



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT01 Inside Travel and Tourism

Mark Scheme

2008 examination - June 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.

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- 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 (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)	Point mark References to adventurous/outdoor/participating/provided or planned activities excluding spectating OR specific examples.	1	AO1
1 (b)	1 for correct reason given for growth, with relevance to activity holidays + 1 for development/clarification. <i>Possible answers</i> <ul style="list-style-type: none"> • For variety, now people take second holidays and short breaks • To suit the needs of growing single/group holidays • More activity holidays made available • Specialist operators now offer wide range of activities to niche markets • Increased awareness of health risks from sunbathing • Encouraged to adopt a healthy and active lifestyle 	2 + 2	AO1
1 (c)	Point mark <i>Intangible</i> = there is no product except what is “experienced” (1), namely the excitement/enjoyment/atmosphere/memory etc. of the event or activity (1). Can explain through an example. <i>Perishable</i> = Product must be used at the present time (1) The product cannot be stored for sale in the future(1)	2 2	AO1
1 (d)	Levels Mark Level 1 Gives mention of importance of following health and safety or how health and safety is managed. Level 2 Makes reference to “recency”, resources, travel and tourism organisations and degree of importance. <i>Possible answers</i> Health and safety requirements tightened up a lot in last 30	1 – 3 4 – 6	AO1 AO2

	years. Severe consequences for organisation eg image/prosecution. H & S is important for customers, visitors and staff – duty of care. Costly, and demands a lot of resources e.g. maintenance, inspections, risk assessment, remedial measures. Staff resources – need hiring, training and protective equipment. Particular safety needs of children, old people and disabled.		
	Total of question 1	15	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<p>Point mark</p> <p><i>Answer</i> Market = Holiday-makers or people who take/consider holidays (1) Long-haul = Flights of over 4 or 5 or 6 hours (1). <i>Do not give credit for solely an example</i></p>	2	AO1
2 (b)	<p>Levels mark</p> <p>Level 1 For low L1 very general impacts e.g. <i>more income for Australia</i>. For high L1, still general impacts but more specific to the destination e.g. <i>more jobs will come about and the area will be more wealthy</i>.</p> <p>Level 2 Correct specific impacts at the destination. Fuller explanation and use of travel and tourism terminology.</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> • Employment and income opportunities in guiding, catering, accommodation etc. • New activities develop e.g. horse-riding, sunbathing on beach, which then produces beneficial impacts • Multiplier effect on local area • Interpretation helps to understand the Chinese culture/history • Education • To pay for conservation/restoration, requiring use of local skills • Brings access to natural attraction under control • Development of facilities to reduce wear and tear. • Improvements to the infrastructure, also of benefit to local people. 	<p>1 – 4</p> <p>5 – 8</p>	AO2 AO3
	Total of question 2	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p>Levels Mark</p> <p>Level 1 Limited range or list of factors. Factors would apply to increase in any type of holiday. Gives reasons why people take a cruise holiday (not increase).</p> <p>Level 2 Simple explanations why the factors led to an increase. Simple assessment of the factors made. Range of factors that would cause increase (at least three). Knowledge of the cruise industry and examples of cruises.</p> <p>Level 3 Varied range shows different types of factors Some detailed knowledge of cruise industry and examples of cruises Assesses the factors and shows how influential they are Reasoning behind the assessment given.</p> <p>Possible Answers</p> <ul style="list-style-type: none"> • More accessible / affordable to ordinary people • New companies entering the market offering more choice • Bigger vessels with more facilities • Can now do fly/cruise. • Flexibility introduced e.g. mix a cruise and hotel holiday, flexible embarkation and disembarking points • Better marketing e.g. more advertising on TV, holiday programmes • Cruises to an increasing range of destinations • Year-round availability • Ageing population, early retirement increases the size of market • Increased disposable income and leisure time, 2nd and 3rd holidays. 	<p>1 – 3</p> <p>4 – 8</p> <p>9 – 10</p>	<p>AO2 AO3 AO4</p>
	Total of question 3	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	<p>Point mark</p> <p>1 mark for each relevant advantage and disadvantage; with +1 for development. Adv and disadvs should both be present: Allow maximum of 4 marks for each. List – allow maximum of 3 marks.</p> <p><i>Possible Answer</i></p> <p>Advantages Brings additional tourists = income to the resort (must have both) Employment opportunities Multiplier effect Probably high-spending tourists Non-seasonal activity Run down resorts are revitalised.</p> <p>Disadvantages Not all communities comfortable with gambling Might promote less desirable tourist activities eg drunkenness May discourage some traditional market segments May attract less desirable market segments Gives the resort a bad name/image/reputation.</p>	6	AO2 AO3
4 (b)	<p>Point mark</p> <p>1 mark for mention of suitable sector (not awarded if refers to several sectors). Allow entertainment or hospitality sector and leisure.</p> <p>1 for correct relationships up to 2, with +1 for mutual benefit.</p> <p>e.g. Casinos and transport sector</p> <ul style="list-style-type: none"> — will arrange for taxi companies to pick up clients — will arrange transport home for staff. — will advertise at airports, rail stations etc. 	4	AO2
	<i>Q4 continued</i>		

<p>4 (c)</p>	<p>Levels mark</p> <p>Level 1 One or two obvious/simple relationships. Generic answers - not related to a tourist destination.</p> <p>Level 2 Attempt to assess the nature and importance of relationships. Wider range of interdependency. Sense of place.</p> <p><i>Examples of interdependency - relationship</i></p> <p>TIC and accommodation provider Visitor attraction and transport provider Tour operator and airline Bureau de change and travel agency, etc.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO3 AO4</p>
	<p>Total of question 4</p>	<p>18</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p>Point mark 1 mark per correct service</p> <p><i>Possible answer</i> Advice about destinations Distributing brochures provided by tour operators Making holiday bookings Selling ancillary services e.g. car hire and insurance Making visa arrangements Selling foreign currency etc.</p>	3	AO1
5 (b) (i)	<p>Levels mark</p> <p>Level 1 Reference to only one or two changes with limited development Basic understanding only.</p> <p>Level 2 Clear knowledge of causes of changes (may be in the way travel agents work). Range of changes with development of answer or depth.</p> <p><i>Possible answers</i></p> <p><i>either</i> Changes causing competition with travel agent Use of the internet to research and book package holidays Direct booking by phone, or from interactive TV with operators More people are self-packaging Websites which offload unsold holidays at low prices e.g. Last minute.com</p> <p><i>or</i> Response of the travel agents Emphasis on product knowledge, reliability, flexible packaging Home working and telesales Agents making greater use of a range of technology Improvements to customer service Bookings assured</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p> <p>AO2</p>
	<i>Q5 continued</i>		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (b) (ii)	<p>Levels mark</p> <p>Level 1 Understands why booking can be done by the customer without using a travel agent. Simple reference to travel agents' changing role.</p> <p>Level 2 Understands the expertise of the travel agent. Development of how the travel agents might work as a consultant. Explains need to evolve to remain competitive.</p> <p><i>Possible expertise for working in future</i></p> <ul style="list-style-type: none"> • well-trained to give a personal service • better informed with strong product knowledge • offer information not available elsewhere to customers • expert advice on holiday needs • accepts that bookings will be made in other, more direct ways • offer new products • prepared to change to remain profitable. 	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3</p>
	Total of question 5	15	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (a)	<p>Point mark</p> <p>1 mark for each relevant innovation. Second mark for development/clarification/reasoning.</p> <p><i>Possible answers</i></p> <p>Seats not sold through travel agents but bookings mainly by internet Normal commission not charged so cheaper fares Ticketless travel - given a booking reference only Free choice of seating rather than pre-arranged places No meals and drinks provided - these must be paid for if wanted Bright fun image rather than business or exclusive image Regional airports make lower landing charges than major airports One class of travel rather than business class/economy.</p>	3 x 2	AO1 AO2
6(b)	<p>Levels mark</p> <p>Must have a link with package holidays.</p> <p>Level 1 Descriptive answer only. Basic understanding, with only simple links between the low cost airlines and change in package holidays. Max 4 marks if only 1 impact.</p> <p>Level 2 Clear understanding of more than one impact. Some evaluation, about the degree of the impact. At top justifies reasons given for evaluation.</p> <p><i>Possible impacts</i></p> <p>By flying to regional airports, creates interest in new destinations not served by package holidays Helped to develop short break concept rather than fixed 7 or 10 day Stimulated the concept of self packaging Contributed to growth of second homes abroad - an alternative to package holidays. Flexible packaging - package for accommodation only, book own flight More use of scheduled budget flights instead of charter flights.</p>	1 – 4 5 – 8	AO2 AO4
	Total of question 6	14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7 (a)	<p>Point mark</p> <p><i>Possible answers</i> Holidays with Pay Act (1) Increased leisure time (1) Car ownership (1) Higher disposable income (1)</p>	2	AO1
7 (b)	<p>Levels mark</p> <p>Level 1 Outlines link between changing socio-economic influences and participation in tourist activity. Simple assessments of the importance of socio-economic influences.</p> <p>Level 2 - Clear link to more participation in specific tourist activity. - Developed assessments of the importance of socio-economic influences. - May assess in comparison with the importance of other factors.</p> <p><i>Possible answers</i> Holidays with Pay Act → two-week summer holiday for all Increased leisure time → more time e.g. for additional short breaks Car ownership → increases distance for touring / sightseeing Higher disposable income → enables more tourism</p> <p><i>Impact of the above may be assessed against other developments including</i> technological developments product developments and innovation changing needs and expectations of customers etc.</p>	<p>1 - 3</p> <p>4 - 6</p>	AO4
	Total of question 7	8	