General Certificate of Education

Travel and Tourism
8651/8653/8656/8657/8659

TT01   Inside Travel and Tourism

Mark Scheme

2009 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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
NB FOR CMI+ MARKED UNITS, THE ANNOTATION TOOLS AVAILABLE WILL VARY FROM BELOW

- 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 <u>opportunities</u> of an organisation after describing its <u>weaknesses</u> 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)	**Point mark** *Answer* (i) Inbound (1) business tourist (1) short-haul (1) (ii) VFR = visiting friends and relations (1) Outbound (1)	**2 + 2**	**AO2**
1(b)	**Point mark** **2** marks for the patterns and **1** mark for a contrast = 2 + 1 *Possible answers* • Visits inbound to UK - *increased rapidly* / doubled in twenty years / 15 to 30 million. • Visits outbound by UK residents – tripled in 20 years / 22 to 66 million. • Contrast between the inbound and outbound patterns	**3**	**AO3**
1(c)	**3** marks for impacts on the economy e.g **1** mark for incoming revenue to UK **1** mark for much more outgoing revenue **1** mark for overall loss to the balance of payments	**3**	**AO2**
1(d)	**Point Mark for reasons for changes** Identifies possible cause of change (**1**) and gives an outline of it (**1**) *Possible answers* • Steady rise since 1985 owing to any growing popularity of certain attractions in UK e.g. Madame Tussauds, Dome, Buckingham Palace, London Eye • Marketing work of Visit Britain • Dip in 2001 with foot and mouth or 11th September • Some years of *zero increase* e.g. the early 1990s recession abroad • Slower rate owing to strength of pound etc. • Visa difficulties for some countries to come to UK	**2 + 2**	**AO1** **AO2**
	Total of question 1	**14**	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	**Point mark** *Answers* Costa of Spain, Balaerics (Majorca, Ibiza), Adriatic (Rimini etc), specified Greek Islands (Rhodes, Corfu)… allow Canaries	**2**	**AO1**
2(b)	**Point mark** **1** for identifying factor and **1** for explanation = 2 for each *Possible factors* • air travel (speed of travel/more flights etc) • cheap packages (two weeks for £35) • marketing (by brochure from agents and TV adverts) • convenience (operator arranged whole package etc) • sunny and hot weather NOT disposable income and more leisure time (unless specific to 1960s)	**2 + 2**	**AO1**
2(c)	**Level 1 - Basic** Basic knowledge and simple reason(s) Limited explanation **Level 2 - Clear** More detailed knowledge, especially about the resorts Explains clearly how the factor concerned worked *Possible reasons* • Natural beauty/ views blighted by high-rise apartment blocks. • Crowded environment - noise levels, traffic congestion, beach overcrowding, • Quality of tourism services fell through competition on price • Looking dilapidated - wear and tear of urban fabric, sea water quality, even beach erosion • Crime has risen - including hooliganism • Destination fatigue – people are tired of it. • Holiday in new destinations affordable, even to long-haul. • Preference for independent holidays instead of what tour operator arranges • Activity-based holidays rather than idle on a beach etc.	**1 - 3** **4 - 6**	**AO1** **AO2** **AO4**

2(d)	**Point mark** **1** mark for identifying a response to losing their appeal e.g. forbid bars and clubs to break noise limits; drop prices further 1 mark for development/detail of it	**2**	**A03**
2(e)	**Levels mark** Resort representative **Level 1 - Basic** Lists rep's tasks. Basic description of a few activities, leaving the examiner to see commercial implications. **Level 2 - Clear** Fuller description of rep's activities, showing their link to making money for the company. *Possible answers* • holding a welcome meeting soon after arrival to sell local activities, excursions and sightseeing trips • arranging, booking, accompanying, excursions to attractions for which commission is earned • arranging car or ski hire • arranging regular times to meet holiday-makers to promote more excursions and activities • maintaining an up to date information board, and folder of useful information • liaising with suppliers of local tourism products and services • selling merchandise • investigating and implementing new ideas to generate further income and improve service. • achieving financial sales targets, eg excursions sold • setting up reunions • good customer service (eg escorting holiday-makers on transfer to and from the airport) to enhance the reputation of company and gain repeat business	**1 - 3** **4 - 6**	**AO2** **AO4**
	Total of question 2	**20**	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	**Levels mark**	**1 - 3**	
	Level 1 - Basic General description of short break factors *e.g. more advertising, general points about more time or income*	**4 - 6**	
	Level 2 - Clear More specific explanation of factors e.g *flexibility or working time, ageing but active population, hotels promoting weekend deals*	**7 - 8**	
	Level 3 - Detailed Some detailed knowledge about the factors Evaluates how important factors are "*This is important because*"…		**AO1** **AO4**
	Possible answers • Low-cost budget airlines to European destinations • Increase in personal disposable income • UK population ageing, using their wealth to seek breaks • More frequent but shorter holidays complement longer holiday • Tourism now available throughout year • Internet and other marketing activities • General wish in society… to spend 'quality' time with the family; to try new things; to do activities; to relax, destress, recharge • Increase in personal mobility • Center Parcs, Disneyland Paris		
	Total of question 3	**8**	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	**Point mark** Reward answers about **one** method By car, using a ferry from Dover to Calais By car, using the Channel Tunnel By Eurostar from London St Pancras Credit each *merits* of method chosen with **1** mark or **+1** for development *Possible answers* • The business traveller can have privacy in his /her own car. • He can carry as much luggage as he needs eg documents and samples. • He needs to change mode only once (at the ferry port) • He has *flexibility* in the event of unforeseen problems on the rail or ferry route, and can shift from ferry to Eurotunnel and vice versa. Easy to get to the station using taxis from his home to the station and from the Paris railway station to his meeting. He should be able to work on the train, or have a rest or a meal. He will not have to consider any difficulties of parking in Paris. *Cheaper* is irrelevant, unless explained	**4**	**AO1 AO3**
		continued	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(b)	**Levels mark**		
	Level 1 - Basic Gives advantage(s) or disadvantage(s) to the customer, without indicating that this attracts more passengers for company	**1 - 3**	
	Level 2 - Clear Range of advantages and disadvantages, explaining significance to a commercial organisation	**4 - 6**	
	Level 3 - Detailed Includes balance of relevant and significant (dis)advantages Weighs up their importance, leading to a conclusion whether the new method is beneficial overall to the transport provider *Possible Advantages/Disadvantages* • the method will make buying tickets easier for passengers • will help reduce queues at stations or paying as you get on to a bus. • the new technology could help cut fare-dodging • by speeding up travel with fewer delays paying for tickets, will fight traffic congestion • may encourage more young people to use trains • reduces need for staffing ticket offices • not applicable to all customers, as need a WAP phone capable of receiving the barcode; and a credit card to pay • tickets are not refundable and cannot be changed after purchase which deters purchase • technical problems bound to arise • no ticket, so no evidence in event of passenger forging/losing the bar codes. Train company will need a system to deal with this • strikes through loss of jobs for ticket staff at stations etc.	**7 - 8**	**AO3 AO4**
	Total of question 4	**12**	

Question	Expected Answers		Mark Allocation	Assessment Evidence Criteria
5	**Levels mark**			
	Level 1 - Basic Lists / describes sustainable method(s) in general Examples lacking or inappropriate		**1 - 3**	
	Level 2 – Clear Shows how specific negative impacts are minimised Related to appropriate examples		**4 - 6**	**AO1 AO3**
	Level 3 - Detailed Some place knowledge and some detail on methods and how they can minimise the impacts Fuller understanding of the concept of *sustainability* (simultaneously improving economic well-being, protecting culture and the natural environment and addressing inequities in the distribution of weath) *Possible answers*		**7 - 9**	
	Sustainable tourism • Travel to destination where typical by train, boat or road rather than plane, or buy carbon offsets. Avoid car use in the destination. • Local activities and attractions • Do not photograph without consent. Dress appropriately • Locally-produced food and drink. • Switching off air conditioning, lights. • Strategies not to waste water eg use shower rather than bath. • Avoid souvenirs and foods made from endangered plants or animals • Use reputable tour operator companies with commitment to conservation • Volunteer to help with projects • Stay on trails - avoid other parts of the rainforest not open to tourists. View wildlife from a distance etc	*How it can minimize tourism effects* • Reduce CO_2 emissions • Employment supports indigenous people in the area • Protects the indigenous culture and its values • Reduce the need for further environmental impact from transport • Will help reduce use of fuel and subsequent climate change effects • Saving water especially in countries suffering from water shortages • Prevents damage to natural habitats animal skins, tortoise shell, ivory, orchids, coral etc • Conserve and improve habitats and nature reserves • Avoid erosion and habitat destruction		
	Total of question 5		**9**	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	**Point mark** **1** point for each relevant advantage up to 4 *Possible advantages of booking a holiday (i) through a travel agency* • the customer care that travel agents can give - trustworthy • customers prefer to talk to someone when booking travel ; • customers can negotiate a better price with an actual person • travel agents now offer new services and widen the range of ancillaries they sell, to counter the threat of the internet. • after-sales customer service • websites often have poor performance, lack flexibility etc *Possible advantages of booking a holiday (ii) by other methods* (e.g. booking online) • booking a holiday independently likely to be cheaper • unsold products are off-loaded cheaply eg lastminute.com • saves time - direct bookings to principals or tour operators • get holiday ideas from researching the internet • security risks of paying online are being reduced • mobile phones and television can also provide internet access. • book at any time in the comfort of their home • etc. Quicker and easier not accepted without explanation	2 + 2	AO1 AO2
		continued	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(b)	**Levels mark**		
	Level 1 - Basic Limited on effects of 'losing market share' e.g. shops close	**1 - 3**	
	Level - Clear Range of consequences including what the agents are trying to do about it (*e.g. use their expertise and knowledge to act as consultancies*)	**4 - 6**	
	Possible answers • the reduction in bookings made with travel agencies means a steady flow of travel agents going out of business, • big firms are swallowing smaller ones, Mergers and takeovers • multiples (Thomson and Thomas Cook) are closing shops. • offer discounts • travel agents must increase their level of customer service eg speed, efficiency, ideas • must offer new services eg packaging new itineraries • widen the range of ancillaries they sell, to counter the threat of the internet. • make sure of the internet themselves to sell		**AO1** **AO2**
	Total of question 6	**10**	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	**Point mark** Intangible - there is no product except what is "felt" e.g. *excitement/ enjoyment*, which all depends on the *atmosphere* of the event.	**1**	**AO1**
7(b)	**Levels mark** **Level 1 - Basic** List of the needs of large numbers such as accommodation, transport, food. Outline of factors (e.g. *there could be crime*) without developing how the authorities will act. **Level 2 - Clear** Explain <u>how</u> the authorities would take into account (e.g *need for traffic management as city centre streets closed*) Appropriate detail and development Shows the effect of the factors on running the event *Possible factor* Budget - extra income compared with cost Marketing Provide a service to the community Traffic congestion of visitors arriving Traffic management when central streets close Crowd management eg crush barriers, information Safety of crowds, electrical apparatus, loud music, fireworks provide ambulance and fire services. Security : adequate police. Provide information on accommodation, routes, parking, other attractions to visit.	**1 - 4** **5 - 8**	**AO1** **AO2**
	Total of question 7	**9**	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8 (a)	**Point mark** Reward **4** points about role in supporting a T&T organisation including +**1** for any development. *Possible answers* e.g. • tourist information centre provides information to visitor who will then bring income to attractions, events, hotel etc • how to use travel providers to and within the destination ; • finds and books accommodation ; • recommends places for eating out ; • sells maps books, tickets ; • any enquiries which lead to use of a T&T organisation e.g. Regional Tourist Board *serves the providers* who pay an affiliation fee markets the destinations within the region; makes networks between providers; grades accommodation ; makes tourism awards to reward high standards etc	**4**	**AO1** **AO3**
8(b)	**Levels mark** **Level 1 - Basic** Simple example(s) of a commercial organisation being supported by the public organisation. General understanding of relationship **Level 2 - Clear** Explains why the commercial organisation <u>depends</u> on support services. Answer shows whether dependency is significant *Possible inter-relationships* • The small guest house or bed and breakfast is not dependent on the tourist information centre sending customers to them, but it adds to their income. • Without Visit Britain's promotional work abroad, London hotels would not fill beds in summer with foreign visitors	**1 - 2** **3 - 4**	**AO3** **AO4**
	Total of question 8	**8**	