



General Certificate of Education

Travel and Tourism

8651/8653/8656/8659

TT01 Inside Travel and Tourism

Mark Scheme

2009 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.

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.

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|-----------------------------|---|---|------------------------------|
| 1 (a) | <p>Two marks for one advantage plus description related to online situation.</p> <p>Advantages include:</p> <ul style="list-style-type: none"> • Can immediately find out availability • Convenience – no need to obtain a brochures • Full details provided (virtual tours) • Range of websites- possible comparison • Then is often a discount for online booking • Can book immediately before becomes unavailable • Do not give credit for a second advantage | 2 | AO2 |
| 1 (b) | <p>One mark for each criterion:</p> <ul style="list-style-type: none"> • Facilities, or an example of a facility • Standard/quality or example of quality e.g decoration. Allow cleanliness. • Allow customer satisfaction | 2 | AO1 |
| 1 (c) | <p>One mark for each simple statement of advantages referring to:</p> <p>Cost – not paying for services Flexibility – in bad weather can stay in all day Independence – privacy, won't disturb anyone Choice – eat when you wish, dietary needs</p> <p>Plus up to 1 mark for development –</p> <p>Do not credit one word answers such as “cheaper”. Some outline is required, such as “cheaper than...” or “cheaper because”.</p> | 4 | AO1 |
| 1 (d) | <p>Candidates may make references to economic, social or environmental impacts. Do not credit references to negative impacts.</p> <p>Level 1 - Basic Basic answer showing limited understanding. Reference may be made to one or two impacts. Weak comparison.</p> <p>Level 2 - Clear Clear answer showing understanding of a range of relevant impacts, with some development. Comparison made</p> | <p>1 – 3</p> <p>4 – 6</p> | AO2 |
| Total for question 1 | | 14 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 2 (a) | <p>Accept vague but possibly correct answers about why ‘trains run slower’, ‘more delays on Sunday’, ‘more time spent in stations’ such as...</p> <p>Not so many trains so they stop at more stations Sunday timetables – restricted service, less staff working. Possible engineering works Must convey time taken</p> | 1 | AO3 |
| 2 (b) | <p>Answers might include references to:</p> <ul style="list-style-type: none"> • Departure time • Arrival time • Fares • Number of changes necessary <p>Allow two marks for each factor which has been <i>outlined. (not stating the obvious) so you can get home quicker</i> E.g. Cost may be a factor because the train leaving later may be cheaper.</p> | 2 + 2 | AO3 |
| 2 (c) | <p><i>Possible answer</i></p> <p>Likely to be a number of trains running each day (but only one plane) so no choice of departure times. Airport in out-of-town location. Less accessible than rail station in city centre Need to be at airport long before flight departure to check in, or for security checks Restrictions on baggage. Cannot use phone or laptop. Inflexibility of plane ticket compared with train. Surcharges + taxes - whether delays + cancellations likely An analysis is required giving consideration to whether cost may or may not be cheaper e.g. off peak fares.</p> <p>Level 1 - Basic Basic answer showing limited understanding. Answers may be limited on one or two disadvantages only.</p> <p>Level 2 - Clear Clear answer showing analyse of a relevant range of disadvantages which might dissuade from using air travel.</p> | <p>1 – 3</p> <p>4 – 6</p> | <p>AO1</p> <p>AO2</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 2 (d) | <p>A number of internal and external pressures affect train operating companies including:</p> <ul style="list-style-type: none"> • Economic factors such as an economic upturn leading to more people travelling • Political factors such as an increase in taxes on air or road transport • Security issues • Weather/physical factors like floods and ice and landslips • Maintenance problems • Staff shortages and strikes • Operational problems • Health and safety requirements. <p>Level 1 - Basic Basic answer showing limited understanding. May contain limited discussion of one or two relevant pressures or consist of a list of pressures with no discussion/explanation. Answers may be unbalanced between internal and external factors</p> <p>Level 2 – Clear Clear answer discussing relevant internal and external pressures. Shows effect of ToC. At least two internal and two external will be discussed in some detail to reach top L2.</p> | <p>1 – 4</p> <p>5 – 8</p> | <p>AO2</p> <p>AO3</p> |
| | Total of question 2 | 19 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|--------------|---|---|-------------------------------------|
| 3 (a) | <p>Candidates are required to make <u>two</u> relevant points relating to mass tourism which could include</p> <ul style="list-style-type: none"> • The large scale movement of tourists visiting resorts – 1 mark • Standardised – economies of scale, providing charter flights and hotels at low cost – 1 mark • Essentially private sector led (package holidays) – 1 mark | 2 | AO1 |
| 3 (b) | <p>Candidates are required to explain the roles of different organisations of the travel and tourism industry in relation to mass tourism and to demonstrate how these roles are interdependent.</p> <ul style="list-style-type: none"> • Transport providers – providing charter aircraft and transfer coaches • Accommodation providers – large hotels with appropriate facilities • Attractions – providing activities for people • Tour operators – ‘packaging holidays’ • Travel agents – selling packages to the public • Support services – providing guides to local areas and information <p>Level 1 - Basic Basic answer about putting together holidays. Mention of two or three organisations with unclear and undeveloped relationships between them. No relationship = max 2</p> <p>Level 2 - Clear Clear explanation which shows how different organisations cooperate in order to support mass tourism market. Interdependence at top of level.</p> | <p>1 – 3</p> <p>4 – 6</p> | <p>AO2</p> <p>AO4</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------------------------|--|---|---|
| 3 (c) | <p>Factors discussed might include:</p> <ul style="list-style-type: none"> • Climate change – leading to warmer summers deterring tourists and more pleasant winters, providing opportunities • Changing demands – more villas and apartments, less full board and all inclusive • Demographic change – leading to more elderly visitors • More demand for up market accommodation • More interest in cultural or sporting activities and less reliance on sun, sea and sand • These resorts may only survive by attracting youth markets • Development of sustainable practices. • Refurbishment and renewal of attractions <p>Level 1 - Basic Basic answer showing limited understanding. Reference may be brief, made to few or less significant factors. The relationships to Mediterranean resorts will not be clear.</p> <p>Level 2 - Clear Clear answer referring to two relevant factors with some detail making clear explanation of why they may affect change and possible developments in the resorts.</p> | <p style="text-align: center;">1 – 4</p> <p style="text-align: center;">5 – 8</p> | <p style="text-align: center;">AO2</p> <p style="text-align: center;">AO3</p> |
| Total of question 3 | | 16 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 4 (a) | <p>Point mark: 1 mark for each country.</p> <p>One relevant statement, relating to the rate of growth or using specific data for each of the three countries is required.</p> <p>Australia nearly doubled, England more than doubled, China nearly 5 times increase.</p> <p>Australia (37%) then England (101/2%) then China (4%) of total.</p> <p>The total tourist arrivals to New Zealand increased every year. Then was a drop in China in 2003 and in England in 2006.</p> | 3 | AO3 |
| 4 (b) | <p>Candidates may provide reasons for visitor numbers from each of the countries increasing or they may give reasons why tourism to New Zealand is increasing</p> <p>Factors discussed may include references to:</p> <ul style="list-style-type: none"> • New Zealand seen as a safe destination • Increasing affluence and liberalisation of China. • Gap year visits by UK and Australian travellers • Increasing VFR and business tourism • Exposure of New Zealand through 'Lord of the Rings' and subsequent marketing • Transport: improvements in travel time. <p>Level 1 – Basic Generic reasons = up to 1 mark Basic answer with only one or two plausible reasons considered. Answer will be simplistic and lack detail. One or two valid factors will be mentioned but there will be little development.</p> <p>Level 2 - Clear Clear answer showing understanding of a range of possible reasons with some development of at least two reasons. Specific relevance to New Zealand, Australia, China or England.</p> | <p>1 – 3</p> <p>4 – 6</p> | <p>AO2</p> <p>AO3</p> |

| | | | |
|----------------------------|---|--|-----------------------|
| 4 (c) | A <i>flight</i> to a destination lasting at least 5 or 6 hours. Allow reference to a particular destination outside Europe. | 1 | AO1 |
| 4 (d) | <p>Candidates are required to assess the advantages and disadvantages of growth in inbound tourism at destinations.</p> <p>Advantages which may be covered include:</p> <ul style="list-style-type: none"> • Increased income generated by tourism businesses at the destinations • Multiplier effect impacting on other businesses. • New tourism businesses established • Greater employment opportunities • Greater awareness and appreciation of culture of the destination • New tourism developments (benefiting NZ people, too) <p>Disadvantages:</p> <ul style="list-style-type: none"> • Possible congestion • Shortage of suitable accommodation • Negative environmental impacts • Possible conflict between local people and tourists • Needs of local people not given sufficient consideration • New jobs may only be low skilled • The sudden increase may not be sustainable <p>Level 1 - Basic Basic answer showing limited understanding of the issues. Likely to be unbalanced listed, in terms of advantages and disadvantages, which are unconvincing or in general terms.</p> <p>Level 2 - Clear Clear answer showing understanding of both advantages and disadvantages of a growth with some balance. Relevant advantages or disadvantages but covered sketchily. Basic assessment.</p> <p>Level 3 - Detailed Developed answer showing clear assessment of possible advantages and disadvantages. More detail given on each for a top of L3</p> | <p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p> | <p>AO2</p> <p>AO4</p> |
| Total of question 4 | | 19 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------------------------|---|---|-------------------------------------|
| 5 | <p>Answers make reference to a range of measures being adopted at UK destinations to encourage sustainable tourism including:</p> <ul style="list-style-type: none"> • Traffic management and encouraging the use of public transport • Informing and education local people and visitors about the need for sustainable practices • Supporting local businesses to develop economic sustainability • Using local resources, produce and materials • Conservation measures <p>Level 1 Limited understanding of the concept of sustainability. One or two measures will be discussed. There may be only one or two brief references to examples and there will be no evaluation. More on protecting the environment than on tourism.</p> <p>Level 2 Clear understanding of the concept of sustainability. There will be some attempt to evaluate at least one measure being adopted and reference will be made to appropriate UK examples of strategies. Answers with no reference to UK examples should be awarded a maximum of 6 marks.</p> <p>Level 3 Developed and precise understanding of sustainable tourism discussing and evaluating strategies which have been used at UK destinations. There is clear reference to appropriate UK examples.</p> | <p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p> | <p>AO3</p> <p>AO4</p> |
| Total of question 5 | | 10 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|--------------|---|----------------------------------|------------------------------|
| 6 (a) | <p><i>Point Mark</i></p> <p>Up to 2 marks for the way they work such as provide information, give talks, answer questions, do commentary. No mark for general effect – ‘to provide a better service’, ‘to increase profit of the organisation’. References to other <i>organisations</i> are required for more than two marks. Possible organisations include: Tourist information centres, Tourist boards, Attractions, Coach operators, Cruise lines, Tour operators, Answers should show awareness of the relationship between the tour guide and the organisation identified.</p> <p>E.g. Tour guides work with coach operators to provide guided tours around an area or city. The coach operator would hire the guide to provide a commentary and give information to the tourists.</p> | 4 | AO1 AO2 |
| 6 (b) | <p>Candidates are expected to outline the roles of tourist boards and tourist information services, and others within the support services sector like reps and foreign exchange. Better answers will outline the value or importance of the work of these organisations. Not Tourism Concern, Unesco, Room service.</p> <p>Level 1 - Basic A basic understanding of the role of support services, Exemplify these roles and provide at least one relevant example of support services’ work. Little or no attempt to evaluate the role. (or evaluates without outlining)</p> <p>Level 2 - Clear Clear understanding of the range role of support services. Some attempt to evaluate the role. At the top of the range the evaluation will be clear about significance of the role within the travel and tourism industry. Eg ensure it was a good holiday or additional service provided for free.</p> | 1 – 4 5 – 8 | AO1 AO4 |
| | Total of question 6 | 12 | |