AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Travel and Tourism
8651

Report on the Examination

2006 examination – January series

- Advanced Subsidiary Single Award

Contents

Travel and Tourism

TT01 – Inside Travel and Tourism

General Comments

This was the first operational paper of the AS Travel and Tourism specification. Many candidates did not demonstrate a consistent, clear understanding of the subject matter and those answers which required case study information were often not fully answered.

Centres should be advised that there is a considerable range of key terms and concepts which candidates should be familiar with in order to be fully prepared for the examination.

There was clear indication that candidates had sufficient time to complete the paper. The majority of candidates were able to provide lengthy answers when required. However, for many it was the poor quality of the written communication which let them down.

Question 1

(a) Most candidates, although by no means all, understood what was meant by a domestic holiday. The majority were able to identify some of the advantages of taking a domestic holiday, such as having no language issues, driving on the same side of the road, not changing currency, and were able to score at least two of the four marks available. A significant minority of candidates were under the impression that domestic holidays did not involve flights.

(b) Relatively few candidates were able to score in Level 2 on this question. Many discussed current day issues and failed to consider likely future trends such as an aging population or a growth in short break holidays. Too often answers were overstated, suggesting that terrorism will stop anybody from ever travelling abroad again. Very few candidates were able to provide structured, considered answers which reached the top of the mark range.

Question 2

(a) Virtually every candidate was able to provide a correct answer, with terrorism being the most common response.

(b) The resource provided candidates with guidance about answering this question. Many were able to identify a number of ways in which business operations of UK-based travel companies would be affected and marks towards the top of Level 1 were common. Frequent references were made to the need to repatriate customers and offer compensation where appropriate. Fewer candidates appreciated the longer term issues of persuading tourists back to the hurricane affected areas and the extra marketing costs which might be incurred.

(c) Again candidates were able to score towards the top of Level 1 by suggesting a broad range of negative economic impacts which would occur in those areas affected by hurricanes. Fewer candidates were able to focus on specific examples of negative impacts for the tourist industry within a specific area, and instead discussed likely consequences for the whole country. Answers suggesting likely negative impacts on different sectors of the tourism industry within the affected area would have scored towards the top of the range.

Question 3

(a) Many candidates found this question difficult and were not able to express themselves clearly. Some of the major differences between traditional and budget airlines, such as budget airlines only serving short-haul destinations and budget airlines not having allocated seating were overlooked. Candidates should be given guidance regarding the precise phrasing of their answers. For example, 'no leg room' was often given as a difference. It may be the case that generally budget airlines provide less legroom, but no leg room suggests a very uncomfortable flight. A significant minority of candidates were under a number of misconceptions about the level of service and the range of services provided by budget airlines.

(b) Only a relatively small number of candidates were able to explain the impact of budget airlines on the business of package holiday providers and cross-Channel ferry operators. The decline in package holiday bookings and the difficulties faced by ferry operators are well documented, but only a minority of candidates were able to develop explanations which took them into Level 2 answers. Candidates working at the top of the range would have been rewarded for mentioning the closure of the P&O routes from Portsmouth, for example.

Question 4

(a) Most candidates were able to hazard a guess at the meaning of the term fly-drive. By no means all were able to give a clear, concise definition of the term.

(b) This question required candidates to evaluate the advantages of self-packaging a fly-drive holiday. It was clear from the answers provided that the majority of candidates were not able either to identify what the advantages are or to evaluate these advantages. Consequently, very few answers gained Level 2 credit and hardly any reached the top of that level. Better answers would have identified convenience, flexibility and cost as the major advantages of self-packaging fly-drive holidays. Centres should be advised that questions relating to the AO4 assessment objective will be present in every examination and that there is a need to indicate to candidates that the command words indicate how they should go about answering the question.

Question 5

(a) The majority of candidates were able to score at least one of the marks available for this question but not too many obtained both marks by providing some suitable development.

(b) This question was not answered well. A significant number of candidates were not able to differentiate between a resort and a tourist area. Many provided answers for the resort's popularity today rather than focusing their answers on the reasons why mass tourism developed. Candidates also chose a number of inappropriate resorts, such as New York and Paris. Candidates were not confined to Mediterranean areas for their answers but mass-tourism resorts are normally identified as coastal locations with a high degree of 'sun, sea and sand' tourism.

Question 6

(a) A significant number of candidates either made no attempt whatsoever to explain the terms intangible or non-standardised or they offered suggestions which indicated that they had not met the terms before. Both terms appear in the specification and candidates should be prepared to offer definitions or explanations of the terms.

(b) Most candidates attempted this question. Many gave a suitable type of customer but few were able to articulate clearly why the holiday would appeal to them. Better answers made full use of the resource and made reference to free local departures and the suitability of the length of the holiday. Weaker answers did not interpret the resource material correctly and associated lakes and mountains with skiing holidays and more adventurous customers.

Question 7

(a) By no means all candidates made reference to the advantages of using the Eurostar service for business travellers. Better answers made reference to convenience, the ease of access to central Paris, the ability to work during the journey and the increased possibility of going to Paris and returning on the same day.

(b) Most candidates failed to take into account the full range of factors which might influence a family's decision on how to travel to the Paris area when answering this question. Weaker answers gave no indication that the candidate was taking into account the needs of a family whatsoever. Very few took into account the starting point of the journey or the nature of the trip or the composition of the family. There were however, a number of answers which attempted to evaluate a number of transport options and scored into Level 2.

Question 8

(a) The majority of candidates could not provide a clear distinction between a time-share and a second home. Many knew one and not the other. Again, in this question candidates were let down by the poor quality of their written communication.

(b) Most candidates who attempted this question were able to identify that the explanation related to hotel, motel and guesthouse accommodation being more expensive but could not elaborate on their answers. Few made reference to the range of services in hotels and guesthouses which would need to be paid for and only a small number identified that people staying with friends and family would pay very little, if anything, for accommodation.

Question 9

As with previous questions where evaluation was required, very few candidates scored well. Not all candidates discussed a purpose-built visitor attraction and scored no marks for the question. Many concentrated on a description of the products and services of their named attraction without attempting to evaluate the ways in which the products and services provided met the expectations of customers.

Mark Ranges and Award of Grades

Unit/Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
TT01	90	90	34.2	11.3

For units which contain only one component, scaled marks are the same as raw marks.

TT01 (882 candidates)

Grade	Max. mark	A	B	C	D	E
Scaled Boundary Mark	100	65	56	47	38	29
Uniform Boundary Mark	100	80	70	60	50	40

Definitions

Boundary Mark: the minimum mark required by a candidate to qualify for a given grade.

Mean Mark: is the sum of all candidates' marks divided by the number of candidates. In order to compare mean marks for different components, the mean mark (scaled) should be expressed as a percentage of the maximum mark (scaled).

Standard Deviation: a measure of the spread of candidates' marks. In most components, approximately two-thirds of all candidates lie in a range of plus or minus one standard deviation from the mean, and approximately 95% of all candidates lie in a range of plus or minus two standard deviations from the mean. In order to compare the standard deviations for different components, the standard deviation (scaled) should be expressed as a percentage of the maximum mark (scaled).

Uniform Mark: a score on a standard scale which indicates a candidate's performance. The lowest uniform mark for grade A is always 80% of the maximum uniform mark for the unit, similarly grade B is 70%, grade C is 60%, grade D is 50% and grade E is 40%. A candidate's total scaled mark for each unit is converted to a uniform mark and the uniform marks for the units which count towards the AS or A-level qualification are added in order to determine the candidate's overall grade.