



General Certificate of Education

Travel and Tourism

8651/8653/8656/8657/8659

TT01 Inside Travel and Tourism

Report on the Examination

2009 examination - January series

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GENERIC COMMENTS

What was particularly good

Candidates are referring to examples and located studies much more frequently in their answers than was once the case, and often integrate them well into their answers.

What was not so good

1. 'Cost' remains a factor that candidates should think about more carefully before they write. It is unlikely that we can ever say for certain that one mode of transport or method of booking is 'cheaper' than another without explaining the circumstances. For example, in some circumstances the plane is a more expensive way of travelling than train, but not always.
2. While it is accepted that candidates have little time to write in depth, they should realise that bland phrases about environmental impact like *noise*, *litter* and *damage* are not likely to earn many marks when there is scope for giving detail about specific forms of wear and tear, pollution, inappropriate development and overcrowding.

QUESTION 1

The focus of this question was upon the self-catering side of accommodation provision. All but a small proportion of candidates understood that this is the unserved part of the accommodation sector. Candidates structured their writing skilfully when comparing the impact of tourists staying in self-catering accommodation with hotels, and knew a good range of effects. There was, however, a tendency to assume that all hotels were of the all-inclusive type.

QUESTION 2

Candidates had little difficulty choosing options from a timetable of journeys between Plymouth and Edinburgh but often forgot the context of business passengers. They were, as required, more mindful of the business traveller when suggesting some disadvantages of making a journey by air travel. One consideration is cost, but, as mentioned above, "more expensive" could hardly be accepted as a disadvantage of air travel when there is sometimes no cost of flying with budget airlines apart from the taxes! Candidates needed to explain in what circumstances air travel would be more expensive.

QUESTION 3

Candidates needed to think of an additional point about 'mass tourism' beyond referring to large numbers of holiday-makers. For example, in order to cope with those numbers, mass tourism needs to be well-organised by the tour operators, almost like a production line. The ways in which different travel and tourism organisations work together to support mass tourism is at the heart of the package holiday concept, although candidates came up with a number of other relevant ways in which cooperation can take place. Centres have clearly looked at the growth of Mediterranean resorts as a historical development but are also encouraged to study the more recent refurbishment, environmental improvement, new activities and other modernisation taking place in Mediterranean destinations as customer interests and expectations change.

QUESTION 4

Candidates mostly handled the table of data about growth in tourist arrivals to New Zealand well. With regard to the impacts of such growth, candidates should be writing more specifically, whether it is about the benefits to the country, the effects on people's lives or the different forms of negative environmental impact. Answers were sometimes too general to show any significant understanding of the topic of 'impacts'.

QUESTION 5

Many candidates showed they had a correct appreciation of the concept of sustainability, and the majority of candidates made some use of UK examples. However, candidates struggled to choose a suitable strategy and instead tended to write about a small-scale or short-term measure.

QUESTION 6

This question was set on a small but important part of the specification - support services - and candidates showed they were able to identify organisations within that sector. While they knew about the roles they played in supporting the other travel and tourism sectors, the level of detailed knowledge shown about the role was usually quite limited.

Suggestions for teachers to prepare future TT01 candidates

1. Centres need to study the whole specification because questions will over time cover the full range of the specification.
2. Centres should acquaint candidates with the glossary of command words in the Teachers' Guide and remind candidates that they should follow the command in order to answer the question set.

Mark Ranges and Award of Grades

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