

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE  
in Travel and Tourism(6987)  
Paper 01 The Travel and Tourism  
Industry

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## Introduction

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	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 Comments

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

Some students lost marks on this paper by not reading the question correctly. For example on question 4(d) some missed the word 'groups' and answered the question about visitors in general or family groups. Similarly, 2(d) and 4(e) which stated you 'should' or 'must' use examples.

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, for example 4(e).

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.

## Comments on Individual Questions

1(a)(i) Most students were able to define outgoing tourism and give a clear example, with both origin and destination of the tourist. See this example below:

1 (a) Describe each of the following types of tourism. You may use an example for each type.

(i) Outgoing

(2)

People travelling away from their home country to other countries for business, leisure and other purposes. eg: A family living in Scotland travelling to Maldives to visit their family would be outgoing tourism for UK.

1(a)(ii) Most students were aware of this term, were able to define it successfully and to give an appropriate example. Those who did not score maximum two marks here gave a vague example such as 'going to Devon' without stating where from. A good answer is shown here:

(ii) Domestic

(2)

Domestic Tourism is where residents in the UK travel to different destinations within the UK. For example, ~~some~~ residents ~~visiting~~ who live in Nottingham visiting Skegness for a weekend.

1(a)(iii) Independent was not understood by quite so many students who interpreted this as travelling on your own, rather than booking it on your own. Key words needed here were 'without a travel agent' or 'components booked separately' or 'on the internet'. Some of the examples were excellent and showed good knowledge of what independent actually is. A minority of students thought that this meant 'independent travel agents' or confused it with interdependence.

1(b) The benefits of booking with a travel agent were most often stated as 'quicker, easier, more convenient...'. However, few students scored four or more marks as they did not pick up on ABTA financial protection, and more trustworthy than internet. Deals and offers were also mentioned. Ancillary products were often described, but most of these would be available to customers who booked independently anyway.

1(c) The term vertical integration was understood by more students in this series than previously. However, when it came to giving examples, there was much confusion between Thomson/Tui and Thomas Cook and who owns what.

Also hypothetical vertical integration was often given as an example, such as Ryanair buying Hilton or Thomas Cook travel agents. A good response is shown here:

(c) Travel agents may be part of a vertically integrated company.  
Define the term **vertical integration**. (4)

VERTICAL INTEGRATION IS WHEN A COMPANY ON ONE LEVEL OF THE CHAIN OF DISTRIBUTION MERGES OR BUYS A COMPANY ON A DIFFERENT LEVEL OF THE CHAIN OF DISTRIBUTION. THIS CAN BOTH BE FORWARD E.G. A <sup>TOUR OPERATOR</sup> ~~TRAVEL AGENT~~ BUYING UP A TRAVEL AGENT, OR BACKWARDS INTEGRATION, A TOUR OPERATOR BUYING AN AIRLINE. AN EXAMPLE OF THIS IS THOMSON BUYING AN AIRLINE AND NAMING IT THOMSON FLY.

1(d)(i) The most common answers here were Thomas Cook and Thomson/Tui. Some students only scored one of the two available marks by putting Thomson and Tui (both same company). Others stated online tour operators such as Expedia, which were acceptable.

1(d)(ii) The role of the tour operator in creating packages, describing their component parts, and their place in the chain of distribution was well understood by most. Some students concentrated on the role of the rep in resort – which is only one role and was credited accordingly. Others focused on the ‘tour’ part and described the tours they offer eg open-top buses etc. This is an excellent example scored all three marks.

(ii) Describe the role of a tour operator. (3)

They create packages so they package together accommodation and transport and they also work out the prices, these packages are then sold by travel agents or the tour operator directly. They also create the holiday brochures with all the different holiday packages in.

2(a) The term motivating factor was understood by many, who also managed to describe the difference between intrinsic and extrinsic. The examples, when given, were generally related to TV adverts or programmes, or hot sunny weather (sunlust) or culture (wanderlust). However, many students only scored 2 of the possible 3 marks by not giving enough detail in their examples eg *'it's when you go abroad for the weather'*, without saying where to or what type of weather.

This answer was thorough and had correct detail on weather.

2 Motivating factors are one of the factors leading to the growth of the travel and tourism industry.

(a) Define the term **motivating factor**.

You should use an example to support your definition.

(3)

Motivating factors are factors that encourage a person to certain destination or area. These can be made up of cultural, climate - sunlust + wanderlust, inter-personal and physical factors. An example would be a person wanting to visit australia due to the hot and sunny climate.

2(b) The term external pressure was defined well by some students, who mentioned *'out of control of the T&T industry'*. Others did not give a definition at all, and focused their answers on factors in destinations instead such as war/civil unrest and natural disasters. Examples were sometimes short on details, for example simply putting '9/11' is not enough. Other students simply listed all the external pressures from the specification, and as the question asked for one, would only achieve 1 mark of the possible 3.

2(c) There were some very interesting responses to this question. Students sometimes just repeated the information given in the case study and did not assess the information at all. Better responses managed to think of some tourist types who would be attracted by UK weather such as those from very hot or very cold countries. A good response mentioned that the UK climate would be better for elderly and young children who did not like the hotter weather abroad. Better students were able to name other countryside areas, heritage attractions and features of the UK that would attract tourists instead of just the weather.

2(d) This question asked about travel and tourism organisations that would benefit from poor weather. Many focused on the obvious indoor attractions, but others had gone beyond this and thought of outdoor adventure activities, such as white-water rafting and skiing, and others about the benefits to tour operators, airlines and travel agents who would benefit from increased demand for holidays overseas. The question asked for examples, and some students gave generic

answers, so were unable to score maximum marks. This response had examples, so would score higher marks.

(d) Explain how poor weather could have **positive** impacts for some travel and tourism **organisations**. You should use examples to support your answer. (6)

If there is poor weather in the UK this will benefit organisations such as travel agents like ~~Thomas Cook~~ <sup>Flights Travel</sup> as more people will want to travel abroad where it's better, therefore the travel agents will be getting more bookings and more money. Small organisations such as indoor skiing in Sunderland or ice skating in Billingham will benefit as tourists will want to participate in more indoor activities. Tourists may also venture to food places that sell hot food, such as Toby Carvery, in order to keep warm in a <sup>relaxed</sup> ~~use~~ environment.

3(a) There was much 'lifting' of information from the case study about the innovation of the Lapcat plane. Many students answered from the customer's point of view – no windows, quicker travel, claustrophobic etc. The question actually asked how it would affect the future of the travel and tourism industry. Better students compared it to Concorde and its appeal to a niche market only. Few considered destinations other than Sydney whereas many other long haul destinations would also benefit from increased accessibility and speed.

3(b)(i) This question asked for a description of two innovations over the last 50 years. Weaker students would identify planes, cars, buses etc without naming a specific innovation. Others would start to explain how they had enabled the industry to grow which was expected in part (ii). Other incorrect responses included Virgin Galactic and HS2 which are future not past innovations. Those who described the Channel tunnel, Pendolino trains or low cost airlines with detail were able to score the maximum marks.

3(b)(ii) Students who had identified two different examples of transport product developments were able to score more marks here. Many forgot that their answer needed to be related to the growth of the industry and focused on convenience and improved customer service. Others imply added description to their product development. The best responses focused on increased short breaks as a result of the channel tunnel, Eurostar and low cost airlines.

4(a) Most students realised that they needed to identify measures already taken by Stonehenge to minimise negative impacts. Others did not read the question properly and incorrectly identified two negative impacts on Stonehenge. This student not only identifies the examples, but also why they would address the negative impacts.

4 One of the characteristics of the travel and tourism industry is that it impacts on its host environment.

(a) Identify **two** examples of how English Heritage proposes to address possible negative impacts on the host environment at Stonehenge.

(2)

- 1 By using local and sustainable building materials the new centre will blend in more naturally with the area.
- 2 By returning the current car park to grass means that the area can be a lot more natural and not an eyesore.

4(b) The key to higher marks here was to understand what 'changing expectations and fashions' are. Those who correctly linked aspects such as increased environmental awareness, interactive displays and up to date technology were able to score well. Others simply focused on the expectation of high quality and linked this to the new café eg 'people expect high quality so the café offers high quality food' which would not score high marks. Another common issue was that the term 'transit system' was not understood, and students thought that visitors had to walk 1.5 miles each way.

4(c) Very many students did not know what a trend is; they simply lifted one or more statistics from the table. As the table of information ran from April 2010 to March 2011, students incorrectly stated that numbers had fallen from one year to the other. To gain marks here students needed to use terms such as 'increased' 'decreased' with specific points in the table identified. Eg 'visitor numbers are lower in the winter, but start to increase in March'. This response though it is correct, only scored two of the three marks. The first two points together would actually be a trend so was credited with one mark, and the third point is also a correct trend.

(c) Identify **three** trends from these visitor statistics for Stonehenge.

(3)

- 1 July and August are the peak months for people to visit Stonehenge.
- 2 December has the lowest amount of overall visitors.
- 3 April and August were the only two months of the year where more people travelled as individuals.

4(d) There were good suggestions made by some students for this question, such as holding special events at Easter, Christmas, Halloween etc. The most popular suggestion was to have a tour guide for groups. However, there were a large number of students who had misread the question and forgot that the focus was on groups **or** they interpreted groups as families. Suggestions such as a play area or picnic site, if not linked to groups of school children, would therefore have limited marks. Other suggested products/services that have already been introduced, such as a café, or souvenir shop, so were unable to gain any marks. Justification was weak for all suggestions, as many forgot they had to do this.

4(e) Many students engaged well with this question. They had extensive knowledge about different visitor attractions and how they use different types of technology. The question said you **must** use examples, so students who wrote a generic answer were limited to a maximum of 6 marks. The most popular technology was online booking and website/email for communication. Many students identified relevant technology, then described it in more detail, but then just added an example without saying how that particular attraction used it e.g. *'like they do at Thorpe Park'*. A minority of students answered the question using Stonehenge again. Part of a good answer is shown here, with specific examples linked to the technology.

**Enhances the experience of the visitors**

At the Historic Dockyard in Portsmouth there is a section called Action Stations. This is an area with fun activities for children as well as adults. There are climbing walls that move as well as simulators that also give historical information as well as being fun. This gives enhances the experience for the children mainly as it gives them some fun amongst the historical information

## General Hints and Tips

1. Read the command word carefully do not explain when asked to describe, eg 3(b)(i).
2. When asked to explain, for higher marks do not just simply write 'quicker/easier/faster/cheaper' or similar without saying why eg 1(b).
3. Try not to use the same explanation twice – it will only be credited once eg 3(b)(ii)'so more people can travel'.
4. Remember when suggesting new products/service eg 4(d) to make sure that they are:
  - a) Suitable for the customer type/s given in the scenario – in this case groups
  - b) Not something that the attraction already has eg café, shop
5. Read the question in detail and use examples wherever it is specified.
6. Use examples that are as up to date as possible eg 1(c) Lunn Poly and Britannia Airways are no longer in existence.
7. Repeating information from case studies, eg 2(c) and 3(a) wasted a lot of time and space, only repeat what is necessary and relevant, and as briefly as possible to make your point.
8. If using additional sheets, please asterisk or write 'continued' at the end of the part of the answer in the booklet.



## **Grade Boundaries**

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



