Marketing

For 2002 – 2007 the marketing of *ACTION STATIONS* will be carried out by Flagship Portsmouth Trust as part of the general marketing campaign for the Historic Dockyard. Marketing costs are part of the ticketing levy that is paid to Flagship Portsmouth Trust. This levy is currently 28% of ticket sales. Additional marketing costs, such as distribution of the *ACTION STATIONS* leaflet are not contained within the Flagship Portsmouth plan. In addition to this, opportunities are constantly sought to continue to raise awareness of *ACTION STATIONS*.

Opportunities for joint marketing with the Royal Navy, Defence of the Realm, the Millennium Leading Visitor Attractions and other attractions are pursued.

The management team at *ACTION STATIONS* is constantly reviewing the marketing mix of *product, price, place* and *promotion* in order to refine the marketing strategy and increase the number of visitors.



Nickelodeon filming in *ACTION STATIONS*, summer 2003

Public relations are a vital element of the *ACTION STATIONS* post-launch marketing. Every effort is made to increase public awareness of the attraction as a desirable leisure destination. This has been done through running events for 'BBC Children in Need', 'Family Learning Weekend', 'National Science Week', Power FM's 'Challenge Bob' and other similar activities.

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## Ticket Prices

### NORMAL RATE

Since July 2002 the Historic Dockyard has been operating a single ticket policy. This means that one ticket now gives access to all of the attractions in the Historic Dockyard and is valid until all attractions have been visited.

Adult	£14.85
Senior	£11.90
Child	£11.90
Family	£47.55

Tickets to single attractions are still available and cost:

Adult	£9.50
Senior	£8.00
Child	£8.00
Family	£33.00

### EDUCATION RATE

KS1	£2.25
KS2-4	£2.75
Post-16	£3.25

These are rates for a basic 'fun' visit. Additional activities will cost extra.

## Access for All

### Physical Access

Following the legislation contained with the Disability Discrimination Act 1995 *ACTION STATIONS* has been designed and built to enable access for all visitors. The attraction contains ramps and lifts so that all areas are accessible, plus adapted toilets. Signage and graphic displays are presented with the visually impaired in mind. An induction loop in the auditorium will be provided.

## ACTION STATIONS Visitor Questionnaire Analysis March to August 2003

*This should not be taken as representative of visitors' views as less than 1% of visitors completed the self completion form. Data is shown below as both raw numbers and percentages. Where data exists for 2002 this is also given as a percentage for comparison purposes.*

### How long have you spent in AS?

1 – 2 hrs	2 – 3 hrs	3+ hrs
55	17	11
66%	21%	13%

### Where are you visiting from?

Live locally	Visiting from home	Staying on holiday	Visiting friends & relatives
12	37	33	6
14%	42%	38%	6%

### Where do you live?

Beds	Gloucestershire	Somerset	Canada
Berkshire	Hampshire	Suffolk	New Zealand
Buckingham	Hertfordshire	Surrey	Scotland
Cambridge	Lancashire	Sussex E	Switzerland
Cornwall	Leicestershire	Sussex W	USA
Cumbria	London	Warwickshire	Wales
Derbyshire	Norfolk	Wiltshire	
Devon	Nottingham	Worcs	
Dorset	Shropshire	Yorkshire	

### If staying on holiday, what type of accommodation are you in?

Travel Lodge	Caravan	Holiday Home/SC	Hotel	YHA/BB
3	6	4	19	5
8%	16%	11%	51%	14%

### Age

Under 9	9 – 15	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
33	41	6	7	31	36	13	14
18%	23%	1%	4%	17%	20%	7%	8%

### What type of ticket have you got?

Site	Season	Part used
53	10	18
66%	12%	22%

### Time of Arrival in AS

10 - 11	11 - 12	12 - 1	1 - 2	2 - 3	3 - 4	4 - 5	More than once in a day
20	12	11	19	10	8	3	3
23%	14%	13%	22%	12%	9%	4%	4%

### Which other attractions have you visited today?

HMS Victory	Mary Rose	HMS Warrior	RNM	Harbour Tour	None
44	42	43	22	39	19
21%	20%	21%	11%	19%	9%

### Cleanliness of Toilets

	Very good	Good	Average	Poor
	28	32	9	3
<b>2003</b>	39%	44%	13%	5%
<b>2002</b>	32%	53%	12%	3%

### Mezzanine Café Bar

	Used	Did Not Use	Unaware of Café
	44	31	
<b>2003</b>	59%	41%	
<b>2002</b>	34%	66%	

	Very good	Good	Average	Poor
<b>Range of Food &amp; Drink</b>	11	21	13	2
<b>2003</b>	23%	45%	28%	4%
<b>2002</b>	22%	40%	25%	13%
<b>Quality of Food &amp; Drink</b>	16	21	12	0
	21%	28%	16%	0%
<b>Quality of Service</b>	17	17	8	4
<b>2003</b>	37%	37%	17%	9%
<b>2002</b>	29%	54%	14%	3%
<b>Value for Money</b>	12	15	18	3
<b>2003</b>	25%	31%	38%	6%
<b>2002</b>	11%	31%	33%	22%

### Activity Liked Most - Multiple answers

	Navy Today	World Map	Horizons	Command Approved	Team Works	Weapons
	5	1	2	20	9	11
<b>2003</b>	4%	1%	2%	15%	7%	9%
<b>2002</b>	3%	0%	0%	19%	5%	12%
	<b>Royal Marines</b>	<b>The Bridge</b>	<b>Ops Room</b>	<b>Flight</b>	<b>Ride the Movie</b>	
	21	5	4	24	24	
<b>2003</b>	17%	4%	3%	19%	19%	
<b>2002</b>	26%	2%	2%	16%	15%	

### Activity Liked Least

	Navy Today	World Map	Horizons	Command Approved	Team Works	Weapons
	4	2	5	2	2	1
<b>2003</b>	8%	4%	10%	4%	4%	2%
<b>2002</b>	12%	3%	10%	8%	4%	6%
	<b>Royal Marines</b>	<b>The Bridge</b>	<b>Ops Room</b>	<b>Flight</b>	<b>Ride the Movie</b>	<b>Liked them all</b>
	1	14	8	1	4	9
<b>2003</b>	2%	26%	15%	2%	7%	17%
<b>2002</b>	4%	24%	16%	2%	11%	

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# *Portsmouth*

## HISTORIC DOCKYARD

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## Introduction

Portsmouth Historic Dockyard is an unusual tourist attraction in that it consists of a number of separate attractions operating on the same site. Flagship Portsmouth Trust is a charitable trust owned by these attractions and carries out the management and marketing of the site on their behalf.

The attractions and their associated trusts are:

- **Mary Rose** – The pride of Henry VIII’s fleet, which sank on the way to battle with the French in 1545. The hull was lifted from the sea bed in 1982. Owned and managed by the Mary Rose Trust, a charitable trust whose primary aims are the preservation of the ship and education of the public.
- **HMS Victory** – The Flagship of the Second Sea Lord. Still a serving ship of the Royal Navy. Owned and managed by the Royal Navy.
- **HMS Warrior 1860** – The first iron-clad iron-hulled warship, commissioned in 1860. Owned and managed by the Warrior Preservation Trust, a charitable trust whose main aim is the preservation of the ship.
- **Royal Naval Museum** – The official museum of the Royal Navy. Owned and managed by the Royal Naval Museum trust.
- **ACTION STATIONS** – a hi-tech £16m multimedia attraction housed in a recently restored Boathouse. Owned and operated by Portsmouth Naval Base Property Trust (see below).
- **Portsmouth Naval Base Property Trust** – The landlord organisation. In 1986, the Ministry of Defence granted a 99 year lease on a part of the Naval Base designated as a heritage area. PNBPT is a charitable trust whose main aim is to preserve and maintain approximately 40 historic buildings within the Dockyard. The buildings are either let for a rent or utilised by the Property Trust to house exhibitions or site services.

In 1993, these organisations combined to form Flagship Portsmouth Trust (FPT), a charitable trust that administers the site services (such as ticketing and cleaning) and undertakes marketing on behalf of the members.

Each of the five members is represented on the FPT Board which meets every three months. Reporting to the Board is an Executive Committee which is made up of the chief executives of each of the members, chaired by the FPT General Manager.

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## **Marketing**

The new generic brand of '**Portsmouth Historic Dockyard**' adopted in 2001 must be seen as a great success. This brand is already strong as the area is usually referred to in the press as Portsmouth's Historic Dockyard.

The current design style will be retained in order to further build on brand awareness and to promote a more contemporary image. This modern design style positions our product firmly at the family market and promotes a fun, educational and value for money visit.

The four P's: product, price, place, promotion for the core of any marketing strategy can be applied to the analysis of Flagship Portsmouth's marketing strategy.

### **Product**

The main products are the Mary Rose, HMS Victory, HMS Warrior 1860, Action Stations and the Royal Naval Museum and the secondary attractions: the Dockyard Apprentice Exhibition and Harbour Tours.

### **Place**

Tickets for the attractions are sold at the Visitor Centre within the Historic Dockyard, and a growing number of major hotels and Tourist Information Centres throughout the region now sell tickets off-site, for a 15% commission.

The future of off-site ticket sales is undoubtedly the internet. Portsmouth Historic Dockyard will shortly be offering secure on-line ticketing via the website. Ticket sales from the internet will quickly build an accurate database of who our customers are and where they are likely to come from.

### **Price**

A single entry ticket was launched in July 2002, which is valid for one entry to each of the attractions listed above, and can be used for an unlimited time period, giving excellent value for money.

Price promotions are used to attract visitors at off-peak times and to give added value concentrating on the day visitor market.

Season tickets are available giving unlimited entry to all of the attractions for two years. Membership of a season ticket also includes a twice yearly newsletter and several exclusive offers and events. We currently have approximately 11,000 season ticket holders.

The growing number of museums and attractions offering free entry due to the government subsidy is a cause for concern, which means we must provide value for money.

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## Promotion

Target markets are:

- **Domestic Staying visitors** – UK nationals staying away from home at the time of their visit – usually staying within a one hour drive time
- **Day visitors** – those who come from and return to their normal place of residence, usually within a one hour drive time
- **'Non group' Overseas Visitors** – those whose normal place of residence is abroad and therefore usually a staying visitor
- **Educational Groups** – schools, colleges, language schools and adult education groups
- **Travel Trade** – tour operators, coach operators, independent group travel organisers
- **Locals** – people living within the immediate vicinity of the dockyard
- **Business/Conference tourism** – seminars, corporate hospitality, weddings and team building days
- **Visiting Friends and Relatives** – VFR
- **Repeat Visitors** – can fall into any of the above groupings

## Methods of advertising

**Leaflets** are the most effective form of advertising and the main site leaflet is the key tool in targeting both staying and day visitors in the area.

**Posters** – sites throughout the city are taken to advertise the core product and special events. The key messages for 2002 are Action Stations and the new Bonaventure Gallery at the Mary Rose.

**Television** – undoubtedly an effective medium which has been used in the past. However it is not a regular part of the marketing strategy due to the large costs and sustained campaign needed to achieve results.

**Radio** – is being used increasingly, particularly to promote special events. The main stations used are Power FM, Ocean FM and Wave FM.

## SWOT ANALYSIS

Internal Factors	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Internationally known brand names</li> <li>• The attractions themselves are Unique Selling Points (USP's)</li> <li>• Action Stations still has 'new' appeal and untapped staying visitor market</li> <li>• Bonaventure Gallery offers repeat visitors and new markets for The Mary Rose</li> <li>• A Festival of Christmas is now an established event with its brand being well known on a local level – has established good market positioning</li> <li>• Excellent transport links</li> <li>• Product mix is unmatched anywhere in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of cohesion between the member trusts – often leads to sending a confused message to the customer</li> <li>• Not as customer focused as we should be – the customer should rule all decisions we make</li> <li>• Car Parking Facilities and Site facilities do not reflect that of an international tourist attraction</li> <li>• Financial instability of the Trusts due to years of declining visitor numbers and reliance on ticket sales</li> <li>• Lack of commitment and funds to run a cutting edge marketing campaign</li> <li>• Confusing ticket structure and high prices – leading to missed sales</li> </ul>
External Factors	
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Cutty Sark Tall Ships Race – National exposure for the Historic Dockyard, potential 400,000 visitors on site</li> <li>• Spinnaker Tower build programme – potential for increased PR with Portsmouth Harbour consortium</li> <li>• Likely increase in staying visitors</li> <li>• Gunwharf Quays – still attracting large numbers of people (particularly at weekends)</li> <li>• Tutankhamun and the Treasures of the Pharaohs Exhibition – opportunity for up-selling and repeat visit promotion</li> <li>• Future hotel development at Gunwharf Quays</li> <li>• Portsmouth Harbour Marketing – greater investment would reap far greater rewards, some initiatives now becoming more established</li> <li>• Queen's Golden Jubilee Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Gunwharf Quays – competing for people's leisure time particularly in local and day visitor market</li> <li>• Terrorism – further outbreaks could have catastrophic effects on the industry</li> <li>• Economy – likely downturn over the next few years if consumer confidence dwindles</li> <li>• Drop in overseas tourism as a result of Sept 11<sup>th</sup> 2001</li> <li>• Increase of attractions able to offer free entry due to government subsidy – it is no longer an even playing field</li> <li>• Increase in number of attractions as result of Millennium funding, e.g. the London Eye attracting over 3 million paying visitors – there is a finite number of day visits</li> <li>• Increase of competing leisure pursuits (Sunday shopping, digital television etc) means we are increasingly fighting for people's spare time</li> <li>• World Cup – both the 1998 and 2002 Football World Cup finals had a marked effect on visitor numbers</li> <li>• Tall Ships – possible displacement of visitors 'saving' their visit for this event</li> </ul>

### ACKNOWLEDGEMENT OF COPYRIGHT HOLDERS AND PUBLISHERS

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**General Certificate of Education**

**TRAVEL AND TOURISM**

**Unit 5    TT05**

**Marketing in Travel and Tourism**

**MARK SCHEME**

Question	Response	Mark Allocation	Assessment Objective
1 (a)	<p>Information relating to the hi-tech nature of the attraction, themed around the experience of life in the modern Royal Navy required.</p> <p><b>Level 1 - Basic</b> Simple descriptive points using information from the pre-release materials.</p> <p><b>Level 2 - Clear</b> Some mention of the components of the product to provide additional information such as reference to the restored boathouse, the simulators or the auditorium.</p>	<p><b>1 – 2</b></p> <p><b>3 – 4</b></p>	<b>AO2</b>
1 (b)	Identification of the <b>growth</b> phase of the attraction (1 mark) in relation to its opening in <b>summer 2001</b> (1 mark).	<b>2</b>	<b>AO1</b>
1 (c)	<p>References could be made to factors such as:</p> <p>planning marketing activities designing promotional materials deciding on target markets setting marketing objectives building awareness amongst potential visitors.</p> <p><b>Level 1 - Basic</b> Answers will use some information contained in the pre-release materials with only limited explanation.</p> <p><b>Level 2 - Clear</b> Answers will make use of a range of information from the pre-release materials and will provide explanations of each of the points made. E.g. Promotional materials will be designed and distributed so that potential visitors will be aware that the attraction is opening.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<b>AO1</b>
1 (d)	Sufficient information to provide an outline of the product or event is required.	<b>2</b>	<b>AO2</b>

Question	Response	Mark Allocation	Assessment Objective
1 (e)	<p>There should be evidence that the candidate is aware of the marketing processes leading up to the launch of the new product or event and can make reasoned comparisons between the process within the organisation they have studied and the launch marketing of Action Stations.</p> <p><b>Level 1 - Basic</b> Answers will show limited awareness of the launch marketing process for the chosen product or event and will contain only one or two comparisons with the launch marketing of Action Stations.</p> <p><b>Level 2 - Clear</b> Answers will show an understanding of the launch marketing process and will make a number of comparisons with the Action Stations launch.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b></p> <p><b>AO2</b></p>
1 (f)	<p>Candidates will need to provide some indication of the general aims of their selected organisation and make some attempt to <b>evaluate</b> the extent to which the chosen new product or event helps to meet these aims.</p> <p><b>Level 1 - Basic</b> Some limited reference to the aims of the organisation will be present and the evaluation of how the selected event or product helps meet the overall aims will be superficial.</p> <p><b>Level 2 - Clear</b> Candidates are able to indicate how and why the product or event helps to meet the aims of the organisation and will attempt to evaluate the extent to which the product or event is appropriate for the organisation.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO4</b></p>

Question	Response	Mark Allocation	Assessment Objective
2 (a)	Two recognised market research methods, other than visitor surveys, are identified.	2	AO1
2 (b)	<p>A description of the techniques used should be present together with an explanation of how the results were used.</p> <p><b>Level 1 - Basic</b> Answers focus on the market research methods used with no explanation being present.</p> <p><b>Level 2 - Clear</b> The candidate is able to provide an explanation relating to how the results of the research were used.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3
2 (c)	<p>For each of the components, candidates are expected to summarise the main findings. Better answers will draw conclusions and use data from the results to justify their answers.</p> <p>For each component:</p> <p><b>Level 1 - Basic</b> Simple summaries making one or two points with limited conclusions.</p> <p><b>Level 2 - Clear</b> Summaries will make a number of conclusions and will make reference to particular information from the results of the survey.</p>	<p>1 – 2</p> <p>3 – 4</p> <p>(3 x 4 marks)</p>	<p>AO3</p> <p>AO4</p>

Question	Response	Mark Allocation	Assessment Objective
2 (d)	<p>Potential questions could relate to:</p> <p>the primary purpose of the visit, the nature of the party the respondent was part of, the method of transport used to get to Action Stations, how they heard about Action Stations.</p> <p><b>Level 1 - Basic</b> Simple question, limited explanation.</p> <p><b>Level 2 - Clear</b> Appropriate question with valid explanation of its usefulness.</p>	<p><b>1 – 2</b></p> <p><b>3 – 4</b></p>	<p><b>AO3</b></p>
2 (e)	<p>Answers should refer to the future marketing of Action Stations rather than focusing on the potential improvements to the service or the cleanliness of the toilets!</p> <p><b>Level 1 - Basic</b> Answers will include limited awareness of how the marketing strategy could be influenced by the results and make simplistic references to ideas such as the distribution of promotional materials or differential pricing for different age groups.</p> <p><b>Level 2 - Clear</b> Answers will make a number of references to the ways in which the results might influence the marketing strategy with a number of reasoned justifications. Answers may also refer to the fact that only 1% of visitors returned the questionnaires and that this would be a small sample on which to base major decisions.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO2</b></p> <p><b>AO4</b></p>

Question	Response	Mark Allocation	Assessment Objective
3 (a)	<p><b>Level 1 - Basic</b> Simplistic explanation showing limited distinction between the internal and external business environments.</p> <p><b>Level 2- Clear</b> Candidates demonstrate an awareness of the different purposes of a SWOT and PEST and are aware of the differences between the internal and external business environments.</p>	<p>1 – 2</p> <p>3 – 4</p>	AO1
3 (b)	<p>For each component of the PEST, it would be expected that the candidate makes reference to two or three factors.</p> <p><b>Level 1 - Basic</b> Appropriate points relating to the named travel and tourism organisation are made but the points are not developed and explanations are missing.</p> <p><b>Level 2 - Clear</b> Each of the points made is developed and an explanation relating to the relevance of the point made is present.</p>	<p>1 – 2</p> <p>3 – 4</p> <p>(4 x 4 marks)</p>	AO1 AO2
3 (c) (i)	<p>Reference should be made to the ‘all-in’ price which may not be appropriate to different market segments who may only wish, or have time to visit some of the attractions within the dockyard.</p> <p><b>Level 1 - Basic</b> Candidates should show that they are aware of what the current pricing policy is and why it has been identified as a weakness. Few references to how this is a problem for particular market segments will be made.</p> <p><b>Level 2 - Clear</b> Candidates should be able to identify why the current pricing policy is an issue for the dockyard and indicate the potential lost sales, poor image and other factors.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2 AO4

<b>Question</b>	<b>Response</b>	<b>Mark Allocation</b>	<b>Assessment Objective</b>
3 (c)(ii)	<p>Answers are likely to focus on having separate entrance charges for each of the major attractions and better answers will begin to justify the recommendations made. Some may suggest joint-pricing arrangements and similar strategies.</p> <p><b>Level 1 - Basic</b> Some simplistic suggestions are made with limited justifications present.</p> <p><b>Level 2 - Clear</b> A number of realistic and appropriate recommendations are made.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO4</b></p>

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## Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)		4		
1(b)	2			
1(c)	6			
1(d)		2		
1(e)	2	4		
1(f)				6
2(a)	2			
2(b)			6	
2(c)			8	4
2(d)			4	
2(e)		4		4
3(a)	4			
3(b)	8	8		
3(c)(i)		4		2
3(c)(ii)				6

## Weightings of Assessment Objectives

AO1	24
AO2	26
AO3	18
AO4	22
Total	90



General Certificate of Education  
Advanced Level Examination

# Travel and Tourism

# TT09

## Unit 9 Travel and Tourism – People and Quality

**Specimen paper for examinations in June 2010 onwards**

**This question paper uses the [new numbering system](#) and [new AQA answer book](#)**

**For this paper you must have:**

- four AQA 8-page lined answer books, one for each task
- your preparatory folder.

You may also use graph or plain paper to support your answers if you wish.

You may use a calculator.

**Time allowed**

- 4 sessions of 1 hour 30 minutes each

**PREPARATORY FOLDERS MUST BE HANDED IN BY XX**

**FOR RELEASE TO CANDIDATES FROM XX**

**Instructions**

- Do **not** write anything on this paper. It must be brought into each examination session 'clean'.
- Use black ink or black ball-point pen. Pencil, including colours, should only be used for drawing.
- Write the information required on the front of your answer books. The **Examining Body** for this paper is AQA. The **Paper Reference** is TT09.
- No materials from your preparatory folder are to be stuck into your answer books.
- Attempt **all** assignment tasks.
- Start each assignment task in a new answer book.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

**Information**

- The maximum mark for this paper is 80.
- The marks for questions are shown in brackets.
- Your preparatory folder will be returned to you at the start, and collected in at the end, of each examination session.
- In Assignment Task D, Question **10** you will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered in this Assignment Task.

# TT09

## INSTRUCTIONS AND GUIDANCE FOR TEACHERS AND CANDIDATES TAKING EXTERNALLY ASSESSED ASSIGNMENTS

### The externally assessed assignment

The assignment must be taken during the two-week assignment period. It may be taken as one 6-hour session or in up to four 1½-hour sessions. Each session must be a multiple of 1½ hours.

### Preparing for the assignment

Candidates will sit the assignment under examination conditions. The preparatory folder, which must contain only notes written by the candidate and material collected from the organisations studied, must be collected by the teacher **before** the two-week assignment period begins. The folder will be given out at the beginning of each controlled conditions session and be collected in with the scripts at the end of each session and kept securely by the teacher between sessions. Nothing may be added

to the folder during the two-week assignment period and no other material may be taken into the examination session(s).

### Writing the assignment under controlled conditions

The assignment consists of four tasks, each designed to be completed in 1½ hours. Each task is to be written in a new answer book. At the end of each 1½ hour session, the answer book containing one completed task will be collected and kept securely by the teacher until the end of the final session. No alterations or additions may be made to candidates' answers to each task once the session has ended.

At the end of the final (fourth) session, the four answer books for each candidate must be fastened together and sent to the designated examiner with the appropriate Centre Declaration Sheet, etc. The preparatory folders must be kept under secure conditions until after the Enquiries upon results deadline. AQA may call for these preparatory folders to be made available at any time during this period.

Controlled conditions sessions may be in any multiple of 1½ hours and must be completed within the two-week assignment period. Examples of some acceptable time allocations are shown below:

1	2	3	4	One six-hour session
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	Two three-hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	Four 1½-hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	One 4½-hour and one 1½-hour session
1½ hours	1½ hours	1½ hours	1½ hours	

or any other combination of four sessions in 1½ hour multiples.

### Presentation of the assignment

- Keep strictly to the set tasks.
- You are advised that the completed assignment should be contained within a range of sixteen to twenty-four sides of written A4.

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Attempt **all** assignment tasks.

Complete Assignment Task A during Session 1.

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### THE ASSIGNMENT

#### Assignment Task A: Complaints and serious situations

For this task, your answer must relate to any **one** travel and tourism organisation that you have studied. Clearly indicate the name of the organisation at the start of your answer.

In all organisations, managers may be required to deal with more serious complaints or situations than employees at a lower level.

- 0 1** For your chosen organisation, outline **two serious** situations or problems where managers would need to get involved. (3+3 = 6 marks)
- 0 2** For **one** of the serious situations or problem that you identified in **0 1**, explain and justify the course of action that the manager would follow. (6 marks)
- 0 3** Evaluate the organisation's procedures or systems for dealing with serious situations and emergencies. (8 marks)

**End of Assignment Task A**

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Complete Assignment Task B during Session 2.

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**Assignment Task B: Quality and customer service standards**

For this task, your answer must relate to any **one** travel and tourism organisation that you have studied. Clearly indicate the name of the organisation at the start of your answer.

- 0 4** Explain how 'quality' is defined in your chosen organisation. *(6 marks)*
- 0 5** Evaluate how well your chosen organisation meets the needs of different types of customer. *(7 marks)*
- 0 6** Discuss, with examples, how your organisation has made or could make improvements in the quality of its customer service. *(7 marks)*

**End of Assignment Task B**

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Complete Assignment Task C during Session 3.

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**Assignment Task C: Management and motivation of staff**

For this task, your answer must relate to any **one** travel and tourism organisation that you have studied. Clearly indicate the name of the organisation at the start of your answer.

Managers in travel and tourism organisations need to ensure that health, safety and security are maintained in the working environment and to motivate teams in order to deliver high quality customer service.

- 0 7** Explain what is done in your chosen organisation to ensure the health, safety and security of staff. *(10 marks)*
- 0 8** Evaluate the approaches and techniques used in your chosen organisation to motivate staff and teams. *(10 marks)*

**End of Assignment Task C**

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Complete Assignment Task D during Session 4.

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**Assignment Task D: Operating in accordance with the law**

Unlike Assignment Tasks A to C for this task, your answer may now refer to **more than one** travel and tourism organisation that you have studied.

**0 9** Explain and illustrate why managers in the travel and tourism industry need to keep up to date with any new regulations. *(8 marks)*

**1 0** Discuss, with examples, how recent changes in legislation have affected the travel and tourism industry.

Answer this part of the Assignment Task in continuous prose. The quality of written communication will be assessed in your answer. *(12 marks)*

**End of Assignment Task D**

**END OF ASSIGNMENT TASKS**



**General Certificate of Education**

**Travel and Tourism**

**8651/8653/8656/8657/8659**

TT09      People and Quality

**Mark Scheme**

**Specimen mark scheme for examinations in June 2010 onwards**  
**This mark scheme uses the [new numbering system](#)**

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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## General Guidance for Assistant Examiners of A 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 communication, 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.

**Preamble regarding the choice of an appropriate travel and tourism organisation.**

For their answers, candidates are expected to choose an organisation from the travel and tourism industry. The Specification for Unit 1 provides a valuable list of sectors: transport providers, accommodation providers, tour operators etc. When candidates do not choose an appropriate organisation, the maximum they can score for each Assignment Task will be 10 marks. Answers that do not refer to organisations are unlikely to score above level 1.

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<table border="1" style="width: 100px; height: 30px; margin-left: 20px;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> </tr> </table>	0	1	<p><b>For your chosen organisation, outline two <i>serious</i> situations or problems where managers would need to get involved.</b></p> <p>The number <u>two</u> is important: one expects two answers, each answer will get up to three marks:</p> <ul style="list-style-type: none"> <li>• 1 mark for presentation of the situation/problem (e.g. <i>‘the head receptionist will get involved if a customer refuses to pay the bill when they check out because they say they did not use the mini-bar and the receptionist himself cannot deal with that and he would call his line manager’</i>)</li> <li>• 2 marks for extra information/details which could be theoretical or illustrative (e.g. <i>‘customers sometimes try to defraud the organisation and we must be careful but sometimes there are genuine errors in the bill’</i>). The top mark may reward candidates who explain why it is a serious situation (as opposed to a routine operational situation whereby managers would not need to get involved). The trigger for the third mark will be the organisation-specific dimension of the answer (<i>‘This tends to happen in the busiest periods such as the Hat Fair early July because the Hotel du Vin is then very busy, as Mr Buttivant explained when we visited his establishment...’</i>)</li> </ul> <p>Candidates might demonstrate a vivid imagination (e.g. a customer found murdered in their hotel bedroom), this is acceptable as long as it is plausible and qualifies as ‘a serious situation or problem’ (thefts and accidents qualify as ‘serious situation or problem’).</p> <p>The two situations/problems must be different: if they are too similar then RUBRIC (for example a stolen bag in a hotel bedroom and a stolen coat in a hotel bedroom).</p>	<p><b>2 x 3</b></p>	<p><b>AO2 AO3</b></p>
0	1				

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<table border="1" style="width: 100px; height: 20px; margin-left: 10px;"> <tr> <td style="width: 30px; text-align: center;">0</td> <td style="width: 30px; text-align: center;">2</td> </tr> </table>	0	2	<p><b>For one of the serious situations or problems that you identified in (a), explain and justify the course of action that the manager would follow.</b></p> <p>Of the two problems/situations presented in (1a), candidates are free to choose the one they prefer. If they choose another one, the maximum they can score here will be 3 marks.</p> <p><b>Level 1</b> The answer is descriptive: it states what the manager would do (<i>contact the owner, call the police, call a doctor, call the tourist’s tour operator...</i>) yet without much explanation with regard to the rationale for the course of action. Within level 1, a more detailed answer will score higher.</p> <p><b>Level 2</b> Trigger for Level 2: explanation and justification. At Level 2 candidates have paid close attention to the command words (‘explain and justify’), they show they understand why that specific course of action is appropriate and they explain the rationale for that course of action. Within level 2, higher mark may be awarded to candidates who comment on the course of action that must always be followed in case of emergency, or to candidates who comment on the facts that ‘standard procedures cannot be relied upon in all circumstances’ and that ‘recent trends in a compensation culture affect the operation of travel and tourism organisations’ (to quote the Specification).</p>	<p style="text-align: center;"><b>1 – 3</b></p> <p style="text-align: center;"><b>4 – 6</b></p>	<p style="text-align: center;"><b>AO2</b> <b>AO3</b></p>
0	2				





Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<table border="1" data-bbox="204 360 300 409"> <tr> <td data-bbox="204 360 245 409">0</td> <td data-bbox="245 360 300 409">5</td> </tr> </table>	0	5	<p data-bbox="336 349 1018 416"><b>Evaluate how well your chosen organisation meets the needs of different types of customer.</b></p> <p data-bbox="336 450 1050 831">Depending upon the organisation, “types of customer” will have different meanings: it could be a segmentation by age, budget, type of tourists etc. Candidates are not expected to use the terminology of market segmentation (this is not the remit of this Unit), but they need to show that they know the types of customer of their chosen organisation (for example: a local travel agent could work with (a) families and (b) senior citizens, and with (a) customers on low income more interested in budget bargains and (b) customers for whom the originality of the experience matters more than the price.)</p> <p data-bbox="336 864 1043 1070"><b>Level 1</b> Level 1 answers refer to the different types of customers of the organisation, showing (in simple terms) how their needs may differ and how the organisation caters for them nonetheless. A more precise answer (giving details about different customers’ needs) will score higher within level 1.</p> <p data-bbox="336 1104 1059 1417"><b>Level 2</b> At level 2, answers have an evaluation (AO4), for example with comments on the way the organisation caters well/better for certain segments than others (e.g. with more products on offer). At this level answers are critical (this does not mean that candidates have to negatively criticise the organisation: statements that the organisation meets the needs of all types of customers are acceptable as long as they are justified).</p>	<p data-bbox="1137 864 1198 898">1 – 3</p> <p data-bbox="1137 1104 1198 1137">4 – 7</p>	<p data-bbox="1337 931 1398 965"><b>AO4</b></p>
0	5				



Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<table border="1" style="width: 100px; height: 20px; margin-left: 10px;"> <tr> <td style="width: 30px; text-align: center;">0</td> <td style="width: 30px; text-align: center;">7</td> </tr> </table>	0	7	<p><b>Explain what is done in your chosen organisation to ensure the health, safety and security of staff.</b></p> <p>Please note the focus on <u>staff</u>: answers about health, safety and security of <u>customers</u> will remain at level 1. (Some good points may be made about health, safety and security of customers, and some of those points may apply to staff too, but candidates are asked to write about staff).</p> <p>By law (e.g. Health and Safety at Work Act) many systems have to be in place in all organisations (ranging from fire evacuation procedures to food and hygiene) to ensure the health, safety and security of staff.</p> <p><b>Level 1</b> Level 1 answers demonstrate knowledge gained through research (AO3) on the organisation (e.g. <i>Ms Rudge is the health and safety officer who looks after health and safety for all staff or all receptionists are trained in first aid so if a member of staff has a small accident at work any receptionist can help</i>). More detailed answers will score higher within level 1.</p> <p><b>Level 2</b> At level 2, answers contain explanations (i.e. <i>why do they do that in the organisation: why is there a Ms Rudge who works as health and safety officer, why are there lockers for staff belongings, why did the hotel join a free counselling service for staff...</i>) The answers may relate to legislation, to corporate policy, to good practice etc. More detailed explanations will score higher within level 2.</p> <p><b>Level 3</b> At level three, the descriptions are precise, the explanations are convincing and candidates have considered all three areas (health, safety and security). At level 3, some very able candidates may even make evaluations or recommendations for improvements (i.e. writing about ‘what is <i>not</i> done...’ to ensure the health, safety and security of staff): candidates who do that extra step within level 3 may be rewarded accordingly.</p>	<p style="text-align: center;"><b>1 – 3</b></p> <p style="text-align: center;"><b>4 – 6</b></p> <p style="text-align: center;"><b>7 – 10</b></p>	<p style="text-align: center;"><b>AO3</b></p>
0	7				

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<table border="1" style="width: 100px; height: 20px; margin-bottom: 10px;"> <tr> <td style="width: 30px; text-align: center;">0</td> <td style="width: 30px; text-align: center;">8</td> </tr> </table>	0	8	<p><b>Evaluate the approaches and techniques used in your chosen organisation to motivate staff and teams.</b></p> <p>The Specification lists a range of approaches and techniques: financial and other incentives, positive physical working environment, team working, empowerment, good communication, management style, job rotation, hours of work etc. One does not expect all organisations to use them all ~ indeed, even if one organisation does not use any (which is doubtful) the candidate could nonetheless answer the question (evaluating the very fact that the organisation fails to do anything to motivate its staff) ~ this is a very unlikely scenario, yet one that needs to be mentioned here in this marking scheme.</p> <p><b>Level 1</b> Level 1 answers demonstrate knowledge gained through research on the organisation: candidates write about the approaches and techniques used in the organisation, yet at level 1 there is no evidence of evaluation (like in question 1c, simple statements such as <i>'this is good'</i> are not considered as sufficient evaluation). More detailed answers will score higher within level 1 (for example descriptive details about job rotation systems or bonus schemes).</p> <p><b>Level 2</b> Trigger for level 2: evaluation. Answers at level 2 include elements of evaluation. Candidates comment on the advantages of the approaches and techniques used in the organisation (and maybe also on their disadvantages, although this is less likely). More precise or detailed answers will score higher within level 2.</p> <p><b>Level 3</b> Trigger for level 3: evaluation of several approaches and techniques is critical, i.e. with both positive and negative elements. (This does not imply that the evaluation is balanced, but at least both aspects are considered). At level 3, some very able candidates may even make recommendations for improvements (e.g. suggesting other methods not yet used in the organisation but potentially beneficial); like with level 3 in question (3a), candidates who do that extra step within level 3 may be rewarded accordingly.</p>	<p style="text-align: center;"><b>1 – 3</b></p> <p style="text-align: center;"><b>4 – 7</b></p> <p style="text-align: center;"><b>8 – 10</b></p>	<p><b>AO3</b></p>
0	8				
	<p><b>Total of Task C</b></p>	<p><b>20</b></p>			

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
09	<p><b>Explain and illustrate why managers in the travel and tourism industry need to keep up to date with any new regulations.</b></p> <p><b>Level 1</b> At level 1, answers include <i>either</i> explanations (with theoretical comments about responsibilities and management) <i>or</i> illustrations (with examples of regulations or of some stories/anecdotes). Within level 1, higher marks will be awarded to candidates who clearly demonstrate their understanding of that managerial responsibility.</p> <p><b>Level 2</b> At level 2, answers include <i>both</i> explanations and illustrations, i.e. both ‘theory’ and ‘practice’. Within level 2, higher marks will be awarded to candidates who clearly link the two, or to candidates who suggest the potential problems of management not ensuring that new regulations are complied with (possible scenarios could include non-implementation of smoking bans in restaurants and subsequent customers complaints, or illegal discrimination against some customers who may later decide to sue the organisation).</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO4</b></p>

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<table border="1" data-bbox="201 360 301 409"> <tr> <td data-bbox="201 360 252 409">1</td> <td data-bbox="252 360 301 409">0</td> </tr> </table>	1	0	<p data-bbox="331 344 1038 409"><b>Discuss, with examples, how recent changes in legislation have affected the travel and tourism industry.</b></p> <p data-bbox="331 450 1059 757">This question does not refer to specific pieces of legislation or to specific sectors of the tourism industry; nonetheless, it directly relates to key points from the Specification about the need for candidates to be aware of the latest developments in the legislation affecting the industry. The question does <i>not</i> insist upon <i>recent</i> changes (i.e. in the last months/years) so candidates could opt for a more longitudinal approach, for example considering how the 1995 DDA has affected (or not) the travel and tourism industry.</p> <p data-bbox="331 763 1054 931">One expects a discussion, i.e. a structured argumentation, with precise references (for example to licensing laws or smoking bans that may or may not have changed restaurants practices, or to security measures at airports that may or may not have affected airports operations).</p> <p data-bbox="331 983 416 1012"><b>Level 1</b></p> <p data-bbox="331 1019 1059 1290">At level 1, some relevant points are made, with relevant elements of answer but the overall answer is not presented as a clear discussion: the argumentation is fragmented and disjointed (possibly with long, irrelevant passages). Within level 1, precise and pertinent examples will enable candidates to score higher, for example with references to details on a new piece of legislation and its consequences for T&amp;T operators.</p> <p data-bbox="331 1296 1043 1361">Some attempt to use a form and style of writing appropriate to purpose and subject matter</p> <p data-bbox="331 1368 1059 1464">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 data-bbox="331 1516 421 1545"><b>Level 2</b></p> <p data-bbox="331 1552 1059 1823">At level 2, answers are presented as a clear discussion, considering different sides of the argument, different points of view. Level 2 answers are likely to comment on the fact that some changes have affected some organisations, whilst others have remained unaffected. More detailed answers will score higher within level 2, for example with efforts to contrast precise situations or precise examples (e.g. the airline industry vs the hospitality industry).</p> <p data-bbox="331 1830 1007 1895">Limited use of a form and style of writing appropriate to purpose and subject matter.</p> <p data-bbox="331 1901 1019 1998">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 data-bbox="1139 1003 1198 1032">1 – 4</p> <p data-bbox="1139 1518 1198 1547">5 – 8</p>	<p data-bbox="1337 1144 1396 1207">AO1 AO3</p>
1	0				

	<p><b>Level 3</b></p> <p>Level 3 answers will be structured as a discussion that ends with a clear conclusion on the basis of evidence provided (<i>changes in the legislation have enormously affected the travel and tourism industry... or...changes in the legislation hardly affect the travel and tourism industry</i>). The best candidates within level 3 may demonstrate a subtle understanding of the underpinning politics, emphasising how the T&amp;T industry is a highly regulated environment (with some legislation affecting the whole industry, whilst others are sector-specific).</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter.</p> <p>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><b>9 – 12</b></p>	
	<p><b>Total of Task D</b></p>	<p><b>20</b></p>	

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

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**GCE TRAVEL AND TOURISM  
Unit 11 Impacts of Tourism**

**TT11**



**In addition to this paper you will require:**

- a copy of the Preliminary Material.

You may use a calculator.

Time allowed: 2 hours

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra paper, use additional answer sheets.
- Do all rough work in this book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 90.
- Mark allocations are shown in brackets.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
Total (Column 1)			
Total (Column 2)			
TOTAL			
Examiner's Initials			



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*(13 marks)*

**QUESTION 1 CONTINUES ON THE NEXT PAGE**

**Turn over ▶**



Item B in the Preliminary Material is a graph of international tourist arrivals to the Gambia.

(a) Describe changes in international tourist arrivals to the Gambia.

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(4 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE













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(b) To what extent do your examples satisfy the aims of sustainable tourism?

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*(4 marks)*

**END OF QUESTIONS**



**GCE TRAVEL AND TOURISM  
Unit 11 Impacts of Tourism**

**TT11/PM**

**PRELIMINARY MATERIAL**

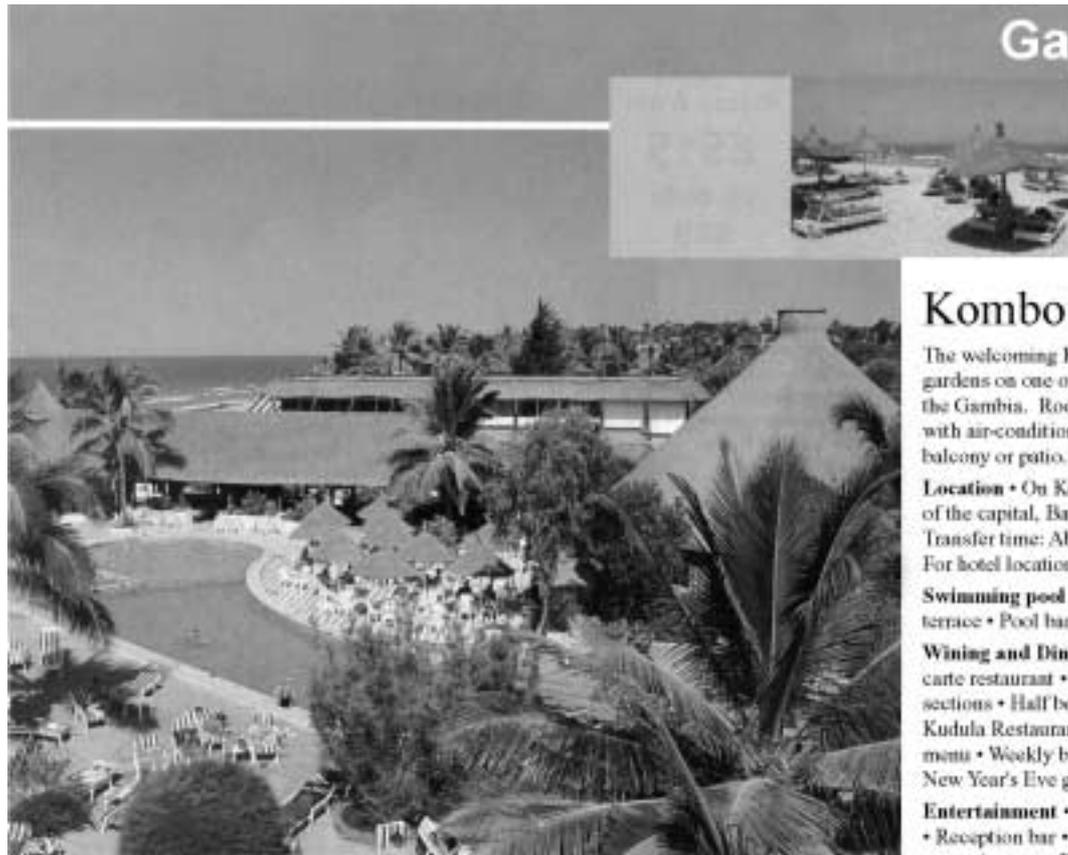
**FOR RELEASE TO CANDIDATES FOUR WEEKS PRIOR TO THE  
EXAMINATION**

**Instructions**

- This material must be kept **unmarked** for use in the forthcoming examination.

Item A – Extract from a travel brochure

# Gambia Kotu



## Kombo Beach

The welcoming Kombo Beach is set in tropical gardens on one of the best stretches of beach in the Gambia. Rooms are basic but comfortable with air-conditioning and have either a small balcony or patio.

**Location** • On Kotu Beach • About 15km north of the capital, Banjul  
 Transfer time: About 40 minutes  
 For hotel location see map

**Swimming pool** • Swimming pool • Sun terrace • Pool bar

**Wining and Dining** • Buffet restaurant • A la carte restaurant • Restaurants have no smoking sections • Half board meals will be taken in the Kudula Restaurant • Buffet breakfast • Snack menu • Weekly barbecue • Christmas Eve and New Year's Eve gala dinners included

**Entertainment** • Live music • Weekly cabaret • Reception bar • Beach bar • Daytime entertainment • Evening entertainment

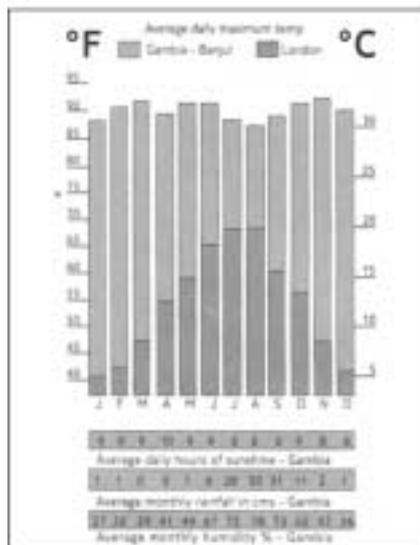
**Activities** • Minigym • Tennis tuition available • Fajara Golf Course 150m away • Windsurfing (experience required) • **FREE** tennis, table tennis, bowls, badminton, volleyball, water polo and outdoor chess

**For families** • Children's section of main pool • Hotel-run children's club

**Other facilities** • Shop

**Room facilities** • 2 beds or double bed • Air-conditioning • Single rooms available  
 Hotel bedrooms 258

*Some facilities may incur extra local charges*



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**Item B – International tourist arrivals to the Gambia**

**Turn over ▶**

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## Item C – Extracts from tourism campaign websites.

### (a) Tourism Concern

**Tourism Concern campaign:** TC worked closely with a local NGO, Gambia Tourism Concern, which has campaigned hard against all-inclusives, to raise the issue with British tour operators and the British travel press, increasing both tourists' and tour operators' understanding about the opposition to all-inclusives. In 1999, the Gambian government outlawed all-inclusive resorts. Unfortunately, European tour operators strongly opposed the ban and it was lifted a year later.

### Background information

NGOs are non-governmental organisations. They are independent bodies such as charities or pressure groups, which seek to advance a particular end or cause. Gambia Tourism Concern has been a pressure group concerned with minimising the negative impacts of tourism on the Gambia.

All-inclusives are hotels in which the customer's complete holiday (or near complete holiday) is included in one payment made directly to the hotel or via a tour operator. Typically, accommodation, meals, bar purchases, sporting, social and leisure activities and children's club facilities are all included in this one payment.

NGOs such as Tourism Concern are worried about the impacts of all-inclusives on destinations such as Kotu in the Gambia. Their concerns include:

- the extent to which the money paid by the holidaymaker benefits local people
- the extent to which the relatively large-scale of all-inclusives may significantly damage the environment
- the extent to which security at all-inclusives excludes local people and reduces opportunities for social interaction between them and the tourists.

### Background information

Informal sector entrepreneurs are local people who want to make a living from tourism by selling goods or services to tourists or to the tourist industry.

The Travel Foundation is supporting the Gambia Action Programme because it is trying to help such local people provide goods and services that western consumers will want and to give them the chance to do so. Among the barriers that local sellers face are the all-inclusives themselves since these try to cater for the holidaymakers' every need.

### **END OF PRELIMINARY MATERIAL**

#### ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Item A: *Faraway Shores*, Thomson, 2002

Item B: *World Tourism Organisation*, 2001

Item C: *Tourism Concern*, [www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)

*The Travel Foundation*, 2003

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**General Certificate of Education**

**TRAVEL AND TOURISM**

**Unit 11 TT11**

**Impacts of Tourism**

**MARK SCHEME**

Question	Response	Mark Allocation	Assessment Objective
1(a)	<p>Physical environment may refer to climatic data (possibly in comparison to the UK) and to climatic attractions such as sunshine (sun loungers). Scenery (beach, sweeping bay) and tropical vegetation (e.g. palm trees) may also be included.</p> <p>Environmental impacts include: land-use change, loss of habitat, removal of vegetation, aesthetic impact of buildings, pressure on water supplies, sewage implications. Environmental impacts may be positive as well as negative.</p> <p><b>Level 1 - Basic</b> Simple points are made. May lack a sense of place.</p> <p><b>Level 2 - Clear</b> Clearly suggests why the physical environment may be attractive to UK tourists specifically and explains two environmental impacts. Shows some sense of place.</p> <p><b>Level 3 - Detailed</b> A detailed response. Reasons for attraction are well developed and explicitly linked to tourists from the UK. Two environmental impacts of the named hotel are explained in some detail. There is a definite sense of place.</p>	<p><b>1-4</b></p> <p><b>5-9</b></p> <p><b>10-13</b></p>	<p><b>AO2</b></p>

Question	Response	Mark Allocation	Assessment Objective
1(b)	<p>Social impacts may include:</p> <p>Positive: understanding between cultures, local populations stabilised in place, reduce family division as breadwinner does not need to migrate, increased money spent on health education.</p> <p>Negative: loss of cultural identity, demeaning of local customs/dress (“human zoo”), internal migration to tourist areas leading to family divisions, westernisation of society, servility.</p> <p><b>Level 1 - Basic</b> Simple points about social impacts are made. May lack balance between positive and negative or a sense of place. May juxtapose rather than compare.</p> <p><b>Level 2 - Clear</b> A clear comparison is made between the social impacts of hotel development on named LEDW and MEDW destinations.</p> <p><b>Level 3 - Detailed</b> Compares in detail the social impacts of hotel development on named LEDW destination with those on MEDW destinations.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-11</b></p>	<p><b>AO1</b></p>

Question	Response	Mark Allocation	Assessment Objective
2(a)	<p>Gambia experienced substantial fall in early 1990s followed by steady recovery up to 1999 almost to 1990 level.</p> <p>1 mark per descriptive point (use of an adjective) and per correct use of data to quantify change.</p>	4	AO2
(b)	<p>Possible reasons may include:</p> <p>civil strife, availability in brochures, transport access, developments of infrastructure, resort development, government policies, relationships with UK government, natural disasters, changes in consumer perception and confidence.</p> <p><b>Level 1 - Basic</b> Only one reason is suggested or reasons which are generalised and lack a sense of place.</p> <p><b>Level 2 - Clear</b> Several reasons are suggested. There is a clear sense of the Gambia.</p>	<p>1-3</p> <p>4-6</p>	AO2

Question	Response	Mark Allocation	Assessment Objective
2(c)	<p>Impacts may be economic and may be positive and negative.</p> <p><b>Level 1 - Basic</b> Simple points. The range of impacts may be incomplete. Generalised points. Lacks a sense of place of the Gambia.</p> <p><b>Level 2 - Clear</b> Considers impacts which are classified: positive and negative. A clear sense of place and time.</p> <p><b>Level 3 - Detailed</b> Discusses impacts in terms of their relative effect on the Gambia. An evaluation of the greater or lesser potential of individual impacts to make a difference.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-12</b></p>	<p><b>AO2</b></p>

Question	Response	Mark Allocation	Assessment Objective
3(a)	<p>Stakeholder group possibilities include:</p> <p>local community groups, tourism pressure groups (e.g. Tourism Concern), government departments/agencies, foreign aid NGOs, tour operators, hotel companies, airlines.</p> <p><b>Level 1 - Basic</b> Stakeholder groups are identified, possibly in a generalised way. Attitudes are either positive or negative for each stakeholder group or lack appropriate balance. Lacking a sense of place. Limited appreciation of own values and attitudes.</p> <p><b>Level 2 - Clear</b> Clearly identifies four stakeholder groups appropriate to a destination in the named LEDW country and clearly outlines likely positive and negative attitudes for each group. Candidates show awareness that their own values and attitudes will affect the slant of the interview process.</p> <p><b>Level 3 - Detailed</b> Identifies in detail four stakeholder groups appropriate to a destination in the named LEDW country and discusses in detail likely positive and negative attitudes for each group. Mixed attitudes within groups and degrees of feeling are evaluated. Candidates demonstrate a fair and balanced cross section of values and attitudes of stakeholders, while showing awareness that their own values and attitudes will influence their judgement.</p>	<p><b>1-6</b></p> <p><b>7-12</b></p> <p><b>13-18</b></p>	<p><b>AO3</b></p>

Question	Response	Mark Allocation	Assessment Objective
(b)	<p><b>Level 1 - Basic</b> Simple points are made in a generalised context. MEDW and LEDW group matches may be unclear. May not refer to both similarities and differences.</p> <p><b>Level 2 - Clear</b> Clearly evaluates attitudinal differences between the stakeholder groups in (a) and MEDW counterparts. Use of examples. Concludes the extent(s) of difference for maximum marks.</p> <p><b>Level 3 – Detailed</b> A detailed evaluation of attitudinal similarities and differences between the stakeholder groups in (a) and MEDW counterparts. Concludes the extent(s) of similarity/difference for maximum marks.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-11</b></p>	<p><b>AO4</b></p>

Question	Response	Mark Allocation	Assessment Objective
4(a)	<p><b>Level 1 - Basic</b> Simple points are made. There may be a lack of specific links to named examples or lack of focus on sustainable tourism's role in lessening negative impacts.</p> <p><b>Level 2 - Clear</b> Clearly attempts to evaluate sustainable tourism's contribution to the lessening of negative tourism impacts in the LEDW and in the MEDW.</p> <p><b>Level 3 - Detailed</b> Detailed evaluation of the sustainable tourism contribution to the lessening of negative tourism impacts in the LEDW and in the MEDW. Detailed and justified comparison between the two worlds.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-11</b></p>	<p><b>AO4</b></p>
(b)	<p><b>Level 1 – Basic</b> General points are simply made. Likely to make statements only in support of the aims being satisfied. Simplistic.</p> <p><b>Level 2 – Clear</b> Clearly balances the extent to which clear aims are satisfied and not. Produces a conclusion for maximum marks.</p>	<p><b>1-2</b></p> <p><b>3-4</b></p>	<p><b>AO4</b></p>

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## Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	9	4		
1(b)	8	3		
2(a)		4		
2(b)		6		
2(c)	6	6		
3(a)			18	
3(b)				11
4(a)				11
4(b)				4

## Weightings of Assessment Objectives

AO1	23
AO2	23
AO3	18
AO4	26
Total	90