

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

GCE Travel & Tourism (6987)  
Unit 1: The Travel & Tourism Industry

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## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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The questions in this paper were set to assess students' 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.

#### General Remarks

As with all previous papers, there were 90 marks available. Students were allowed calculators, and although not vital in this paper, are encouraged to always have one for this examination.

Students lost marks on this paper by not reading the question correctly. For example on question 1a) and 1b), some students did not use the information provided to answer the question.

Some students continued their answer on additional sheets. Although this is permissible, when excessive additional sheets are used, the student 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.

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

Students should also try to ensure that their writing is legible to the examiner as illegible writing may cause marks to be lost.

#### Quality of Written Communication

The Quality of Written Communication (QWC) has been assessed in this Travel and Tourism GCE paper, specifically on questions 2d) and 4c).

Students 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.

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 examples of good answers.

### Question 1

#### **1a) i) ii) and iii)**

Most students had realised that the question was asking for examples from the extract provided, and were able to do this. However a minority did not use this and gave different examples for which they would not be credited any marks.

	(3)
(i) Domestic tourism	
Tourists from Leicester visiting Loughborough	
(ii) Outgoing tourism	1 Q01a:ii
Tourists from the UK visiting Paris	
(iii) Long-haul tourism	1 Q1a:iii
Tourists from the UK visiting China	

**1b)** Vertical integration is a term not usually well understood by students. There were sufficient examples in the case study on Thomas Cook for them to answer this question, and show their understanding of the term. There was, however, still some confusion between horizontal and vertical integration, and some lack of clarity in the answers. For example, simply saying "they are vertically integrated as Thomas Cook has bought Neilson the tour operator" could actually be horizontal integration, as Thomas Cook is also a tour operator. Many students simply lifted information from the case study without explanation. Students who had successfully contrasted vertical and horizontal integration were credited, as were those who gave correct examples outside the case study.

Thomas Cook is a 'vertically integrated' organisation.
(b) Use the information provided to explain what is meant by the term vertical integration.
(4) 3 Q01b
Vertical integration is when organisations buy other organisations who are not in the same level of the distribution chain, eg Thomas Cook owning there own aeroplanes.

**1c)** The term “economic climate” was better understood by students in this series, there was less reference to “the weather”. However, there were some confusing remarks about currency fluctuation, which may be a part of economic climate but not the whole of it. Students who understood the term were able to mention recession, credit crunch etc, and some were able to use the example of Cyprus and Greece’s recent problems to back up their answers.

(c) Describe what is meant by the term economic climate.

(2) 2 Q01c

Economic climate is how well a countries economy is doing, a bad economic climate suggests there is little growth, whereas a good economic suggests the country is booming.

**1d) i)** The term ‘holiday’ destination was emboldened in the question, and five years was also mentioned. However, very many students still gave the examples of Iraq, Afghanistan etc as their answers. These conflicts have been going on for over five years, and at no time have appeared as holiday destinations in brochures. Other students gave examples of terrorism, such as bombings in Boston, a recent example, and even out of date examples such as 9/11 (now over 11 years ago). These were not credited. Better examples to use would be Tunisia, Egypt or Athens.

(d) Another factor which has affected Thomas Cook has been outbreaks of war and civil unrest in holiday destinations.

(i) Identify **one** holiday destination that has been affected by war and/or civil unrest in the past five years.

(1) 1 Q01d

Egypt (Gadafi)

**1d) ii)** This question was not dependent on the student correctly naming an example. However, responses were generally quite weak and focused on the tour operators losing money or profit. Others described the effects on the destination or the customer e.g. “it is not safe to go”. A better response would have considered the effects on operations as well as profitability, such as re-printing brochures, getting people home, re-booking customers, and additional security for future tours.

(ii) Explain how war and/or civil unrest might affect the operations and profitability of organisations such as Thomas Cook.

(4) 4 Q01dii

War and/or civil unrest might affect the operations and profitability of an organisation as it means that suddenly many people might cancel their holiday to that destination (the company would have to reimburse them due to ATOL protection), this means a loss in profit and potential customers. It may also mean that customers and/or staff who are already there need to be advised/protected or evacuated as soon as possible, and in the future the destination will need to be marketed differently to overcome the war/civil unrest & attract customers.

**1e) i)** Students engaged well with this question and were able to not only describe changes, such as internet booking, independent bookings, call centres, mobile apps, payment methods etc, but also to contrast these with the booking methods of 20 years ago. However, 'the phone' has been around for much longer than the last 20 years, so it was only credited if related to call centres or mobile phones. Some students did not gain as many marks as they could have by explaining when they should have been describing.

(i) Describe how holiday booking methods have changed in the past 20 years.

(6) 6 Q01e1

In the past people had little access to information on holiday destinations, however in the past 20 years new technology such as ICT has played a major role in the expansion of the travel and tourism industry. There are many more customers that book their holidays independantly, which means without the help of travel professionals. There has been a growth in low cost airlines and as a result of this, a growth in ~~online websites~~ price comparison websites, comparing prices of flights and airlines. As well as this, there is a wider range of holidays on offer now, such as twin-centre breaks, adventure holidays, city breaks and spa retreat holidays.

There is more access to information and people can book holidays independantly online, either as a package through a tour operator directly, or as each individual part - e.g. flights, hotel and car hire seperately.

There has been a decline in television the holiday booking via. television, one of the major companies closed and as there are different ways of booking holidays e.g. the internet, less people book using programmes such as teletext.

**1e) ii)** This question was not so well answered, many focused their answers on information from the case study, stating 'lost jobs' 'lost money/profit'. Answers like this would usually be limited to marks in level 1. Better responses would include reference to 'saving money in commission', 'tour operators online presence', 'price matching' 'increasing range of products'. A response like this would be typical of a level 2 answer.

(ii) Explain the implications of the changes described in part (i) to booking methods for travel and tourism organisations such as Thomas Cook.

(6) Q01aii

The implications of the changes in booking methods are that people are becoming unemployed from the travel agents because it is cheaper ~~to~~ and quicker to book your holiday ~~at~~ straight from the tour operator than to go to the travel agent. Although ~~it~~ people are becoming unemployed, the tour operators are seeing a profit because they do not have to pay for travel agents and the customer's money is going straight to them.

(Total for Question 1 = 26 marks) 18

## Question 2

2a) The majority of students were able to correctly name the sectors, transport/tour operator/travel agent. A minority named organisations in these sectors which were not asked for in the question.

(a) For each of the lettered boxes in the chain, name the **type** of organisation which operates in this sector.

(3) Q02ai

x Transfers.

y Tour Operator.

z Travel agents

2b) It was clear which students had visited a TIC. Those who had not focused their answers on "giving information on...." and "giving out leaflets" Better responses knew the whole range of products/services and scored well, illustrating them with examples of attractions etc in their local area. The promotional role of the TIC was not often mentioned, nor the fact that they can book tickets and accommodation etc.

Tourist information centres (TICs) are a public sector support service in the chain of distribution.

(b) Describe the products/services offered by a tourist information centre.

(6) 6 Q02b

A public sector support service is government funded. Within a tourist information centre (TIC) there is literally all the help any tourist in a new place can receive. They offer guidance if you're lost and can tell you which way to go. They offer transport (such as trains and buses) timetables and give information of where the local stops are. They also have leaflets and information on local tourist attractions. Tourist information centres sometimes offer money exchanges, however usually this is done at the bank. Also, they often offer souvenirs as well as postcards so that you are able to remember your time at that place.

**2c)i)** The concept of 'working together' was understood by very many, however most continued their answers with an example rather than **how** the relationship would work. The example would be credited in part ii) of the question. This term should not be confused with integration – horizontal or vertical- where organisations merge or take over rather than just work together.

A tourist information centre will have 'interrelationships' with many other organisations in the travel and tourism industry.

(c) (i) Define the term interrelationship.

(2) 2 Q02c

When two organisations from different sectors in the chain of distribution work together to attract customers and often to generate income.

**2c) ii)** Some students were able to name an organisation that a TIC would work with, and how the relationship works, see below:

(ii) Describe an example of an interrelationship that a tourist information centre may have with another travel and tourism organisation. OFF Q01 TITE  
\*  
(2) 2 Q02cii

A tourist information centre ~~may~~ in London may have an interrelationship with the company that owns the London Eye. Customers may get a percentage off their ticket if they buy it from the tourist information centre.

Other students forgot that the question was asking for TIC interrelationship, and put "travel agent and tour operator" or did not name the attractions, just put "TIC work with attractions". If the question says 'example', or 'name', then a real example should be given.

**2d)** This question asked students to assess the Insure and Go material as a motivating piece of information. Students were expected to assess both the content and the presentation of the information. Some did this successfully, linking the information to the benefits to different customer types, such as families, older people and those with illnesses. Others focused on the ease of booking and the cover provided. Less students looked at the negative points, e.g. no age given for children free or no prices, and so were unable to score level 3 responses, as assessment needs to be both positive and negative, as in the response below.

The webpage has the title stating it is 'the UK's best-value holiday insurance provider' which will be an instant motivator, as that is what the customers will see first. It mentions 'best possible prices' and ~~and~~ <sup>that it</sup> is cheap, which will attract people as the recession has meant people are on a low budget. Families will be attracted and motivated as it tells them that 'kids go FREE' however, it doesn't ~~as~~ <sup>actually</sup> explain ~~the age~~ <sup>the age</sup> boundaries of the offer. The web page tells the customers that the insurance is quick and simple to get, which may motivate people as many people think it is a hard, ~~the~~ complicated task. Again, it tells us that they have won numerous awards, ~~the~~ one of which being the 'most-trusted travel insurance provider', which will motivate people as many companies may have let them ~~down~~ <sup>down</sup>. (Total for Question 2 = 21 marks) 18

It says that ~~and~~ it suits all needs, and that all medical conditions are considered, which is good as some insurance providers do not do this. A disadvantage ~~is~~ <sup>is</sup> that it only covers scheduled airlines failures.

Students who simply assessed it as a piece of marketing material, using AIDA, also were restricted to lower level marks.

### Question 3

3a) i) and ii) Most students were able to calculate the correct answer to these questions.

3 (a) The chart shows the worldwide increase in passengers taking a cruise from 1990 to 2010. The figure for 2015 is an estimate.

(i) Calculate the increase in the number of passengers taking cruises from 1990 to 2010.

(1) 1 Q03ai

13.4

(ii) Identify the five year period which saw the largest increase in passenger numbers.

(1) 1 Q03aii

2005 - 2010

**3b)** Students were asked to name two major cruise operators. P&O was the most popular answer. It was also evident that students had looked at past papers with Royal Caribbean case study, but many mis-named this as just 'Caribbean Cruises'. Another popular incorrect answer was Virgin Atlantic, which is in fact an airline! Names of actual ships were not credited, e.g. Queen Mary or Oceana.

The cruise industry is 'dominated by large organisations'.

(b) Name **two** large cruise operators.

(2) 2 Q03b

1 ~~P&O~~ Pand O cruises

2 ~~Royal G~~ Royal Caribbean

**3c)** A well answered question, with quite a few students being awarded the maximum six marks. However, there was still confusion between ferries and cruises, as some referred to car capacity, wi-fi etc. Students were generally able to identify improvements to ships' facilities, size and range of destinations. Less were able to explain why these would have led to the growth. However, a more diverse range of customer types and/or wider market were quite often correctly given in explanation.

- product development and innovation.

(6) 6 Q03c

Since 2000 the growth<sup>in</sup> in cruise holidays has rapidly increased for many reasons. Firstly Cruise ships now offer everything on board that the customer could possibly need, for example first aid, cinema's ~~and~~ pools, and many activities. This means that they are now much more appealing to customers family types. Another reason would be that as technologies have grown and companies are competing in a huge market to be the best, customers expectations have gone up. This makes the cruise holiday's compete with each other in rising their standards to attract more customers. Because of this customers now keep expecting the best. Thirdly as the years have gone on fashions have ~~entered~~ <sup>entered</sup> the travel and tourism industry, this means that certain types of holiday have become very popular. An example for cruise ships would be mini breaks. These have seen a rapid increase, especially with P and O when they do two or three night mini cruises. Lastly as technology has improved, so has the marketing of the products. For example P and O have advertisements on the TV, Radio and even are advertised when particular films are made.

**3d)** This was a poorly answered question. Students were asked to identify two sectors, as in the chain of distribution (clue in question 2a). Many students gave the same sector – i.e. Air and Coach (both transport sector) thus limiting their marks to four of the possible eight.

The question asked how the sectors should respond, and was marked as either:

Complementing the growth in cruises, e.g. providing pre-and post and cruise and stay accommodation, transport to ports etc....

or:

Competing with the growth in cruises, e.g. on price, facilities offered at hotels/on aircraft etc.

Chosen sector 1

### Attractions

Recommendations

They could work with cruise operators to advertise their attractions in the destinations that the cruise will stop at.

They could also make special deals for cruise passengers that visit their destination so that if they visit their attraction then they will receive special offers or discounts. For example, if a cruise such as P&O stopped at a destination in Spain then an attraction like a museum could work with P&O to ensure some of the customers visit them.

Chosen sector 2

### Transport

Recommendations

Trains and buses could offer routes to the ports where people depart on cruises and return to. Then customers would be able to go directly from the port to where they live without needing a car.

They could also work with the cruise organisations so if they book a train or coach at the same time as the holiday then they receive a discount.

3e) There was a lot of focus on cost – low cost/cheap/pay extra for... Other points frequently made were no allocated seats; pay extra for luggage; no on-board entertainment etc.... However, many also named general features which are common to all airlines, such as "regular flights" or "fly to many destinations". These were not credited. Others named four no frills airlines.

(e) Low cost airlines have also recently experienced rapid growth.

Identify **four** features of low cost airlines.

(4) 4 Q03e

- 1 Food and drink can be bought on board at an added cost
- 2 Tickets are non-refundable and non-exchangeable
- 3 There is only one class on-board (economy)
- 4 For extra services you must pay an added price eg- for luggage

(Total for Question 3 = 22 marks) 16

#### **Question 4**

**4a)** Most students were able to name a wildlife attraction, London Zoo was the most popular example given. Other good examples included Longleat, Chester Zoo or different Sealife Centres.

**4b)** The crucial part of this was to identify a visitor type which would make it easier to explain why they would be attracted to Knowsley. Some students incorrectly identified types of tourism, i.e. domestic, incoming, etc... This made it very difficult to explain why they would be attracted as they did not have specific characteristics which could be linked with their requirements, and linked to the facilities of the Safari Park.

Better responses identified Families (with ages of children given); School Groups; Groups (teenagers, businesses etc).

Matching the facilities to the customer type is just the beginning, for higher marks students needed to explain why these would be appropriate.

Occasionally there was incorrect matching of facilities, such as high rope adventure and off road driving for young children.

4 (a) Knowsley Safari Park is an example of a visitor attraction.

Name **one** other example of a visitor attraction that features wildlife.

(1) 1 Q04e

~~London Zoo~~ Flamingo land.

4c) Students were knowledgeable about the uses of technology and were able to give some great examples in detail, such as the Alton Towers and Thorpe Park photographic technology, mobile apps, virtual tours etc... However, they were less successful in explaining how they enhanced the visitor experience, which was essential for higher marks. Examples when given should be named rather than generic. Two good responses are shown here, with explanation of how the visitor experience could be enhanced.

\* (c) Webcams to view the meerkats and baboons are just one way in which Knowsley Safari Park uses new technology.

Explain how visitor attractions have used technology to enhance the visitor experience. You should use attractions that you have researched or studied in class to support your answer.

(6) 5 Q04c

Interactive screens are used in many attractions such as Liverpool Museum of Liverpool. These screens allow visitors to find their way around the attractions as they have maps on them, they are able to watch videos and see pictures. This makes the visitor seem in control of their visit and are able to choose themselves what they want to see and watch. In the Museum of Liverpool there is a sound proof room with a microphone in and visitors are able to sing and answer questions on given, relevant topics, this allows them to feel involved and participate. CCTV is used in many attractions, this allows the visitors to feel safe when visiting attractions, they are then able to enjoy their experience.

Blackpool pleasure beach is constantly upgrading their rides to meet customer needs, they have spent £10 million on 'Nicoledon land' which is full of thrill seeking rides for the younger generation. Constant upgrades to places like this attract more visitors as they are constantly wanting new experiences. The increase in technology to build rides will cater for the changing needs of customers and will enhance their experience.

\*c) Webcams to view the meerkats and baboons are just one way in which Knowsley Safari Park uses new technology.

Explain how visitor attractions have used technology to enhance the visitor experience. You should use attractions that you have researched or studied in class to support your answer.

(6) 6 Q04c

One way technology has enhanced visitors experience is by taking photos on the rides. At Alton Towers photos are taken when the visitors are on the ~~rides~~ rides. This has enhanced visitor experience because they like to take something away with them after a fun day out. These pictures can be bought as pictures, mouse mats, key rings & mugs. Another way is by having an app on a smart phone. Chester Zoo have an app which has the map on. This is enhancing the visitors experience because they know where they are going if they have a map and won't get lost. Another way is by just having a website. If the website includes information about the price and car parking then the visitor won't be shocked to find out something that all the visitors should know such as price of parking.

Photos on rides - A.T  
Map App - C.Z

**4d)** Students obviously have a good knowledge of impacts now, both positive and negative, and tried very hard to write them all down, forgetting that the question was related to a visitor attraction. For example, it is unlikely that there would be water shortages or footpath erosion. However, impacts such as visual pollution, traffic congestion, income for local hotels etc would be appropriate to a visitor attraction.

(d) Tourism has both positive and negative impacts on the host environment.

Describe the possible impacts that a large visitor attraction may have on its host environment.

(6) 5 Q048

A large visitor attraction will increase local jobs <sup>will boost</sup> and the local economy. It will bring in more tourists ~~with~~ which will use other facilities within the area supporting ~~the~~ local transport and accommodation. It will also have some negative effects as the development may have large car parks whereby exhaust fumes may disturb the environment. People may litter the environment. There could also be noise pollution. It may decrease the local aesthetics and increase in traffic may ~~erode~~ erode the road and verges.

(Total for Question 4 = 21 marks) 8

TOTAL FOR PAPER = 90 MARKS

This example, though it has many impacts is not specifically linked to a large attraction, so would not be awarded maximum marks.

## General Hints and Tips

- Read the case studies and highlight the key points you think you may need in answers.
- Make sure to read the question carefully e.g. 1d)i) 'war or civil unrest' 'Holiday Destination' – and 'past five years' still led to answers of 9/11.
- Ensure that the command word is highlighted – so do not explain when asked to describe, e.g. 1e) i); or vice versa e.g. 3b)
- Analysis and assessment should include both positive and negative aspects e.g. 2d)
- If asked, use case study information to answer the question e.g. 1a)
- Do not repeat information e.g. two sectors in 3d) as credit will not be given twice.



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