

# Examiners' Report

## Summer 2010

GCSE

### GCSE Travel & Tourism (6991) Travelling Safely

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Publications Code UA023516

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### General Comments

The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 6 questions and 90 marks were available.

The questions only related to the travel and tourism industry. All questions linked to the information under 'what you need to learn' in the qualification specification.

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Candidates needed to use appropriate research techniques to obtain information to analyse vocationally related issues and problems. Finally candidates were required to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Most candidates attempted all questions and consequently they picked up marks across the paper.

### Question 1.

**Q1(a)** In most cases the Association of British Travel Agents and Civil Aviation Authority were correctly identified.

**Q1(b)** The majority of candidates attempted this question, but very few candidates were able to gain full marks. Many candidates gave rather vague answers which would have covered a range of different agencies rather than specifically describing the responsibilities of the CAA.

One response that did gain four marks can be seen below:

1. They are there to ensure that the aircraft you are travelling on is safe to fly and has passed all necessary checks.
2. Ensures pilot is OK to fly and has passed all necessary tests to get a licence.

**Q1c)** The vast majority of candidates were able to gain the two marks available for this question. Many candidates put JAA but EASA - European Aviation Safety Agency has taken over JAA responsibilities. This has been outlined in previous examiners reports.

### Question 2

**Q2(a)i)** Generally this was a well answered question. Most candidates were able to use the information provided to identify that valid passports would be required by both Nick and Irene and that the passports must have a validity exceeding 6 months.

### **Q2(a)ii)**

This question acted as a discriminator. Many candidates regurgitated the information on the source material on visas rather than looking at the needs of the travellers. The better candidates realised that Nick and Irene would require multi-entry visas as they would be travelling into Jordan twice, once on arrival from Britain and then again after their visit to Israel. Once the better candidates had realised this they went on to gain most if not all of the seven marks available. Those who believed they would require a normal single entry visa gained far fewer marks as this would not meet the needs of the travellers. As this is an A02 question requiring application, the needs of the customer must be recognised.

This is a question testing A02 skills and candidates need to understand the requirements of this.

**Q2(b)i)** The vast majority of candidates were able to identify that Nick and Irene would not require a yellow fever vaccination.

**Q2(b)ii)** Most candidates were able to gain two marks at least here. Most identified that Jordan, Israel and Egypt are not in the yellow fever endemic zone and therefore would not require a vaccination. However few identified that Britain is not a yellow fever zone and therefore the travellers were not coming from an infected area.

**Q2(c)i) & (c)ii)** Most candidates did gain the marks available for the causes of typhoid. This is an A01 or knowledge based question so candidates tended to know the answer or they didn't. Several thought typhoid was caused by a mosquito bite. The vast majority of candidates were able to gain the two available marks for symptoms of typhoid.

**Q2(d)** Most candidates gained at least two marks here. They tended to focus in on one aspect, such as the inconvenience to customers. E.g. 'In order for their customers to have all the necessary documentation in plenty of time before departure as it can sometimes take time.'

Better candidates were able to look at a variety of reasons why it is important, looking both at the inconvenience to passengers and also at how this could impact on the travel agent/tour operator. A four mark answer can be seen below:

'Because if the travel agent/tour operator failed to provide the advice then they could face being sued for not protecting their travellers. Furthermore it could also ruin a lot of travellers holidays if they reached their destination and were unable to enter because they weren't aware of the visa requirements.'

### Question 3.

**Q3(a)** This was a better answered question than 1b) suggesting candidates are more aware of this agency rather than the CAA. However there were still a number of blank scripts for this question which was a relatively easy question for candidates to pick up four marks in. One answer that gained full marks can be seen below:

1. To provide a code of conduct which travel agents and tour operators must follow.
2. They provide a bonding service so that customers money is protected if the company goes out of business and they need to be repatriated.'

### Q3(b)

This was a more difficult question. Many candidates were able to gain 5 marks out of the possible 10 by talking about the bonding scheme. However they struggled to think of a second suggestion. A number talked of insurance and this was credited.

One response that gained full marks is outlined below:

#### Description 1

Book a holiday from a travel agents or a tour operator which has a bond with ABTA.

#### Justification 1

ABTA ensures that if anything goes wrong whilst on holiday/before departure that the travel agents/tour operators financial bond with ABTA covers this. This gives customer recognition that they will be well looked after if a disaster occurs.

#### Description 2

Pay with a credit card and not a debit card, cash or cheque.

#### Justification 2

By paying for your holiday on your credit card you can claim your money back from the card company if your travel provider goes into administration or doesn't provide you with the service you paid for.

### Question 4

**Q4(a)** Answers that were accepted for this question were the EU Directive or Trade Descriptions Act or Fair Trading Act. Most candidates named one of these three Acts.

**Q4(b)** This was a question that has appeared in previous series. Candidates generally responded well. One candidate response that gained maximum marks can be seen below.

'The DDA has been put in place so that people who have disabilities do not get discriminated against. By this I mean if a hotel has a restaurant on the top floor, however it doesn't have any lifts or ramps then the hotel is discriminating against wheelchair bound people as they cannot use the facility the same as an able bodied person.'

**Q4c)** This was a poorly answered question. The vast majority of candidates tended to go down the route of how bad this was of the airline and how it contravenes the DDA and therefore is unfair etc. They achieved marks in L1 and L2 depending on how much assessment was produced.

More able candidates provided a more balanced assessment looking at both the airlines viewpoint as well as that of the disabled passengers. A L3 answer can be seen below:

'As the DDA states that everyone should be treated equally therefore the fact that nine of the group were removed is unreasonable. However had there been an emergency then the airline would have had to focus more on looking after the non-abled passengers rather than all the other passengers which would have caused a lot of problems with the other passengers. As the airline had to consider the safety of all other passengers as well and the possibility of an emergency then the action the airline took was more reasonable. Although it did not comply with DDA legislation and they should have been treated equally the airline had to take actions which overall benefitted the majority of passengers which makes the actions taken more reasonable.'

#### **Question 5**

**Q5(a)** This question discriminated between candidates. Many just repeated information from the source material without much explanation/understanding of how this would help prevent fraud and forgery. Better candidates provided a better assessment for this question. They looked at the source material were able to pick out the relevant pieces of information and then put them forward in a coherent explanation. A better response can be seen below:

'The completely new design ensures that it can't be modified so therefore if it is stolen the photo cannot be removed and replaced easily. Also the microchip will make sure it cannot be used if stolen as it stores a copy of your picture so even if the picture on the personal details page is replaced it is impossible to replace the one in the chip.'

**Q5b** Many candidates scored well here, provided three suggestions and three justifications. However other candidates missed out on marks because they provided suggestions but then did not justify them. The moral is that candidates must read the questions carefully and ensure they follow the instructions. A full mark answer can be seen below:

'Only take it out if you need it because if it is taken out less then it is less likely to be damaged. Also put it somewhere safe e.g. don't just leave it loose in your bag because your passport could get broken if someone treads on it etc. Keep it in a plastic wallet to ensure it doesn't get chipped or scratched.'

## Question 6

**Q6(a)** Generally a well answered question although sometimes candidates provided two examples of one type of force majeure such as two types of severe weather which did curtail the marks that could be awarded.

**Q6(b)** This is a question that has appeared in past papers and generally this question was well answered. However some candidates still talked about death being large scale even if talking about the death of one person. They should concentrate on number of people affected and the impact/disruption overall. A good answer can be seen below:

'A large scale emergency situation is where something affects a large number of people e.g. thousands of people in an earthquake, whereas a small scale emergency is different because it only effects one or two people e.g. a woman dying.'

**Q6(c)** This question was not well answered. There was not one candidate that gained full marks. Yet this is a question that has appeared in previous series. Medical Assistance companies are used by insurance companies to help get sick and injured people home to the UK. They will send out a doctor or nurse to accompany the sick/injured person home on the plane.

**Q6(d)(i)** Overall this section of the question was answered well. Most candidates gave a detailed description of an emergency situation. Common responses linked either to the swine flu epidemic or the volcanic ash cloud. It was good to see such up to date research. A recent event is considered to be one that has occurred in the last five years.

The specification states candidates are to learn how to describe large-scale emergency situations.

**Q6(d)(ii)** This question is challenging and is weighted AO3 which requires candidates to draw on research and show assessment. Many candidates showed a detailed knowledge of how each emergency was dealt with. However much of this was not related to the travel and tourism industry - fire service, government and locals.

Whilst detailed descriptions from candidates were common, the question asked for assessment. Assessment was generally non-existent. Some candidates gave explanations rather than assessment but the vast majority of candidates provided descriptions.

One typical descriptive, and therefore Level 1, answer can be seen below;

'The travel and tourism industry dealt well with it ensuring that all passengers due to travel received alternative holidays or money back. They ensured all people stranded in the places where it happened returned home safely. Aid was given to those passengers over there to ensure their safety. Those with relatives who were killed were transported back to England at the appropriate time. Also medical treatment was given to all who needed it. Compensation did not cover loss of possessions.'

The specification states candidates are to learn how large-scale emergency situations were dealt with by organisations in the travel and tourism industry.

See below a response from June 2010.

One candidate response that was current and did achieve level 2 marks can be seen below;

- i) The 2009/10 Icelandic volcanic eruption. Small eruptions began on 19<sup>th</sup> Dec 2009 which didn't affect anyone. However by April 2010 the eruptions became a lot bigger and the wind direction changed meaning all the ash clouds were being blown over northern Europe. This resulted in all the flights within Northern Europe being grounded causing chaos for all travellers as they either couldn't go on holiday or were stuck abroad not being able to return to their families or work. Travel companies were losing thousands by the second. The travel industry lost £30m a day.
  
- ii) The whole situation caused airlines loads of angry passengers but there was nothing anyone could do about it for the first week or so. The government decided that a plane could fly and see if aircraft were safe to fly in an ash cloud. After the test flights were allowed to fly again. So I think the situation was solved slowly but in the long run it was effective. The Travel and Tourism industry put the needs of passengers first and grounded all flights. They put themselves at risk of injury just to see if they could get the aircraft flying again and they ended up getting aircraft flying again so it was effective, just slow.

**PLEASE NOTE THAT CANDIDATES ARE EXPECTED TO RESEARCH TWO OR MORE EMERGENCY SITUATIONS THAT HAVE AFFECTED THE TRAVEL AND TOURISM INDUSTRY.**

In preparing candidates for the exam, centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question i.e. describe, explain, assess, analyse etc.



# Travel and Tourism

## Unit 1 The Travel and Tourism Industry

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	62	55	48	41	35
Uniform boundary mark	100	80	70	60	50	40

## Unit 2 The Travel and Tourism Customer

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	34	29	24
Uniform boundary mark	100	80	70	60	50	40

## Unit 3 Destination Europe

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	34	29	24
Uniform boundary mark	100	80	70	60	50	40

**Unit 4** Destination Britain

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	39	33	28	23
Uniform boundary mark	100	80	70	60	50	40

**Unit 5** Travelling Safely

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	64	56	48	41	34
Uniform boundary mark	100	80	70	60	50	40

**Unit 6** Resort Operations

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	35	30	25
Uniform boundary mark	100	80	70	60	50	40

**Unit 7** Responsible Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	52	45	38	31
Uniform boundary mark	100	80	70	60	50	40

**Unit 8** Current Issues in Travel and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	24
Uniform boundary mark	100	80	70	60	50	40

**Unit 9** Working in Travel and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	25
Uniform boundary mark	100	80	70	60	50	40

**Unit 10** Promotion and Sales in Travel and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	63	55	48	41	34
Uniform boundary mark	100	80	70	60	50	40

**Unit 11** Special Interest Holidays

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	24
Uniform boundary mark	100	80	70	60	50	40

## Unit 12 Travel Organisations

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	34	29	24
Uniform boundary mark	100	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.

**Grade boundaries** may vary from year to year and from subject to subject, depending on the demands of the question paper.



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Order Code UA023516 Summer 2010

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