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

2008 examination - January series

GENERAL

This was the sixth examination set on this Unit and candidate performance was in line with previous series.

What was good

1. Candidates are becoming familiar with recognised travel and tourism terminology and slowly becoming more fluent in the use of terms like inbound/outbound, commercial, independent, etc.

2. Most candidates had suitable examples of travel and tourism destinations in their minds and often tried to bring them into their answers. There were some very knowledgeable answers referring to 'classic' case studies like Benidorm, the Masai Mara and Gambia. On the other hand, some candidates merely wrote the name of an example followed by general description which could have applied to anywhere.

What was not so good

1. Candidates did not give sufficiently close attention to the wording of questions near the end of the paper, such as questions 5 and 6.

2. Candidates continue to write in very general terms about the impacts of tourism. At this level terms like 'pollution' and 'jobs' should be substantiated by detail, for example about the origin of pollution and the types of job created.

Question 1

There is still confusion among some candidates about the use of the term 'sector' in this specification (which refers to the different parts of the industry like accommodation, transport and support services rather than voluntary, private and public). However, recognised travel and tourism terminology is gradually becoming used more fluently. Candidates showed that they had a fair understanding of the position of tour operators in the supply of tourism products to customers, and there was some sound knowledge shown of integration, though not always made relevant to the demands of the question.

Question 2

Question 2(a) asked about natural attractions and was supported by four photographs of such attractions, so candidates who failed to relate the facilities they discussed to a natural attraction received limited marks. Similarly, question 2(b) asked about events, so candidates needed to refer in their answers to the extra and special arrangements made for the very short period of an event in order that commercial businesses may offer specific products and services while public authorities must manage the sudden increase in visitor numbers.

Question 3

Comments made earlier about candidates' use of terminology apply here and generally the definition part of this question caused no problem. It was pleasing that all candidates correctly responded to the command words in the question and restricted themselves to the *advantages* of hiring a car. Candidates needed to write a broad ranging answer here, for example by bearing in mind how daunting some holiday makers find the prospect of using public transport while abroad.

Question 4

Unusually, the question setters chose not to ask candidates to analyse the table given, in this case using it as a prompt for a question concerning accommodation in Blackpool, but data analysis is a skill in which centres should continue to train their candidates. Candidates should look at grading schemes as a good example of the work done in support of commercial travel and tourism organisations.

Questions 4(c) and (d) asked candidates to 'discuss' and answers that explored the aspects of accommodation referred to, bringing in suitable examples to substantiate the argument, were able to access higher marks.

Question 5

Some candidates lost marks because they did not write their ideas as commercial advantages for the tour operator but instead as advantages for the customers. There was a lot of uncertainty about how to answer the question explaining the growth of short break holidays. Many candidates wrote about a range of enabling factors, such as more leisure time, rather than showing how customers have particular needs and expectations that encourage them to take more short breaks.

Question 6

This question should have been quite straightforward as candidates needed only to provide examples of the standard three types of impact of tourism. However, they were additionally expected to make an assessment of those impacts, whether by evaluating their significance or by illustrating their subsequent wider effects, and a large number of candidates did not attempt to do this. Listing of impacts in a simplistic way such as 'pollution' or 'erosion' did not gain much credit, and at this level candidates should be more specific about the impact as it affects their chosen destination.

Suggestions for teachers to prepare future candidates

1. Candidates should be shown how to answer questions from the travel and tourism industry point-of-view rather than from the point-of-view of the customer, which understandably candidates find much easier.

2. Interpretation of tourism data. Although not required in January 2008, analysis of tables of data is a skill that is likely to be required in future exam series.

3. Centres should aim to study the whole specification because questions in any exam series will over time cover the full range of the specification.

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

Mark Ranges and Award of Grades

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