



**General Certificate of Education**

**Travel and Tourism**

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

**TT01      Inside Travel and Tourism**

**Report on the Examination**

*2010 examination - June series*

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## **General Comments**

As is proper in any examination, a number of questions were posed in a way slightly different from those set previously and the unfamiliarity can cause some candidates disquiet. However, what candidates may have perceived as unfamiliar questions were answered just as well as the others, and the examination as a whole returned marks very similar to those in previous series.

## **What was particularly good**

1. The ability of candidates to make sense of statistical information about UK tourism.
2. Most candidates knew suitable examples of the application of technology to the operations of a travel and tourism organisation they had studied.
3. The level of knowledge displayed about overseas visitor attractions for question 6 was mostly specific and the number of answers that 'could be anywhere' were relatively few.

## **What was not so good**

1. Candidates needed to give closer attention to the precise wording of questions near the end of the paper, such as questions 6 and 7. For example, with regard to the tourism statistics, it was common for candidates to lose marks by writing about spending rather than the numbers of tourists, as required.
2. A number of candidates seemed to be confused by the difference between tour operators and travel agents.
3. Faced with the term 'sector', some candidates still think of public, private and voluntary sectors rather than the six travel and tourism sectors described in the specification. They were not penalised for doing so but that approach did not help them to meet the particular requirements of the question.

## **Question 1**

Some candidates were not clear about the role of tour operator in putting together holiday packages and confused it with that of the travel agent. While the distinction has become blurred since tour operators started selling holidays direct by phone or from their website, candidates needed to know their traditional role since there were marks for explaining how that role had changed. Candidates who relied on prompts from Figure 1 did not help themselves because the table was about different types of tour operator rather than their role.

## **Question 2**

This question asked candidates to provide two advantages of taking an excursion while on holiday. Some incorrectly assumed that excursions are included in the price of a package holiday whereas normally these are offered by the tour operator's rep at the welcome meeting and would be charged for. Most candidates understood interdependency but were unable to demonstrate its nature sufficiently clearly. Simply saying that two organisations from different sectors work together is not enough. Candidates needed to say what each organisation does so that its work is shown to be a necessary accompaniment to that of the other one.

### **Question 3**

Candidates were asked to describe one of four post-war developments in the UK travel and tourism industry and to account for it. Most answers gave very little description of the development but the great majority satisfactorily suggested a range of factors. There was credit for answers that described only the factors, but candidates ought to be able to give a short description of the key developments as well. The question went on to ask for differences between the services offered by budget and traditional airlines. The key word here was 'services' so answers about their costs were not relevant.

### **Question 4**

This question about the future role of travel agents was set in response to reading some candidates' work in previous years which had frequently suggested that 'everyone' is now booking online and that travel agents have had their day. Thankfully, this year's candidates showed that they understand that travel agents still have skills and offer services which should ensure their future, such as their expertise in finding the right holiday complemented by the full financial protection given by bonded ABTA arrangements.

### **Question 5**

Candidates had few difficulties suggesting why passengers might choose ferry transport in preference to planes, and were able to outline three reasons. The question also asked candidates to apply their understanding of technology to a specific case study of check-in at Eurotunnel, and its benefits for the company. Almost all candidates wrote instead about the benefits for *customers*, though fortunately a good number then went on to explain the benefits for Eurotunnel, too. Although the command word was 'evaluate', a very small number of candidates seemed to notice this.

### **Question 6**

This question was included to encourage candidates - or even make them realise - that they can use knowledge gained in other parts of their Travel and Tourism course where it is relevant. It nevertheless required them to read the wording carefully and to answer a specific question. They could not repeat exactly the welcome meeting formula from TT03 on 'Travel Destinations', as there were marks only for information about specific visitor attractions which showed how they suited the needs and expectations of a range of customer types. That said, there were some excellent answers demonstrating candidates' detailed knowledge about tourist destinations. They should be aware that such knowledge might be appropriate for future questions, too, and be prepared to use it, so long as they look carefully at the precise wording of the question set.

### **Question 7**

Relatively few candidates scored well on these questions about UK tourism statistics. While it seems that candidates are generally able to "...interpret statistical information on types of tourism" as the specification requires, many did not read the question carefully enough and wrote about spending when asked about number of visits. The 'tourism trade balance' is a useful means of summarising the relationship between the numbers of inbound and outbound tourists and their spending, with its implications for having an impact on the tourism business.

## **Question 8**

The best candidates were able to see that the impact of visitors on a tourist town like Stratford extends beyond spending, and might include traffic congestion, car parking and attendance at the town's minor attractions as well as the leading ones. Some debatable assumptions were made about how overnight visitors cause noise, litter and disruption, and candidates should express such ideas cautiously to avoid sweeping statements. A small number of candidates misinterpreted 'overnight visitors' as young people who visit the town for a night of drinking and clubbing, whereas of course it means staying visitors who need accommodation.

## **Suggestion for teachers to prepare future TT01 candidates**

1. Candidates should be trained to look more closely at the wording of questions and to ensure that they answer the tasks set because the mark scheme is bound to be a response to those exact requirements.
2. Candidates might be helped by realising that knowledge from other units in the GCE Travel and Tourism course can sometimes be included in a question - but that it depends on the exact wording of the question set.
3. As usual, centres are reminded to study the whole specification because questions in any exam series will over time cover the full range of the specification.
4. Centres should consider how to develop candidates' ability to provide an evaluation or assessment when required to do so. There is a glossary of command words in the Teachers' Guide for reference.

## **Mark Ranges and Award of Grades**

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