



General Certificate of Education

Travel and Tourism

8651/8653/8656/8657/8659

TT01 Inside Travel and Tourism

Report on the Examination

2010 examination - January series

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General Comments

What was particularly good

1. The majority of candidates are now showing familiarity with the key content and terminology of TT01, although they still find writing about concepts such as the inter-relationship between sectors difficult.
2. Many centres have provided their candidates with suitable examples of travel and tourism destinations which they incorporate into their answers. While their case studies are still frequently limited to the 'classics' like Benidorm, Kenyan coast and Gambia, we are seeing more original examples taken from south-east Asia and Latin America.

What was not so good

1. Candidates should appreciate that simply reciting data from a graph is unlikely to be rewarded, so they should practise identifying patterns and trends, then discussing the reasons and implications.
2. Command words provided in questions are usually heeded. Generally, candidates do as they are asked, but some seem to feel obliged to give reasons in every question even when not asked to do so.

Question 1

Few candidates had difficulty with the early questions about a purpose-built visitor attraction. Some candidates lost marks by failing to suggest two products or services that are *normally* provided at visitor attractions, and instead chose one that would rarely be found.

A common failing occurs when candidates do not answer questions directly enough. In the case of question 1, candidates were asked to explain why a visitor attraction would provide such products and services. The direct answer might include providing a further attraction such as a shop, bringing in revenue additional to entry fees, and enhancing the visitor experience. Candidates gained little credit for taking this forward and writing about possible subsequent effects, such as how customers would then tell their friends or make repeat visits.

Question 2

Candidates had to describe the significance of the contribution that either Butlin or Cook made. Many candidates described what they did or what their contribution was but few succeeded in summarising the significance. Knowledge displayed by candidates was in some cases impressive, but some rather surprising errors were also seen, such as Thomas Cook (died 1892) starting up agencies to book flights.

Answers on technological developments in transport were better and showed fewer errors of fact. Some candidates were credited for a wide range of knowledge but again few attempted to evaluate the importance. Technological developments had to be 'in transport' (for example, the jet engine, the high speed train and the Channel Tunnel) rather than customer travel aids, for which responses were restricted to a lower mark band.

Question 3

Nearly all candidates had a clear understanding of the term *perishable* but there were fewer instances of full marks on the ways that a travel desk could be used to increase income. Answers like advertising and encouraging sales through the staff's customer service skills were accepted, but *sales* (for instance, sale of a seat upgrade) were the preferred sort of response, especially if the candidate realised the importance of commission earned.

Question 4

This question concerned an event, but candidates did not necessarily have to refer to the Skiing Championships featured in the accompanying news article. Candidates often explained how organisations in the different sectors could serve the event, but only the most successful explored how the sectors could work together.

Candidates were then asked to choose an external pressure and the majority chose terrorism. They needed to explain **both** *how* (in other words, the effects) and *why* (in other words, the reasons) that the travel and tourism industry is vulnerable to such pressures.

Question 5

Nearly every candidate knew what a fly-cruise holiday was, and often provided an example, though relatively few saw the prime benefit for a UK holiday-maker. The benefit is that the flight will quickly convey a tourist from the UK to an appealing cruise location, such as the Caribbean, in preference to spending days on board the cruise ship in the colder and often stormy waters of the English Channel and Atlantic Ocean.

Question 6

Most candidates show some skill in describing the pattern on a graph and were able to gain 2 or 3 of the marks available. Some merely read off the sequence of changes, using numbers from the graph, which did not allow them to clearly identify any overall pattern at all. Centres should continue to practise this skill. There was generally good understanding of why spending per overseas visitor has dropped in recent years (although bare answers like 'the recession' were insufficient) and what the effect of this might be.

Question 7

There was a lot of very pleasing knowledge demonstrated in this question. Many candidates were well-prepared and knew their case studies well, writing about Kenya, Thailand, the Costas, Majorca and The Gambia, and were credited for understanding and illustrating a range of socio-cultural impacts of tourism. Unfortunately, too many candidates allowed themselves to stray beyond the bounds of the question by including some environmental or economic effects. These were not penalised but were ignored unless the candidate could show how they impinged on the way of life and culture of the host community. As with question 2(b), relatively few candidates got very far with the evaluation part of the question, though there were some strong examples.

Question 8

Most candidates knew that the two main criteria for determining an accommodation grade are facilities and quality. An example was acceptable. 'Cleanliness' is a minimum requirement for one star whereas criteria such as comfort, care, or level of hospitality affect the higher grades;

'cleanliness' was accepted nevertheless as a correct answer. Candidates were required to assess the benefits for an accommodation provider (not the customer) of participating in a grading scheme, and were appreciative of the marketing possibilities of being listed by the organisation that carries out the grading.

Candidates wrote some strong answers on the accommodation requirements of people travelling on business and explained them well.

Suggestion for teachers to prepare future TT01 candidates

1. Centres are advised to study the mark schemes of past papers in order to see how important it is to read and answer the question set, in order to gain marks. Examiners are genuinely regretful when a whole page of response including some correct knowledge, has to be marked 'zero' because it fails to answer the question set.
2. Centres should continue to prepare candidates across the full specification as over time questions will be set from its whole range. Case studies are always rewarded by examiners if they can see the relevance.
3. Centres might practise the analysis of graphs and tables, particularly the skill of detecting trends or overall patterns.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.