AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT01   Inside Travel and Tourism

Report on the Examination

2007 examination - June series

General Comments

This was the fourth paper for this unit and it would appear that more centres are becoming familiar with its format and demands. Nevertheless, it was disappointing not to see an overall increase in the level of candidate performance. There are still some centres where the majority of candidates appear not to be sufficiently familiar with many key terms and concepts and consequently are performing at a low level.

What was particularly good:

1. More candidates seemed to have an understanding of the terminology of the subject and were able to demonstrate an understanding of a range of concepts such as *intangible* and *non-standardised*.

2. Many candidates made good use of the resource information provided to answer questions. Generally, there was a good attempt by candidates to apply their knowledge to the questions relating to the resources.

What was not so good:

1. There was a general lack of case study knowledge and many candidates did not have sufficient knowledge about their case study destinations to answer questions fully. There were a disconcerting number of candidates who chose an overseas rather than a UK destination for question 6(b).

2. Many candidates struggled with the higher order skills of *evaluation* and *analysis*. Those questions which included these command words were generally answered in a descriptive way and relatively few candidates accessed higher levels of response.

Comments on individual questions

Question 1

Many candidates still referred to the public, private and voluntary sectors in question 1(b) and received no marks. Teachers should ensure that candidates are made aware of the correct use of the term 'sector'.

Question 2

By no means were all candidates able to make full use of the data provided in Figure 2.

A considerable number of candidates did not score well in question 2(e) because they were unaware of the roles of tourist boards. Many candidates were under the impression that tourist boards could 'build more attractions', 'offer packages' or 'offer cheap flights' to encourage more visits. In reality, tourist boards can do none of these but have to work with a range of tourist businesses to promote the area and encourage more visits.

Question 3

Many candidates seemed to be unaware of the factors which had led to the development of the overseas destination they had chosen to focus on in question 3(d); so for instance, the majority of candidates chose a Mediterranean destination but seemed very unsure of the original factors which influenced the development of destinations such as the Spanish costas. Often candidates chose to write about the growth of budget airlines, which is a more recent development.

Question 4

In question 4, candidates found it difficult to evaluate how the travel and tourism industry had responded to an increased awareness of health, safety and security issues. Many focused on airport security in the light of recent terrorist incidents and could not provide a more balanced discussion across the different sectors of the travel and tourism industry.

Question 5

In question 5(b), the term 'transport principals' confused some candidates. Centres should ensure that candidates have an understanding of such terms and can apply them to named organisations and/or situations.

Question 6

Many candidates scored few or even no marks on question 6 although this question was based directly on a section on 'The nature of travel and tourism' section of the specification which reads:

> *The industry is composed of a large number of small to medium sized enterprises whose roles are inter-related.*
> *You should investigate a popular tourist destination, or even your own area, and research all the enterprises, individuals and organisations that provide tourist products and services. You will need to explain how their roles are inter-related.*

Suggestions for teachers to prepare future candidates

1. Understanding of the term 'sectors'. The specification clearly makes reference to what is meant by the term sector in relation to the travel and tourism industry, although the term has been used differently in other specifications

2. Interpretation of tourism data. Centres could make use of different forms of tourism data to help candidates to interpret patterns and trends for future exam series.

3. Awareness of the role and functions of tourist boards.

4. Centres should consider how to develop candidates' ability to provide an evaluation when required to do so. There is a glossary of command words in the Teachers' Guide for reference.

5. Centres need to ensure that the whole of the specification is covered in order to prepare candidates effectively for the examination. The number of candidates who appeared not to be conversant with terms such as 'transport principal' and 'medium-sized enterprises' indicated that there had been insufficient coverage of the specification content.

Mark Ranges and Award of Grades
Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.