



## **General Certificate of Education**

# **Travel & Tourism**

**8651/8653/8656/8659**

**TT01      Inside Travel & Tourism**

# **Mark Scheme**

*2008 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.

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**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.

## TT01 – Inside Travel and Tourism

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1 (a)	Advantages from: <ul style="list-style-type: none"> <li>• Less stress from not driving/responsible for itinerary</li> <li>• Visit various resorts/attractions</li> <li>• Everything is pre-booked/organised for you</li> <li>• Meet new people</li> <li>• Enjoy scenery on route</li> <li>• Affordable – but not “no transport costs”</li> <li>• Driver/Guide provides info/looks after you</li> </ul> Credit reasonable answers	2	AO1
1 (b)	<ol style="list-style-type: none"> <li>1. Transportation (Transport or Travel)</li> <li>2. Accommodation (not coach and hotel)</li> </ol>	2	AO1
1 (c)	Tours are offered to customers within the country in which they live and tours visit different areas of the same country. Accept an example.	2	AO2
1 (d)	Any one key difference from:- Inbound operators – organise tours for people from outside the UK. The tour has been sold by a travel agent (or sold directly) outside of the UK, where the tour will take place. Dealing with principals inside the UK Outbound operator – tours are organised to a country outside the UK. Sold by travel agents operating in the same country (or directly). Dealing with principals working outside the UK, eg a package tour.	2	AO2
1 (e) (i)	Mention of one or more Travel & Tourism organisations (1) Idea of putting together a package (1) Moving forward through the chain ie mention of travel agent to sell or of direct sale. (1)	3	AO1

<b>Question</b>	<b>Expected Answers</b>	<b>Mark Allocation</b>	<b>Assessment Evidence Criteria</b>
1 (e) (ii)	<p><b>Level 1</b> Candidate develops reasons for the changing product of a tour operator or only '<i>how</i>' or '<i>why</i>' is present, but how role changed or why will not be developed much</p> <p><b>Level 2</b> Clearly considers both how and why the role of the tour operator has changed and develops points made.</p>	<p>1 – 4</p> <p>5– 8</p>	<p>AO2 – 2</p> <p>AO3 - 6</p>
<b>Total</b>		<b>19</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<p><b>Level 1</b> List or simple description of a range of facilities. Explanation will be superficial and give little or no consideration to the range of natural attractions and the facilities provided at them.</p> <p><b>Level 2</b> In the context of natural attractions relevant examples of facilities. At top of L2 understands why different facilities are found at different attractions or more significant attractions will have a wider range of facilities.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 – 4</p> <p>AO3 – 4</p>
2 (b)	<p><b>Level 1</b> List or simple description of [sectors providing] some products and services. Explanation is superficial. Most products and services would apply to any tourist attraction. Limited consideration of the event e.g. simply ‘there will be a need to provide extra flights’.</p> <p><b>Level 2</b> In the context of major events, relevant examples of [sectors providing] products and services e.g. special buses that run direct to the event. At top of level understands the sudden surge of visitors for a limited period of time and the brief opportunities for commercial gain. To reach the top of L2 there must be some consideration of ‘why’.</p> <p><u>How</u>: travel packages, special flights, accommodation packages, tickets plus travel packages, corporate packages, park and ride, transit systems, tours of venues, tours of related attractions, activities/tours between events, promotion of countries attractions/culture etc. <u>Why</u>: mainly related to commercial opportunity plus the opportunity to promote tourism to the host country. To give a good service to people attending the event.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 – 4</p> <p>AO2 – 4</p>
<b>Total</b>		<b>16</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	Self-drive – driving the whole journey to the destination by car. (1) Fly-drive – flying to a destination and then driving (1)	2	AO1
3 (b)	Flexibility and convenience as opposed to relying on public transport Allows to fly to most convenient airport or travel by train. No need to book organised tours No need to walk to public transport, if remote. No need to use public transport if daunting.  <b>One</b> mark for each relevant advantage plus up to <b>three</b> marks for development or simple explanation.  Do not credit references to disadvantages.	6	AO1 – 2  AO2 - 4
<b>Total</b>		<b>8</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	<p>Serviced accommodation = room cleaned, beds made etc. For un-serviced they are not. Unserviced should be cheaper. Credit each simple difference. Two differences are required (not reversals). Allow one difference taken from the table.</p>	2	AO1
4 (b)	<p>Credit <b>three</b> relevant points or plus allow <b>one</b> for development. References may be made to:</p> <ul style="list-style-type: none"> <li>• Comparison with other hotels</li> <li>• Independently assessed</li> <li>• National scheme</li> <li>• Proves, or know exactly what to expect compared with proprietor's advert</li> <li>• Information relating to range of facilities / services (1) and level of comfort / quality (1)</li> <li>• Indicates whether cost is worthwhile / good value.</li> </ul> <p>NOT "tells you the price" "tells you the level of customer service"</p>	3	AO1
4 (c)	<p><b>Level 1</b> Basic or unrealistic list of advantages or disadvantages for Blackpool, maybe in a simple chain of consequences.</p> <p><b>Level 2</b> Explores the advantages or disadvantages in more depth and with understanding of complexities / implications. Clear conclusion emerges about what is the significance for tourism in Blackpool.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO 2- 4</p> <p>AO3 -4</p>
4 (d)	<p><b>Level 1</b> Little reference to different types of destination. There will be little attempt to account for the accommodation's presence. At the top of the level the candidate relates the range of accommodation to the type of destination. Reference to general examples may be present.</p> <p><b>Level 2</b> Explores / discusses. Gives details of the nature of different types of accommodation and why it suits tourists in that destination.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO4 - 8
<b>Total</b>		<b>21</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a) (i)	Allow “less than a week” therefore 2-6 nights.	2	AO1
(ii)	Time between airport and accommodation / resort / hotel / your holiday.		
5 (b)	<ul style="list-style-type: none"> <li>• Choice in terms of cost / location / activities</li> <li>• To attract all customers / different types / a wider range of customers</li> <li>• Can sell to low budget and to those who want more quality</li> <li>• Competition between hotels so Libra can force a better deal from any one hotel</li> <li>• More likely there will be room for any customer</li> <li>• Alternatives if one hotel does not meet requirements.</li> </ul> <p>1 mark for each advantage to Libra or plus one mark for development</p> <ul style="list-style-type: none"> <li>•</li> </ul>	4	AO1 - 2 AO2 - 2
5 (c)	<p><b>Level 1</b> Answers about enabling factors like ‘more disposable income’, ‘increased leisure time’ and ‘cheaper flights’ will be in low L1. Vague, general customer needs and expectations.</p> <p><b>Level 2</b> More specific on customer needs and expectations. More examples of them. Link to consequent changes in the short break market.</p> <p>Possible answer:</p> <ul style="list-style-type: none"> <li>- Customers now expect more than one holiday a year</li> <li>- Desire to get away, de-stress, relax</li> <li>- Do activity or learn or see sights</li> <li>- Family time together</li> <li>- Wish to go abroad possible with budget flights in terms of time (2 hrs to Prague, etc) and cost</li> <li>- Can self package travel and accommodation</li> <li>- Do something different</li> <li>- Get bored in 2 weeks</li> <li>- To fit as much as possible into time.</li> </ul>	<p>1 – 4</p> <p>5 – 8</p>	AO1 – 2 AO4 - 6
<b>Total</b>		<b>14</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria																						
6	<p>For each component:</p> <p>Allow <b>2</b> marks for examples and <b>2</b> marks for assessment of how significant the impact is on that destination – what consequences have followed.</p> <p>Allow 1 plus 1 if no specific destination is mentioned, or if destination changes.</p> <p>Possible answers:</p> <table border="0" data-bbox="331 712 1050 1122"> <tr> <td data-bbox="331 712 699 745">Positive economic impacts</td> <td data-bbox="715 712 1050 745">Jobs, income, multiplier</td> </tr> <tr> <td data-bbox="331 745 699 779">Negative environmental</td> <td data-bbox="715 745 1050 779">Inappropriate developments</td> </tr> <tr> <td></td> <td data-bbox="715 779 1050 813">Pollution</td> </tr> <tr> <td></td> <td data-bbox="715 813 1050 846">Overcrowding</td> </tr> <tr> <td></td> <td data-bbox="715 846 1050 880">Wear and tear</td> </tr> <tr> <td data-bbox="331 880 699 913">Sociocultural – positive</td> <td data-bbox="715 880 1050 913">Raises interest in cultures</td> </tr> <tr> <td></td> <td data-bbox="715 913 1050 947">Creates jobs</td> </tr> <tr> <td></td> <td data-bbox="715 947 1050 981">Discourages emigration</td> </tr> <tr> <td data-bbox="331 981 699 1014">Sociocultural – negative</td> <td data-bbox="715 981 1050 1014">Trivialises culture</td> </tr> <tr> <td></td> <td data-bbox="715 1014 1050 1048">Demonstration effect</td> </tr> <tr> <td></td> <td data-bbox="715 1048 1050 1081">Draws people to tourist resorts for work.</td> </tr> </table>	Positive economic impacts	Jobs, income, multiplier	Negative environmental	Inappropriate developments		Pollution		Overcrowding		Wear and tear	Sociocultural – positive	Raises interest in cultures		Creates jobs		Discourages emigration	Sociocultural – negative	Trivialises culture		Demonstration effect		Draws people to tourist resorts for work.	4 x 3	<p>AO2- 4</p> <p>AO4 – 8</p>
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