

# Examiner's Report

January 2010

GCE

GCE Travel & Tourism (6987/01)

Unit 1: The Travel & Tourism Industry

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January 2010

Publications Code UA022617

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## 6987: The Travel and Tourism Industry

The questions in this paper were set to assess candidates' learning of the content of the specification, and devised to meet the assessment objectives as given in the specification. Summarised below are the weightings applied to this unit.

### Summary of AO Weightings and Question Requirements

	Summary of AO	Weighting	Question Requirements
A01	Knowledge and Understanding	25-35%	Describe, Explain, Compare
A02	Application of Knowledge and Understanding	25-35%	Explain, Suggest
A03	Research and Analysis	20-25%	Examples you have researched, Analyse, Explain why, Comment on
A04	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, Suggest, Assess, Explain, Analyse, Justify. Comment on...

Candidates lost marks on this paper by **explaining** when the question had asked them to **describe**, or vice versa. Reading and understanding the command verb is a skill which was not well developed in some candidates, obvious by their answers.

As with all previous papers, there were 90 marks available. Candidates were allowed calculators. However, the statistics presented in question 2 were to be used for interpretation, and no calculation was necessary. However, candidates are always advised to have a calculator with them for this paper.

Some candidates continued their answer on additional sheets. Although this is permissible, when excessive additional sheets are used, the candidate may be unable to complete the whole paper in the time allowed, and this sometimes led to weaker or non-existent answers for question 4.

Also, when additional sheets are used it is recommended practice for candidates to write "continued on additional sheet" at the end of the appropriate section of the answer booklet. Many did not do this.

Candidates are also advised to write in black pen, and ensure that their writing is legible, as marks may be lost if the examiner cannot read the response.

This report will comment on each question in the paper. It will comment on the overall performance of the question, key strengths and weaknesses in responses and in some cases will give example answers.

### Question 1a)

Generally this question was well answered. The key to gaining full marks was to include a phrase like *“own country”, “home country”, or “country of residence”*. The vast majority of candidates gained both marks, usually with the addition of an example, such as:

*‘ a man from London going on holiday to Spain’.*

### Question 1b)

Less well answered than 1a) as many candidates continue to repeat the word *“business”* in their answer, e.g. *‘Business tourism is when you travel for business purposes’*. A response like this would not be awarded any marks. It is important that candidates understand that they will not be awarded marks for repeating the question or stem in their answers. An example of a full mark response would be:

*“Business tourism is when you go away to work with your job, for example a person from Manchester attending a conference in London.”*

### Question 1c)

Candidates attempted this question with enthusiasm, all relating the information about the Hilton Madrid airport to each of the two customer types well, though business was better covered than leisure short breaks. However, there was a great deal of *‘matching’* i.e. quoting directly from the case study, and not much assessment - this was limited in many cases to comments on the hotel’s good accessibility to both airport and city centre.

A typical candidate would only score 4 of the possible 6. To score more highly, they needed to say why the facilities would be good for the customer, for example:

*“The hotel has different places to eat. The La Reserva intimate restaurant would be ideal for couples on a romantic short break, and the La Ferrum bar would be great for business colleagues to spend an evening trying local Spanish tapas and drinking if they did not want to travel into the city at night after a busy day working.”*

### Question 1d)

Candidates usually managed to suggest at least one suitable product/service in their answers to this question, e.g. outdoor pool, sports facilities, additional spa facilities, entertainment, guided tours of Madrid, a casino, etc. However they very often then failed to describe their suggestion for the second mark, and the justifications were often weak e.g. *“because tourists like doing this”*.

Some suggestions were not feasible, for example *“a bus to the beach”* or a *“small theme park”*. The justification needed to say why the addition of this product/service would make the hotel more appealing. For example:

**Suggestion** - *‘a crèche, with child minders and lots of toys for the children to play with’*

**Justification** - *‘this would increase its appeal to families as they could have spa treatments and know their children were being looked after’*

### Question 1e)

Not well answered. Many confused 'interrelationship' with 'integration'. The stem of the question had already given candidates an example of interrelationship. However, many described examples of vertical integration or horizontal integration, or quoted organisations not in the travel and tourism industry, e.g. cleaning and laundry companies. Others gave theoretical answers with no named companies. e.g. 'tour operators have an interrelationship with travel agents'

An example of a good response:

*'Red Funnel Ferries to the Isle of Wight works with hotels on the island such as the Lakeside Inn, advertising and selling short breaks there.'*

### Question 1f)

A good example of a question where candidates needed to read the question carefully. The command word was "explain" but many described all the different ways Medmagic could use the internet, and how they could upgrade their telephone systems. Many responses also concentrated on the benefits to the customer, rather than how it could "improve its booking systems and operating procedures". This limited candidates to 2 or 3 marks only. Better responses, and there were few, explained about cost savings, increase in bookings, and improved customer satisfaction as a result of the increase in use of different technology, such as text messaging, fax, computerised records, not just internet-based technology.

### Question 2a)

Candidate responses on this question were quite variable. To be credited, the suggestions had to be feasible to a rural attraction like this farm, so suggestions of "build a roller coaster" or "add a large swimming pool with slides" were not credited. Neither were marketing suggestions such as change the opening hours/days (these are not attractions/activities). Better suggestions included horse riding, café, craft shop, outdoor activities like paintballing or go-carting round bales of hay or "educational facilities and interactive farm games, e.g. guess the animal's fur, would attract school groups and increase visitor numbers".

An example of a better, thought through response which gained 4 marks;

*"Farmer Ted could open up a farm shop selling fresh veg, meat and milk from the farm. This would attract local people and maybe even those going for a walk in the countryside nearby. This could be open all year round, so would increase his visitor age profile and income as well."*

### Question 2b)

Candidates had obviously learned about negative impacts of tourism, and most were able to describe at least three of these. "Pollution" was a common response, but this was not credited unless candidates identified the type of pollution, e.g. air pollution from car exhausts. The most popular answers were noise pollution from screaming children and tractors, congestion and litter.

Many related the location of the farm with impacts on local people, which was correct in terms of congestion of narrow roads etc. However, quite a few

candidates identified the *"smell of the animals"* - this is not a negative impact of tourism! It is essential that candidates link their responses to the scenario or case study in the question.

#### Question 2c) i) and ii)

Almost all candidates correctly identified the information from the tables of statistics.

#### Question 2c) iii)

Where candidates had used the statistics to suggest changes to opening days/seasons or where they should advertise, they scored well on this question. Many candidates correctly identified that the farm should open more in April, May June and September, and weekends in autumn. However, a large percentage had looked at the figures and suggested *"moving the farm to a large town or city"* as this was the most visited type of destination. This suggestion was **NOT** credited. Better candidates used the information well and suggested advertising in the nearby seaside resort.

#### Question 3a)

This question has appeared on previous papers, and many candidates clearly understood the term *"independent"*. To gain both marks it was necessary to identify the *"separate"* nature of the components of the holiday, either by definition or example, and many candidates did this well.

*"An independent holiday is when you book your flights and accommodation all separately, an example would be to book on the internet to fly with easyjet, stay in a B&B and travel in a car hired from Avis"*

Candidates who just stated *"booked on your own!"* or *"not using a travel agent"* only scored a maximum of 1 mark.

A small minority, who had not read the question, said *"travelling on your own"* or mixed up *"independent"* travel agents with independent holidays.

#### Question 3b)

Flexibility, choice and freedom were often given as answers to this question; however they would need to expand on these points to gain more than 2 marks, e.g. flexibility of length of stay, choice of class of travel etc... Freedom needed to be in terms of booking arrangements, not what you would actually do on your holiday.

*"It is cheaper"* (not necessarily true) was a common response.

#### Question 3c)

This question was poorly answered. The role of ABTA - a key support sector organisation - within the chain of distribution, should be known by candidates. However knowledge of its role in financial protection was sketchy. Some candidates scored marks for *"get you home"* or *"get you refunds"* type answers - presuming the company had gone bankrupt whilst you were travelling with them. Their role with customers booked to travel at later dates was not understood at all.

### Question 3d)

A quite well answered question. Many candidates were able to expand on the “face - to - face” aspect, with problem solving, answering queries, in depth product knowledge, special offers/deals, etc. Better candidates also referred to additional products/services, e.g. insurance, foreign exchange.

### Question 3e) i)

A very poorly answered question, with responses such as *“it’s when the money is down due to bad weather”*.

The “external pressures” e.g. climatic change, currency fluctuation, economic climate...question appears on nearly every paper, and it is clear that candidates have a weak understanding of these terms. Many candidates, again, did not read the command word here, and proceeded to explain the effects of economic climate on the travel and tourism industry.

An example of a better response:

*“Economic climate is the state that the economy (money) of a country is in- this can be good or bad. If it is bad it is referred to as a recession, where spending and income are low and unemployment is high”*

### Question 3e) ii)

Very poor responses to this A03 question, which was testing candidates’ research. Better candidates used the British Airways example of lost profits, a freeze on wages, and job losses. Others gave wholly theoretical answers, such as *“small independent travel agents have gone bust”*, for which they would only score 1 mark. Centres need to be aware that A03 questions need candidates to have researched real examples from the travel and tourism industry. Many candidates simply left this question out.

### Question 3e) iii)

The majority of candidates had responses in Level 1 for this question. There was much repetition of *“jobs lost”* and *“firms going bust”* for all sectors of the industry. Some candidates understood the word “sectors” to be private, public and voluntary - responses of this type were credited.

Better candidates analysed both good and poor economic climate, and looked at its effects - both positive and negative - on different parts of the industry:

*“Poor economic climate could lead to a rise in domestic holidays, as there will be less disposable income for customers to spend on expensive holidays abroad. Bed and Breakfast accommodation will benefit, as people cannot afford to stay at more expensive 4 or 5 star hotels. There will also be an increase in bookings for no frills airlines, as people, even businesspeople, will use these instead of more expensive scheduled airlines like Virgin or BA. VFR may also increase as staying with friend and relative is free.”*

#### Question 4a)

This was a simple question for most candidates, who were able to identify two transport organisations. However, a few candidates lost marks as they had not fully appreciated that it needed to be clearly a transport organisation, so answers such as Virgin, Thomas Cook or Thomson (which could be travel agent, tour operator...) were not accepted, unless 'trains' or 'airline' were added. Some candidates used local transport examples, which is fine, but also it must be clear that they are transport companies e.g. "Johnson's" - this needed to say 'coaches', or could be the dry cleaners!

#### Question 4b)

This was a new format for this question in this series. Previously, candidates would have been asked to identify the changing needs of customers themselves. This format produced better responses on the whole. For 'luxury and comfort' the most common facilities described were beds, seats, first class lounges etc. For 'cheaper fares' the low cost airline was very often given, though better candidates referred to railcards, oyster cards in London etc.

'Health safety and security' produced descriptions of scanners, X ray machines and CCTV. However, a minority, again not reading the command word in the question, explained why it was important for transport organisation to meet these customer needs.

#### Question 4c)

Candidates who had used additional sheets sometimes did not have time to address this question properly. Many candidates appeared to be confused by the term "types" of transport, and continued to describe products, services and facilities on board transport or at terminals. Historical knowledge of many was poor, still referring to the 'horse and cart' prior to 1950, and having no idea at all as to when the train or car were invented.

Better responses, and there were few, referred to advances in speed e.g. Concord and Eurostar/Eurotunnel; and size, e.g. A380 and 747. As this was another A03 question, candidates are encouraged to show research in their responses to questions like this.

#### Note to Centres

Please note that in the 2010 series, the Quality of Written Communication will be assessed in all Travel and Tourism GCE papers.

Learners will be assessed on their ability to:

- Ensure that text is legible and that spelling, grammar and punctuation are accurate so that meaning is clear
- Select and use a form of writing appropriate to the purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

See page 175 of the specification dated May 2009 for details.



**GCE Travel & Tourism Grade Boundaries  
Series - January 2010**

**Unit 1: The Travel and Tourism Industry (6987)**

Grade	A	B	C	D	E
Raw boundary mark	62	55	48	41	35
Uniform boundary mark	80	70	60	50	40

**Unit 2: The Travel and Tourism Customer (6988)**

Grade	A	B	C	D	E
Raw boundary mark	46	40	34	29	24
Uniform boundary mark	80	70	60	50	40

**Unit 3: Destination Europe (6989)**

Grade	A	B	C	D	E
Raw boundary mark	46	40	34	29	24
Uniform boundary mark	80	70	60	50	40

**Unit 4: Destination Britain (6990)**

Grade	A	B	C	D	E
Raw boundary mark	45	39	33	28	23
Uniform boundary mark	80	70	60	50	40

**Unit 5: Travelling Safely (6991)**

Grade	A	B	C	D	E
Raw boundary mark	62	54	47	40	33
Uniform boundary mark	80	70	60	50	40

**Unit 6: Resort Operation (6992)**

Grade	A	B	C	D	E
Raw boundary mark	46	40	35	30	25
Uniform boundary mark	80	70	60	50	40

**Unit 7: Responsible Tourism (6993)**

Grade	A	B	C	D	E
Raw boundary mark	63	56	49	42	35
Uniform boundary mark	80	70	60	50	40

Unit 8: Current Issues in Travel and Tourism (6994)

Grade	A	B	C	D	E
Raw boundary mark	48	42	36	30	24
Uniform boundary mark	80	70	60	50	40

Unit 9: Working in Travel and Tourism (6995)

Grade	A	B	C	D	E
Raw boundary mark	48	42	36	30	25
Uniform boundary mark	80	70	60	50	40

Unit 10: Promotion and Sales in Travel and Tourism (6996)

Grade	A	B	C	D	E
Raw boundary mark	63	55	47	40	33
Uniform boundary mark	80	70	60	50	40

Unit 11: Special Interest Holidays (6997)

Grade	A	B	C	D	E
Raw boundary mark	48	42	36	30	24
Uniform boundary mark	80	70	60	50	40

Unit 12: Travel Organisations (6998 01)

Grade	A	B	C	D	E
Raw boundary mark	46	40	34	29	24
Uniform boundary mark	80	70	60	50	40

**Notes**

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary Mark:** the minimum mark required by a candidate to qualify for a given grade.

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Publication Code UA022617 January 2010

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