



**General Certificate of Education**

**Travel and Tourism**

**8651/8653/8656/8657/8659**

**TT01      Inside Travel and Tourism**

**Mark Scheme**

*2010 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 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)	Purpose-built (1)	1	AO1
1(b)	Visitors will want to see contemporary celebrities (1) So that customers will find it worthwhile to make a return visit to see something different (1) New technology to display exhibits (1) because the celebrities age so need to make new waxwork (1)	2	AO2
1(c)	Any valid reason for 1 mark  - Because most overseas visitors come to London - Because Tussauds has become so well-known worldwide. - Because overseas visitors are fascinated by royalty and British culture. - Because some of the waxworks relate to their own country or to international celebrities i.e. globally recognised.	1	AO2
1(d)(i)	<i>Possible types of product /service – normally provided</i>  <i>Overseas visitors</i> Leaflets and signs in different languages, varied food and drink menu in the café, audioguides with headphones in own language.  <i>Disabled Customers</i> Ramps, disabled toilets, etc  <i>Groups e.g. school parties</i> Separate large lunch area Classroom and education officer.  ETC Any two valid and different types of products/services. 1 mark each	2	AO1 AO2

<b>1 (d)(ii)</b>	Levels mark Give additional credit for examples of attractions and products within each level		
	<p><b>Level 1 - Basic</b> Limited about one reason or States 2 basic obvious reasons for importance eg to keep customer happy make money. IGNORE subsequent effects like better reputation; tell their friends, to develop the attractions more.</p> <p><b>Level 2 - Clear</b> Explains. Developed answer, e.g. how products give good commercial return or how needs of different customers are met or / to meet legal requirements and how laws are more important.</p> <p><i>Possible answer</i> Candidate may explain reasons for offering products/services such as</p> <ul style="list-style-type: none"> <li>• 'to meet legal or health &amp; safety requirements';</li> <li>• 'commercial gain' ;</li> <li>• 'to satisfy customer needs'</li> </ul>	<p><b>1 - 2</b></p> <p><b>3 - 4</b></p> <p><b>NB - only 2 marks per level</b></p>	<p><b>AO1</b> <b>AO2</b></p>
<b>Total of question 1</b>		<b>10</b>	

<b>Question</b>	<b>Expected Answers</b>	<b>Mark Allocation</b>	<b>Assessment Evidence Criteria</b>
<b>2(a)</b>	<p><b>Level 1 - Basic</b> Explains what Cook/Butlin did Only a basic or simple comment on significance</p> <p><b>Level 2 - Clear</b> Makes clear the significance of what Cook/Butlin did for tourism</p> <p><i>Possible answer</i> In 1841 Cook arranged with the railway company to run a special excursion for a temperance group to travel from Leicester to a rally in Loughborough. He organised the transport and accommodation for the first package tours to the Great Exhibition, Paris, USA, Egypt, etc. In 1874, Thomas Cook introduced traveller's cheques to be exchanged for local currency. <i>Significance was the idea of selling a package with all the arrangements for a special journey</i></p> <p>Billy Butlin started the first holiday camp in Britain at Skegness in 1936. Guests stayed in their own chalets with three meals a day served in the canteen. After dinner there was evening entertainment and guests were encouraged by the Redcoats to join in activities during the day, so they never needed to leave the camp. <i>Significance was all-in accommodation/entertainment/catering at a budget price for mass market.</i></p>	<p><b>1 - 3</b></p> <p><b>4 - 6</b></p>	<p><b>AO1</b></p>

<p><b>2 (b)</b></p>	<p><b>Internet</b> = 0 (rubric offence)</p> <p><b>Level 1 - Basic</b> Limited knowledge and vague examples of transport developments</p> <p><b>Level 2 - Clear</b> Better knowledge of technological developments in transport and infrastructure. * <u>Clear explanation of the importance</u> Some evaluation present</p> <p><b>Level 3 - Detailed</b> Detailed information of technological developments and benefits * <u>Evaluates : weighs up the benefits - and evaluates how important</u></p> <p><i>Possible answers</i></p> <p><b>Explanation of technological development of new jet aircraft like Airbus</b></p> <ul style="list-style-type: none"> <li>• ability to use existing airport infrastructure with little modifications to the airports</li> <li>• wider seats and aisles for more passenger comfort.,</li> <li>• twin deck so more floor space</li> <li>• greater range (distance)</li> <li>• uses the most advanced technologies eg anti glare cockpit screens, lightweight materials</li> <li>• etc</li> </ul> <p><b>Evaluation -</b></p> <ul style="list-style-type: none"> <li>• With climate change top of the agenda and global reductions in CO2 emission agreements now including nearly all countries, planes must reduce environmental pollution - Airbus has lower emissions and less takeoff noise. Designed with "clean" manufacturing techniques and it can be recycled.</li> <li>• As airlines pay a climate change levy, flying must be made more economic, therefore Airbus has a 17% lower fuel burn than the next largest aircraft. More seats (525) so that direct operating costs per seat become 15-20% less than those for the Boeing 747. etc.</li> </ul>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p> <p><b>8 - 10</b></p>	<p><b>AO1</b> <b>AO3</b> <b>AO4</b></p>
<b>Total of question 2</b>		<b>16</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>3(a)</b>	<p>Point mark</p> <p><b>1</b> mark for ‘must be used for/valid for only one journey or time’.</p> <p><b>1</b> mark for ‘cannot be used again / runs out when the journey ends’.</p> <p>Allow <b>1</b> mark for showing they are not perishable eg open ticket.</p> <p><i>Possible answer</i></p> <p>Ticket sales are perishable because if they are not used for the journey booked, they are useless in the future (1)</p> <p>However, 'open' tickets can be used on any future journey; tickets may redeemed and a refund given; or the travel company may exchange them for a different journey (1)</p>	<b>2</b>	<b>AO4</b>
<b>3(b)</b>	<p>Levels mark</p> <p><b>Level 1 - Basic</b>  <u>List</u> or mention of selling other products.  Indirect – being helpful, posters lead to business, giving good service.</p> <p><b>Level 2 - Clear</b>  Clear examples of commercial opportunities. Better ranging and more realistic.  Different kinds, eg promotion and commission as well as selling.</p> <p><i>Possible answer</i></p> <p>Commercial opportunities from setting up travel information service include :</p> <p><i>Commission</i> from acting as agent for guides, accommodation etc  Issuing <i>promotional material</i> e.g. leaflets about visitor attractions, restaurants, where tourists may spend money.  <i>Selling</i> timetables, maps, souvenirs, gifts.  <i>Buying a reserved seat or upgrades.</i></p>	<b>1 - 3</b>  <b>4 - 6</b>	<b>AO2</b> <b>AO3</b>
	<b>Total of question 3</b>	<b>8</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	To attract spending by more visitors to the country (1) To overcome negative images of Pakistan as a dangerous location (1) or similar.	1	AO2
4 (b)	<p>Levels mark</p> <p><b>Level 1 - Basic</b> Limited or simple relationships</p> <p><b>Level 2 - Clear</b> Clear explanation of relationship between organizations, better related to the business needs of event At higher level: inter-relationships / work together</p> <p><i>Possible answer</i> Tour operators arrange for airlines to charter flights to destinations when their tour operators buy room in accommodation. The operator arranges transfers between the airport and the accommodation. The package is guaranteed by ABTA and offered by travel agents who also sell insurance, currency etc.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1</p> <p>AO2</p>
4 (c)	<p><b>Levels mark</b> Suitable external pressures include higher price or fuel, civil disturbance, outbreaks of disease, threat of terrorism etc</p> <p><b>Level 1 - Basic</b> Weather or more than one pressure or internal pressure restricts marks to level 1 Limited or simplistic description / <b>lacks</b> explanation of how tourism is vulnerable to the pressure <b>Lacks effects on tourism</b></p> <p><b>Level 2 - Clear</b> Range of ways that industry is affected. <b>More wide-ranging answer</b> Better related to the business needs of travel and tourism. <b>Explain</b> how and why</p> <p><i>Possible answer</i> e.g. Outbreak of civil disturbance in a holiday destination. Answer should relate to the business needs of travel and tourism, i.e satisfied customers, keeping down costs, having customers for next year</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1</p> <p>AO3</p>
<b>Total of question 4</b>		<b>17</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	The ports of call / route taken by the cruise ship.	1	AO1
5(b)	Flying from the customer's own country eg UK (1) To the port in the country where the cruise begins (1) If they simply lift 'fly from Heathrow' only 1 mark	2	AO1
5(c)	<p><b>Level 1 - Basic</b> Limited or simplistic understanding of benefits of fly-cruise. Basic description of its advantages.</p> <p><b>Level 2 - Clear</b> Sufficient coverage of the benefits and at least one assessment of importance. Relates to starting from UK (poor weather, rough seas).</p> <p><i>Possible answer</i> Avoids slow travel by sea before getting to the holiday area and wasting time sailing through dull areas or rough seas like the Atlantic. Can access distant places like Asia A fly/cruise holiday package includes your airfare, transfers and any baggage handling along with your cruise within the price.</p> <p>Disadvantages to be avoided include changing to a further mode of transport with crowded departure lounges, in-flight discomfort, and risk of lost luggage. Air fares might rise through fuel costs or airport tax, adding to the overall cost. Some people don't like flying,</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2</p> <p>AO4</p>
	<b>Total of question 5</b>	<b>9</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>6(a)</b>	<p><b>Point mark</b></p> <ul style="list-style-type: none"> <li>• One mark for describing the overall rate of change</li> <li>• One mark for a supporting statistic.</li> <li>• One mark for including the decline 1999- 2001.</li> </ul> <p>e.g. Increase was steady or more than doubled (1); grew from 15 m to 33 million in 20 years (1). Decline to 23 m in 2001 (1) and slow recovery after that.</p>	<b>3</b>	<b>AO3</b>
<b>6(b)</b>	<p><b>Point mark</b></p> <p>One mark per relevant reason up to 3 or +1 for development</p> <p><i>Possible answers</i></p> <p>Visitors economised (1) ‘Credit crunch’ or ‘Recession’ is insufficient</p> <p>Visitors spent less time on average in the UK giving less time to spend money (1)</p> <p>More likely to be VFR (1).</p> <p>Currency fluctuations (1) eg sterling value high against Euro so visitors could not afford to spend</p> <p>More visitors bought their holiday as an all-inclusive package (1)</p> <p>NOT less visitors came to UK</p>	<b>3</b>	<b>AO2</b>
<b>6(c)</b>	<p><b>Point mark</b></p> <p>Less money going into the economy (1)</p> <p>Businesses fail (1) Jobs lost (1)</p> <p>The amount of income for UK from each visitor is less and total revenue falls (1). This may increase the tourism trade deficit (1).</p>	<b>2</b>	<b>AO2</b>
<b>Total of question 6</b>		<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p><b>Levels mark</b></p> <p>Knowledge related to the chosen destination will move the candidate up within each level.</p> <p><b>Level 1 - Basic</b> Basic knowledge of socio-cultural impacts Simple description of a limited number of impacts</p> <p><b>Level 2 - Clear</b> Range of impacts described Clear knowledge about the socio-cultural impacts Some evaluation - eg gives an idea of whether an impact is an important one or if negative outweighs positive</p> <p><b>Level 3 - Detailed</b> Detailed knowledge about the socio-cultural impacts Evaluates: weighs up the impact and shows whether it is important or significant. May draw a conclusion</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> <li>• Unequal relationship - tourist is engaged in leisure, the host is engaged in work</li> <li>• Creates a seasonal nature in the destination</li> <li>• Locals feel like they are actors on a stage or fish in a fish bowl e.g. the Masai</li> <li>• Tourists do not respect cultures and cultural rights</li> <li>• Tourists seek authentic cultural spectacles eg rituals and festivals which are adapted and staged to meet tourists' needs as a digestible tourism product.</li> <li>• Phoney cultural products are developed and marketed</li> <li>• The providers of cultural experiences for tourists do not have ownership and management roles.</li> <li>• Possible that tourism generates cultural harmony fostering international peace and understanding.</li> <li>• Local people working in the tourism industry gives access to relatively high wages which undermines other employment eg agriculture</li> <li>• Crime rates increase</li> </ul>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p> <p><b>8 - 10</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<b>Total of question 7</b>	<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>8(a)</b>	<p><b>Point mark</b> Should be relevant to guest house or hotel</p> <p><i>Possible answer</i> <i>The level of facilities</i> (1) - eg a phone or television in room, is room service available. <i>An assessment of quality and service</i> (1) - cleanliness, comfort, style of the place, the quality and size of the rooms, and how well it is run. NOT safety provision (which is a legal requirement for all grades)</p>	<b>2</b>	<b>AO1</b>
<b>8(b)</b>	<p><b>Level 1 - Basic</b> Few benefits - or benefits to the customer Limited understanding of benefits</p> <p><b>Level 2 - Clear</b> Good understanding of a range of benefits. Assessment shows whether participation is beneficial.</p> <p><i>Possible benefits</i></p> <ul style="list-style-type: none"> <li>• inspection standards are published - so consistent standard is set</li> <li>• known by all prospective customers without them having to visit beforehand.</li> <li>• eligible to take part in the marketing campaigns of visit Britain</li> <li>• listed in guidebooks, websites and lists in booking places</li> <li>• receive advice about areas for improvement</li> <li>• benchmarking against competitor hotels</li> <li>• assessed by a mystery customer so encouraged to maintain standards</li> </ul>	<p><b>1 - 2</b></p> <p><b>3 - 4</b></p>	<b>AO4</b>

