



## **General Certificate of Education**

# **Travel and Tourism 8651/8653/8656/8659**

**TT01      Inside Travel and Tourism**

## **Mark Scheme**

*2007 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## General Guidance for Assistant Examiners of AS and A Level Travel and Tourism

### Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

### Levels Marking – General Criteria

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

#### Level 1 The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

#### Level 2 The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer 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 (eg L2↑) would show that the response is at the top end of the level, a down arrow (eg L2↓) that it is at the bottom of a level and an equals sign (eg L2=) that it is securely within the level. Another acceptable indicator would be 'just' (eg 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 (eg 'theory' or 'not relevant').
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

### General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>1 (a)</b></p>	<p>Answers could refer to:</p> <ul style="list-style-type: none"> <li>• Tourist boards providing information, brochure etc for visitors</li> <li>• Guides providing tours of the areas</li> <li>• TICs providing information to visitors.</li> </ul> <p>One mark for each correct suggestion.</p>	<p><b>2</b></p>	<p><b>AO1</b></p>
<p><b>1(b)(i)</b></p>	<p>Allow references to likely positive or negative economic impacts:</p> <ul style="list-style-type: none"> <li>• Employment opportunities before (construction) and during the event.</li> <li>• Income generated from accommodation and other spending by tourists.</li> <li>• Opportunities to develop new business related to the Olympic games.</li> <li>• Possible increased taxes to pay for the new facilities.</li> <li>• Increased prices in local shops and leisure facilities during the games.</li> <li>• Costs related to congestion.</li> </ul> <p>One mark for each valid point plus additional mark for development. 3+1 or 2+2</p>	<p><b>4</b></p>	<p><b>AO2</b></p>
<p><b>1(b)(ii)</b></p>	<p>Allow reference to likely positive or negative social impacts:</p> <ul style="list-style-type: none"> <li>• Residents likely to enjoy Olympic competitions and being part of an international event.</li> <li>• Enjoy welcoming spectators and competitors to the area</li> <li>• Enjoy using new facilities before/after the games.</li> <li>• May resent disruption to normal life in the area.</li> </ul> <p>One mark for each valid point plus additional mark for development.</p>	<p><b>4</b></p>	<p><b>AO2</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>1(c)</b></p>	<p>Answers should relate to UK-based travel organisations and are likely to focus on airlines, tour operators and travel agents. References to other sectors of the industry are unlikely to obtain credit.</p> <p>E.g. BA could lay on additional flights; airlines might also lay on charter flights for groups of spectators or could become associated with competitors travelling to the games by offering special deals and gaining publicity.</p> <p><b>Level 1 - Basic</b> At the lower end of the scale a simplistic commercial opportunity identified. Further up the scale this might show some development possible. Possible reference to one UK-based travel organisation.</p> <p><b>Level 2 - Clear</b> References should be made to two different types of UK-based travel organisations (i.e. not two airlines). These may not necessarily be named examples at the lower end of the range. At the upper end of the range developed ideas relating to commercial opportunities for two travel organisations will be present.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO2 – 3</b></p> <p><b>AO3 – 3</b></p>
		<p><b>Total: 16</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>The focus of the question is on accommodation providers. References are likely to be made to:</p> <ul style="list-style-type: none"> <li>• Families providing B&amp;B or Guesthouse accommodation.</li> <li>• Farmers using land for campsite/caravan park.</li> <li>• Families running individual hotels as a family business.</li> <li>• Local/regional hotel chains.</li> <li>• National and international hotel chains such as Best Western.</li> <li>• Commercial holiday park operators such as Butlins and Haven.</li> <li>• Non-commercial organisations such as YHA.</li> </ul> <p><b>Level 1 - Basic</b> Limited number of accommodation providers identified with some attempt to relate to seaside resorts at the top of the range. (Range only – max 2)</p> <p><b>Level 2 - Clear</b> A range of accommodation providers is identified and there is a clear link to seaside resorts, with some specific references at the top of the range.</p>	<p>1-3</p> <p>4-6</p>	<p>AO1 – 3</p> <p>AO2 - 3</p>
2(b)	<p><b>Level 1 - Basic</b> Answers will identify some potential changes and will focus on justifying changes at the lower end of the scale. Limited evaluation will be present and only one factor may be evaluated. E.g. candidates may focus on improving the quality of accommodation only.</p> <p><b>Level 2 - Clear</b> Evaluation is present for a number of criteria such as cost, quality, range of accommodation, packaging with activities and range of services provided. At the top of the range there will be a clear attempt to identify the more important factors. Examples of new products available at seaside resort hotels, such as spa treatments and ‘turkey and tinsel’ events may be included.</p>	<p>1-4</p> <p>5-8</p>	<p>AO1 - 4</p> <p>AO4 - 4</p>
		<b>Total: 14</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>3(a)</b></p>	<p>References could be made to:</p> <ul style="list-style-type: none"> <li>• Transport providers – providing coach tours or possibly flights and ferry crossings to enable people to visit the new attraction.</li> <li>• Accommodation providers – providing rooms in hotels close to the attraction.</li> <li>• Tour operators – developing new products which incorporate visits to the new attraction.</li> <li>• Travel agents – selling tickets to the attraction as well as tours developed by tour operators.</li> <li>• Support services – guides becoming familiar with the attraction and incorporating the attraction into tours of the city.</li> </ul> <p><b>Level 1 - Basic</b> One or two sectors of the travel and tourism industry may be mentioned. At the top of the range, some development of how the organisation could work with the new attraction will be present.</p> <p><b>Level 2 - Clear</b> At least two sectors of the travel and tourism industry will be mentioned. For each there will be a clear development of the possible ways in which the organisation could work with the new attraction.</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>AO1 – 3</b></p> <p style="text-align: center;"><b>AO2 - 3</b></p>
<p><b>3(b)</b></p>	<p>Must be named, natural but <u>not</u> an area. Answers may include references to the specific appeal of the attraction and may refer to the scenic value, popularity, accessibility, uniqueness, scientific interest.</p> <p>Allow one mark for each relevant factor and an additional mark for development.</p> <p>E.g. Snowdon – It is popular with visitors because it is the highest point in Wales (1). The summit can be reached via a number of different routes (1). From the top there are excellent views over North Wales and the Snowdonia National Park (1). The mountain railway makes the summit accessible to people who may not be able to walk all the way up the mountain (1).</p>	<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;"><b>AO1 – 2</b></p> <p style="text-align: center;"><b>AO2 - 2</b></p>
		<p style="text-align: center;"><b>Total: 10</b></p>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>4</b></p>	<p>References may be made to:</p> <p>Holidays With Pay Act.                      Increased leisure time.                      Higher disposable income.                      Car ownership.                      Development of package holidays.                      Changing tastes and fashions.</p> <p><b>Level 1 - Basic</b>                      Basic answer showing some knowledge and limited understanding. Simple statements will be made with superficial explanations without development. Only one or two factors will be discussed.</p> <p><b>Level 2 - Clear</b>                      Clear answer showing knowledge and understanding of a range of relevant factors. Some development of the factors will be included but at the lower end this will be limited. Expect increasing awareness of the combination of a number of factors. Alternatively, an awareness of a timescale of major developments may be included.</p> <p><b>Level 3 - Detailed</b>                      Detailed answer showing clear understanding, covering a number of factors and providing relevant exemplification at the top of the range. Detailed explanations of the significance of a number of factors, possibly with exemplification, will be included. An indication of the time scale may be present together with an explanation of the sequence and significance of major developments.</p>	<p><b>1-4</b></p> <p><b>5-7</b></p> <p><b>8-10</b></p>	<p><b>AO1 – 4</b></p> <p><b>AO4 - 6</b></p>
		<p><b>Total: 10</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)(i)	Allow answers of 4/5 hours of flight duration minimum. Needs ref to flight or out of Europe.	1	AO1
5(a)(ii)	Domestic tourism.	1	AO1
5(b)	<p>Two statements need to be made which may refer to:</p> <ul style="list-style-type: none"> <li>• The modest increase from 1999 to 2004.</li> <li>• The small increase in India's share of international tourist arrivals.</li> <li>• The fluctuating annual change with some years recording a drop in numbers.</li> <li>• Significant rise in 2004 (in both numbers and market share).</li> </ul>	2	AO3
5(c)	<p>Generally spending on tourism products and services by people visiting friends and relations will be lower than those taking holidays.</p> <p>Factors include:</p> <ul style="list-style-type: none"> <li>• Little or no spending on accommodation.</li> <li>• Transport may be provided by friends and relatives although this may not always be the case.</li> <li>• Some visits to attractions will be made – friends and relations may also visit the same attractions.</li> <li>• Friends and relations may also provide 'guiding services'.</li> </ul> <p>Better answers will attempt to differentiate between business trips and holiday tourism.</p> <p><b>Level 1 - Basic</b> At the bottom of the range answers may refer to one or two tourism products with little or no development. E.g. They will spend less on hotels if they stay with friends and relatives. At the top of the range a greater range of reasons may be present. There may be some acknowledgement of business and holiday tourists.</p> <p><b>Level 2 - Clear</b> There will be mention of more than two factors which will each show some development. Reasons provided for the different spending patterns will be developed and show clear understanding. Spending patterns relating to different types of holiday will be explored.</p>	<p>1-4</p> <p>5-8</p>	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>5 (d)</b></p>	<p>A number of factors relating to tourism to LEDCs may be included such as:</p> <ul style="list-style-type: none"> <li>• Accessibility and cost.</li> <li>• Relative safety and political situations.</li> <li>• Health situations.</li> <li>• Natural disasters.</li> <li>• FCO advice.</li> <li>• Promotion by tour operators.</li> <li>• Media coverage.</li> <li>• Development of tourism infrastructure.</li> </ul> <p><b>Level 1 - Basic</b>                      Answers will show limited knowledge and understanding and will focus on one or two reasons. Limited analysis will be present. Only one or two examples will be present but these will not be developed. Factors will be overstated. E.g. nobody will visit Sri Lanka now because the Tsunami struck in Dec 2004.</p> <p><b>Level 2 - Clear</b>                      Answers will show some knowledge and understanding and a number of reasons will be included. Some of these may be analysed in some detail. Reference will be made to at least two examples and, at the upper end of the scale, some development will be present.</p> <p><b>Level 3 - Detailed</b>                      Answers will show detailed knowledge and understanding and there will be analysis of a range of reasons included. Reference will be made to a number of relevant examples which will show some development.</p>	<p style="text-align: center;"><b>1-4</b></p> <p style="text-align: center;"><b>5-7</b></p> <p style="text-align: center;"><b>8-10</b></p>	<p style="text-align: center;"><b>AO1 – 4</b></p> <p style="text-align: center;"><b>AO3 – 6</b></p>
		<b>Total: 22</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	Self packaging, e-booking, online booking, e-commerce.	1	AO1
6(b)	Currency purchase, coach travel, rail travel other than Eurostar. Ferry booking, excursions, cruises, packages, tours transfers.	1	AO1
6(c)	<p>Advantages include:</p> <ul style="list-style-type: none"> <li>• Convenience – can be used when the customer wants to use it.</li> <li>• Can be personalised.</li> <li>• Keeps customer informed.</li> <li>• Offers a range of travel ideas.</li> <li>• Allows flight schedules and costs to be compared.</li> <li>• Links to other sites for up to date information.</li> <li>• Allows additional products such as insurance to be purchased.</li> <li>• Customers aware of the cost of individual components and allows comparisons to be made.</li> </ul> <p><b>Level 1 - Basic</b> Basic answer with reference to a limited number of advantages with little development. Limited or partial understanding of the advantages. References to disadvantages should not be credited.</p> <p><b>Level 2 - Clear</b> Clear answer showing understanding of the advantages of using an on-line travel site. Significant references to the information available from the resource to exemplify the answer.</p>	<p>1-4</p> <p>5-8</p>	<p>AO2 – 4</p> <p>AO4 – 4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>6(d)</b></p>	<p>Likely responses of traditional travel agents include:</p> <ul style="list-style-type: none"> <li>• Selling more specialised products.</li> <li>• Placing more emphasis on 'bonding' arrangements and security of buying from traditional agents.</li> <li>• Selling holidays to those who do not have access to the internet – possibly at the bottom end of the market.</li> <li>• Providing more tailor made holidays to the top end of the market.</li> <li>• Promotion of 'knowledge and professionalism'.</li> <li>• Accountability emphasised.</li> <li>• Matching on-line prices where possible.</li> </ul> <p><b>Level 1 - Basic</b> Basic answer with limited explanation. Only one or two likely responses are identified and explanation of these is limited and undeveloped.</p> <p><b>Level 2 - Clear</b> Clear answer which attempts to explain a range of likely responses. Clear awareness of the issues facing traditional travel agents and the measures being taken to counter the rise in internet bookings is evident.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p>	<p><b>AO1 – 4</b></p> <p><b>AO4 – 4</b></p>
		<p><b>Total: 18</b></p>	

### Assessment Grid

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

### Weightings of Assessment Objectives

AO1	30
AO2	27
AO3	15
AO4	18
Total	90