| Surname            |  |  |  |  | Other | Names |              |  |  |
|--------------------|--|--|--|--|-------|-------|--------------|--|--|
| Centre Number      |  |  |  |  |       | Cand  | idate Number |  |  |
| Candidate Signatur |  |  |  |  |       |       |              |  |  |

For Examiner's Use

General Certificate of Education June 2008 Advanced Subsidiary Examination

## TRAVEL AND TOURISM Unit 1 Inside Travel and Tourism

TT01



Wednesday 4 June 2008 1.30 pm to 3.30 pm

You will need no other materials.

You may use a calculator.

Time allowed: 2 hours

#### **Instructions**

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- If you need more space, use additional answer sheets.

#### **Information**

- The maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered.

| For Examiner's Use |              |          |      |  |  |  |
|--------------------|--------------|----------|------|--|--|--|
| Question           | Mark         | Question | Mark |  |  |  |
| 1                  |              | 5        |      |  |  |  |
| 2                  |              | 6        |      |  |  |  |
| 3                  |              | 7        |      |  |  |  |
| 4                  |              |          |      |  |  |  |
| Total (Column 1)   |              |          |      |  |  |  |
| Total (Column 2)   |              |          |      |  |  |  |
| TOTAL              |              |          |      |  |  |  |
| Examine            | r's Initials |          |      |  |  |  |



|   |     | Answer all questions in the spaces provided.  |
|---|-----|---|
| 1 | (a) | What is an activity holiday?  |
|   |     |   |
|   |     | (1 mark)  |
| 1 | (b) | Give <b>two</b> reasons why there has been a growth in the number of activity holidays in recent years. |
|   |     | 1   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     | 2   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     | (4 marks)   |
| 1 | (c) | Many travel and tourism products are said to be <i>intangible</i> and <i>perishable</i> .               |
|   |     | Explain why travel and tourism products are:  |
| 1 | (c) | (i) intangible  |
| - | (•) | (-)   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     | (2 marks)   |
|   |     |   |
|   |     |   |
|   |     |   |



| 1 (c) | (ii) perishable.  |
|-------|---|
|       |   |
|       |   |
|       |   |
|       | (2 marks)   |
| 1 (d) | Outline the reasons why travel and tourism organisations now devote substantial resources to the management of health and safety. |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       |   |
|       | (6 marks)   |



2 Study Figure 1, which shows two exotic destinations popular with the long-haul market.

Figure 1

The Great Wall of China



The Twelve Apostles, Australia



| 2 | (a) | What is meant by the <i>long-haul</i> market? |
|---|-----|---|
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |



| <b>2</b> (b) | With the help of <b>Figure 1</b> , suggest how an increase in tourism might lead to a range of <b>positive</b> impacts at destinations such as: |
|--------------|---|
|              | the Great Wall of China   |
|              |   |
|              |   |
|              |   |
|              |   |
|              |   |
|              |   |
|              |   |
|              | the Twelve Apostles   |
|              |   |
|              |   |
|              |   |
|              |   |
|              |   |
|              |   |
|              | (8 marks)   |
|              | (o manus)   |



| •••••                                   | • |   | • | ••••• |   | •••••                                   | •••••  |   |
|---|---|---|---|-------|---|---|--------|---|
|   |   |   |   |       |   |   |        |   |
| •••••                                   | • | • | • | ••••• |   | •••••                                   | •••••  | • |
|   |   |   |   |       |   |   |        |   |
|   | ••••••                                  | • | • | ••••• | ••••••                                  | ••••••                                  | •••••• | • |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   | •••••  |   |
|   |   |   |   |       |   |   |        |   |
|   | •••••                                   |   |   | ••••• | • | •••••                                   | •••••  |   |
|   |   |   |   |       |   |   |        |   |
| •••••                                   | •••••                                   | • | • | ••••• | ••••••                                  | ••••••                                  | •••••  | • |
|   |   |   |   |       |   |   |        |   |
|   | ••••••                                  | • | • | ••••• | ••••••                                  | ••••••                                  | •••••• | • |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
| • |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
|   |   |   |   |       |   |   |        |   |
| • | • | • |   |       |   | • |        | (10 mai                                 |



4 Casinos, such as the one shown in **Figure 2**, are a relatively new type of tourist attraction which are visited by people who enjoy gambling.

Figure 2



| 4 | (a) | Discuss the advantages and disadvantages for tourist resorts of allowing casinos to operate. |
|---|-----|--|
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     | (6 marks)  |
|   |     | Question 4 continues on the next page  |



| 4 | (b) | Casinos are part of the attractions sector of the travel and tourism industry. The owners and operators of casinos will have to work with organisations in other sectors. |
|---|-----|---|
|   |     | Explain why casinos would develop relationships with <b>one</b> other named sector of the travel and tourism industry.  |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     | (4 marks)   |
|   |     | (1.1.2.1.1.5)   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |



| 4 | (c) | Using examples from <b>UK</b> tourist destinations that you have studied, assess the importance of the interdependency between organisations from different sectors of the travel and tourism industry. |
|---|-----|---|
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     | (8 marks)   |



5 Study the information in **Figure 3**, which is a letter sent to a travel trade newspaper by a travel agent.

### Figure 3

# What does future hold for agents?

As the travel industry is changing so much, I wonder what will be expected of travel agents in five or ten years' time. Will we just be playing a consultancy role, piecing together holidays using dynamic packaging doing online pick-and-mix? And will we mainly be working from home? All this change is very confusing and travel agents on the frontline are the ones who have the most to lose.

All these potential changes will have a huge impact on how we work. Travel agents need good training, more status and better pay so they can become successful 'consultants' in the future.

Name and address withheld

| 5 | (a) | Outline three services currently provided by travel agents. |
|---|-----|---|
|   |     | 1   |
|   |     | 2   |
|   |     |   |
|   |     | 3   |
|   |     | (3 marks)   |
|   |     |   |



| 5 | (b) | As shown by the letter in <b>Figure 3</b> , the ways in which travel agents operate have changed a great deal in the past decade and will continue to change. |   |  |  |  |  |
|---|-----|---|---|--|--|--|--|
| 5 | (b) | (i)   | Discuss the changes which have resulted in travel agents working in different ways. |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   |   |  |  |  |  |
|   |     |   | (6 marks)   |  |  |  |  |

Question 5 continues on the next page



|  | (6 marks  |
|--|-----------|
|  | (6 marks) |



| 6 | (a) | Outline <b>three</b> reasons why the introduction of budget airlines was a major innovation in the travel and tourism industry. |
|---|-----|---|
|   |     | 1   |
|   |     |   |
|   |     |   |
|   |     |   |
|   |     | 2   |
|   |     |   |
|   |     |   |
|   |     | 3   |
|   |     | J   |
|   |     |   |
|   |     |   |
|   |     | $(3 \times 2 = 6 \text{ marks})$  |

Question 6 continues on the next page



| 6 | (b) | Evaluate the impacts of the growth of budget airlines on the traditional package holiday market. |
|---|-----|--|
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     |  |
|   |     | (8 marks)  |
|   |     |  |
|   |     |  |
|   |     |  |

| 7 ( | (a) | Identify <b>two</b> socio-economic influences in the twentieth century which led to the emergence of mass tourism and enabled more working class people to take part in tourist activities. |
|-----|-----|---|
|     |     | 1   |
|     |     | 2   |
|     |     | (2 marks)   |
| 7 ( | (b) | Assess the importance of changing socio-economic influences in the twentieth century in enabling more people to take part in tourist activities.  |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     |   |
|     |     | (6 marks)   |

END OF QUESTIONS



Q



