

Examiners' Report/
Principal Examiner Feedback

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GCSE Travel and Tourism (6987)
Paper 01

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Unit 1: The Travel and Tourism Industry (6987)

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
AO1	Knowledge and Understanding	25-35%	Describe, Explain, Compare
AO2	Application of Knowledge and Understanding	25-35%	Explain, Suggest
AO3	Research and Analysis	20-25%	Examples you have researched, Analyse, Explain why, Comment on
AO4	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, Suggest, Assess, Explain, Analyse, Justify.

Candidates lost marks on this paper by not reading the question correctly. For example on Q3(a) they were asked to identify the sector of the **travel and tourism industry** and many missed this.

Candidates also lost marks on this paper by explaining when the question had asked them to describe, this was particularly relevant to Q2(c). Reading and understanding the command verb is a skill which is not always well developed in some candidates, as evidenced by their answers.

As with all previous papers, there were 90 marks available. Candidates were allowed to use calculators. To calculate the answers to Q2(d)(iii) it was necessary to use a calculator; candidates are advised to always have one with them in the exam.

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 later questions in the paper, for example Q4(d).

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.

The Quality of Written Communication (QWC) has been assessed in this Travel and Tourism GCE paper.

Candidates were 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.

Questions 2(e) and 4(b), marked with an *, were the questions where this was assessed on this paper.

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.

Q1 (a)(i)

This question was well answered by most candidates who correctly identified that a package holiday is a combination of transport accommodation and ancillary services. The addition of statements such as put together by a tour operator, or 'sold together at one price' were used to allocate the second mark. However, some answers were rather vague e.g. *'it's when you book a holiday with transport and accommodation'*. This could be any type of holiday, not necessarily a package. A good example of a two mark answer:

"A holiday put together by a tour operator, it includes transport, accommodation and transfers and is sold at one set price"

Q1 (a)(ii)

The term charter flight was not well understood by candidates, despite the information given in the extract about Vladimir Raitz, which should have guided them to the correct answer. *'Part of a package holiday'* and *'booked by a tour operator to take people to destinations in Europe'* were given in better responses. However, there were as many incorrect responses, which described either scheduled flights or low cost flights. An answer like the one shown below would be awarded the full two marks, and in fact goes beyond what is needed for this:

"A charter flight is one that will only take off when most of the seats are filled. They only get landing slots between scheduled flights, which means that they often fly at unsocial hours. They are used by tour operators such as Thomas Cook to fly their customers to their accommodation."

Q1 (b)

Despite being given an example of government legislation in the stem of the question, this term was not understood at all by the large majority of

candidates. Incorrect answers varied from weight of baggage allowed on planes to immigration problems. Some candidates did refer to passport and visa regulations, security measures etc, and managed to gain one or two marks. Stronger responses correctly identified airport tax, health and safety laws etc. Some used previous past paper examples such as government opposition to Heathrow's third runway and holidays in term time, which were acceptable responses.

An answer like this was unusual, and would have been awarded full marks:

APD (Air Passenger Duty)

When a tourist books a flight, part of their payment covers the APD and this is a tax imposed by the government on each person boarding a flight. This leads to higher prices for flights, and could therefore reduce the number of people flying as they won't be willing to pay the additional price, meaning airlines will lose business.

Q1 (c)

There was a great deal of scope and 12 marks available to candidates for this question. Changes in destinations and changes in holiday types were generally well described, and illustrated with examples. Responses like this would be awarded a maximum of six marks. However, most forgot that the question asked them to explain these changes, and this limited their marks. However, stronger candidates did manage to explain transport changes. Increased availability of accommodation, more holidays and disposable income were the most popular reasons given for the changes. However, some candidates wasted time and space describing (again) what a package holiday is, and others described changes in booking methods, which was not asked in the question- in fact it is in Q1(d).

Q1 (d)

The vast majority of candidates focused their answers on the internet, and the change to people booking direct and independently in their homes (for the convenience, choice and price benefits), than describing the effects on the travel agency. Direct to tour operator websites were occasionally mentioned. The other uses of technology in booking of holidays were largely ignored. Travel agents too have the use of the internet, CRS and GDS systems, along with other technologies such as mobile apps, email and PDQ machines all of which have changed their own booking methods, and candidates mentioning these would be awarded higher marks:

"The introduction of new technology now means that people can book a holiday on line. ICT technology allows people to browse over different holiday companies, and some companies even offer online brochures, meaning that they save money on printing. Booking online also means that the payment can be done online with a debit or credit card 24/7. Also, due to new technology, it is easier for travel agents to book

holidays, due to the CRS system, which gives them direct access to availability, information and up to date flight times, this makes their job quicker too."

This answer was good, but could be further improved with the addition of smart phones, or more detail of website information etc.

Q2 (a)

Travelodge and Premier Inn were by far the most popular and correct answers to this question.

Q2 (b)

This question was quite well answered by most candidates. They had realised that it was not particularly suitable for the business traveller, mainly because of the facilities they would expect, such as wifi, a desk and meeting/conference rooms were not available. The noise was also seen as a disadvantage. However the location was seen as an advantage as it would be near to central London businesses. The hotel was seen as more ideal for the student due to the price, the fact that the extras could be minimal as it is only a one night stay and the location near to the university.

Candidates should not evaluate the same information in the same way twice. If they did this it would only be credited once, e.g. *'it is cheap'* for the student and the businessperson would only score one mark.

Q2(c)

This question asked the candidate to describe additional products/services to attract the family market. Very few candidates scored more than three out of the possible six marks, as they explained why these facilities would be good rather than giving additional description.

e.g. 'they should have a kids club/crèche (1) this will enable parents to relax and have some time on their own' (0)

For the additional mark they needed to say what would be in the kids club/crèche, games, toys for them to play with, cartoons on DVD etc. Stronger suggestions included children's meals, family rooms, cots, high chairs and arranging excursions to family attractions in London e.g. Zoo. Candidates who gave marketing answers such as 'children go free' or suggested products already offered e.g. free towels, were not awarded marks.

Q2 (d) (i)

The vast majority of candidates correctly identified *'visits abroad by UK residents'*.

Q2 (d) (ii)

Most candidates correctly calculated 8 million.

Q2 (d) (iii)

The correct answer was 22%, however, most candidates did not get this – 2% and 12% were often given incorrectly,

Q2 (e)

The statistics clearly showed that the only type of tourism that increased was domestic and most candidates identified this correctly. The reasons given for the fall in the other types of tourism were linked to the recession, lack of disposable income and job losses. The rise in domestic tourism was attributed to the fact that domestic holidays are '*cheaper*' but very few candidates said why they were cheaper. Reasons such as '*no need to fly, camping, staying with friend and relatives, domestic holidays are shorter*' etc would have enhanced their answers.

A minority of candidates interpreted the term "overnight stays" on the table as "one night domestic holidays", when in fact it is used to distinguish between domestic day trips and those which involve accommodation for at least one night.

Q3 (a)

A large number of candidates answered this question using the sectors Private, Public and Voluntary (despite having the chain of distribution to refer to and the fact that the question also asked for sectors of the travel and tourism industry).

Of those who did correctly read the question, most managed to score four of the possible five marks. The most common incorrect response being trip advisor, identified as public sector support instead of private sector support. It must be remembered that public sector support organisations will usually be government owned or operated, e.g. tourist boards.

Also it is noted that some low cost airlines, e.g. Easyjet and Jet2 also operate as tour operators, however in the context of this question, it was a transport operator.

Q3 (b)

The Peter and Melissa case study being included in the paper definitely helped candidates to correctly describe an independent holiday. Most scored at least two marks, for 'book it themselves' and 'all separately'. To achieve more they needed to say on the internet, different websites, or identify some of the features e.g. freedom that an independent holiday has.

'An independent holiday is when tourists plan and create the holiday themselves, paying for each stage separately. For instance, they find their own accommodation, car hire, flight etc, and none of the companies are linked. They do not seek the assistance of a travel agent or tour operator'

Q3 (c)

Many candidate simply repeated the information given on the paper, little or no assessment, and would therefore be limited to between two and four marks. For higher marks they needed to link the information to the customers, e.g. 'Long stay 2 may not be good as they will have luggage, and if they have to walk as it does not say how far it is' Better responses linked the information to the fact that they were going on honeymoon (so might have less money) they were flying on a Monday morning, (so traffic might be bad), so the hotel overnight would be a good option. Others recommended the hotel as breakfast was included and said that airport food tends to be very expensive.

Q3 (d)

Despite being given an example there is still a lack of understanding of candidates of this term. Some interrelationships described were not both in the travel and tourism industry e.g. Alton Towers and Costa Coffee.

Other candidates described horizontal or vertical integration and examples of companies within the same organisation, which is also incorrect.

A stronger candidate response is below:

"Another example of interrelationship is Ryanair working with Hertz car hire. When you book a flight, you can book a Hertz car using a link from their website at a special rate. This can be used for transfer when you get to the destination".

Q4 (a)

Candidates had to identify two positive and two negative impacts of the zip wire.

'More visitors' on its own is **not** an impact. Some candidates picked out phrases from the information given e.g. *'retain tourists in the area for a longer period'* which is also **not** an impact.

Increase in income for the B&B or more money for local shops were stronger suggestions. Negative impacts were sometimes quite vague, such as "spoil the peace and tranquillity of the area", or inappropriate for the scale of this attraction. Stronger answers mentioned wildlife habitats, noise pollution and environmental damage.

It is helpful to remember that pollution on its own will not be awarded marks; candidates must say what type of pollution it is.

"It will introduce jobs to the area, for example instructors and staff in the B&B.

It will bring money into the area, for example tourists' spending money in cafes.

Traffic congestion will occur on the very narrow road, both in the construction phase and when it is open.

Pollution will be present; visual due to its spoiling the beautiful countryside, sound from people screaming and air from additional car fumes."

The above answer not only identified, but also described more than four impacts, and applied it to the case study well.

Q4 (b)

Some very passionate letters were written, both in support and in objection to this zip wire attraction. Some candidates simply repeated information from the case study or the positive/negative impacts they had already given in Q4 (a). These types of responses would have been marked in Level 1. However, lots of candidates did add to this information, and scored marks in level 2 or 3, in some instances quite highly.

An example of part of a stronger response:

'Dear Editor

Building this zip wire in such a beautiful landscape would have many disastrous consequences. Firstly, the Lake District National Park has the purpose to maintain its natural scenery and habitats, this attraction would ruin the land and forests, cause noise pollution both for locals and other visitors and also it is not very accessible,. The narrow roads and public transport would not support large numbers of extra visitors, and congestion would be an issue. There are already a number of exciting activities available that do not damage the environment, such as mountaineering, kayaking and hiking, and these are much more suitable for a national park.....'

Q4 (c)

Where the attraction named by candidates was well known or quite large, e.g. Alton Towers, Thorpe Park, or The London Eye, they were usually able to describe lots of impacts, these could be either positive or negative or both. Lots of candidates therefore talked about jobs, increased income, and congestion on roads etc. For maximum marks it needed to show that

they had researched the attraction and given some information specific to it e.g. *'Alton Towers, the road to it is narrow and runs through the small village of Alton, which causes queues, and locals not being able to get around easily.'*

A minority of candidates gave a destination or country **not** an attraction (Benidorm, Kenya, Majorca, Blackpool for example). These were not credited. However, natural attractions were credited, as the question did not specify a built attraction. Also large events/festivals were credited, e.g. Glastonbury or the Notting Hill Carnival.

Q4(d)

There were a lot of descriptive responses to this question, limiting the marks to three. Candidates did seem to be able to describe how museums have changed over the years, for example the growth of interactive exhibits, facilities for disabled, education facilities for school groups etc. However, linking these to **changing** customer needs proved more difficult.

There was some focus on increasing secondary spend, which only in some cases was linked with changing customer needs. In most cases this was linked with the fact that some are free entry.

Advice to Candidates

- Read the question and the stem carefully
- Look beyond the obvious – consider the customer in the stem, and their characteristics and needs e.g. Peter and Melissa
- Apply your answer to the case study, and consider its scale and location e.g. Q4(a)
- Give examples if the question asks for them (these may be local, national or international)
- Look for how many marks the question is for – if more than one mark, then you will need an extended answer with more detail.

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