

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

GCE Travel and Tourism (6987)  
Paper 1 The Travel and Tourism  
Industry

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Summer 2014

Publications Code UA038049

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# Principal Examiner Report 6987 June 2014

## 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 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 Comments

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.

Some students lost marks on this paper by not reading the question correctly. For example on question 2(d) some missed the words 'different types' of leisure traveller and answered the question about leisure travellers in general.

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 5(b).

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

**Q1(a)(i)** Most students successfully identified domestic tourism using the information given.

**Q1(a)(ii)** Not as well answered as (i) – students did not identify inbound/incoming as they did not use the information provided, so actually gave outgoing instead.

**Q1(b)(i) and (ii)** A fairly straightforward calculation for both of these questions, which was correctly done by most – however £300million was given by some students, who had incorrectly read the question and missed the word ‘increase’.

**Q1(c)** This was a well-answered question. Students were very knowledgeable on the composition of a package holiday. Those who did not gain full marks forgot that it was a golf package holiday, so for the third mark there needed to be mention of a golf course, hotel on a golf course, excursions, rounds of golf, equipment hire, tickets to golf tournaments etc.

Example answer which gained maximum marks:

(c) Describe an example of a golf package holiday.

(3)

A package holiday is when multiple aspects of a holiday are grouped together for one overall price. An example of a golf package holiday would be flights from a customer's home city to Scotland, a seven day pass for a golf course and accommodation close to a golf course.

**Q1(d)** Most students were able to identify the income and employment benefits. To gain more than two marks, however, they needed to say what type of jobs and income would be created e.g. in hotels, restaurants, golf course staff etc. Better students had thought beyond this and mentioned growth of airports, infrastructure and multiplier effects. ‘More tourists’ on its own is actually not an impact – this leads to the impacts of extra income, jobs etc.

Example answer which gained a high mark:

(d) Explain the positive impacts of golf tourism for Scotland.

(6)

Golf Tourism for Scotland would bring positive impacts. It would increase the number of visitors to Scotland which has a knock on multiplier effect on the tourism industry. It would raise Scotland's economy due to the people that visit staying in types of accommodation, using transport services, buying food and drinks at shops and restaurants and possibly buying souvenirs at other shops. It increases the number of international flights and domestic flights to Scotland which brings in capital and new tourists. Accommodation, transport, and attraction sectors benefit from the golf tourism as tourists spend elsewhere. It would promote Scotland as a tourist destination and increase its customers in the future.

**Q1(e)** Negative impacts most often mentioned were litter, congestion, and various types of pollution. The fact that students were able to relate to sports, such as football matches and events such as music festivals meant that many were able to gain all four marks. Seasonal jobs were not credited as events especially are only a one off and any jobs are actually a positive.

Example answer which gained full marks:

(e) Sports or events such as festivals can also have negative impacts.

Identify **four** negative impacts that sports or events have on their host environments.

(4)

- 1 It can damage the environment from people running/trampling over it and cause soil erosion in fields.
- 2 It can affect have a negative impact on the wildlife and affect breeding or destroy habitats.
- 3 Sports and events will cause a large amount of noise pollution to an area that might always be peaceful.
- 4 Tourists are likely to drop litter at events which ruins the landscape and can cause damage to animals.

(Total for Question 1 = 17 marks)

**Q2(a)** A well-answered question, students were very knowledgeable and were able to clearly match the facilities provided by the Hilton Garden Inn for business travellers. The explanation part was sometimes weaker, as many repeated the statement 'so they can do work'. To achieve higher marks, students needed to link the facilities with other aspects of business traveller needs such as ease of access, buffet meals for speed, central location etc.

Example of a good answer:

2 (a) Explain how the products/services offered by the Hilton Garden Inn hotel are suitable for business travellers.

(6)

The products/services offered by the Hilton Garden Inn hotel are suited to a business traveller because they have all the services that would suit their needs.

Firstly, when a business traveller is at a hotel they would want wifi to do their work, this hotel has that, they would also want space in their rooms to work with, here they include an executive chair and oversized desk.

Also a business traveller may need to hold a conference or meeting with businesses around the area, here they have meeting rooms for up to 50 guests.

And lastly, every business traveller would want breakfast to be there and accessible for them to quickly eat and go off on their business and here they have a Buffet breakfast, suiting all the needs.

**Q2(b)(i) and (ii)** Some very good suggestions were given here – suggestions such as 24 hour reception/room service; video-conferencing; fine dining restaurant; laundry/dry cleaning etc... Some students suggested products/services that the hotel already has – such as printers, secretarial service, or those which you would presume it to have, such as plug sockets, bedside lamps or totally unsuitable products/services for business travellers such as babysitting.

Explanations as to why they would be a good suggestion were not as comprehensive, so for example a laundry service 'so that they can have a clean shirt' – not linked to the specific needs of a business traveller. Those students who suggested products/services like 24 hour reception were able to explain this better, for example 'as international business travellers can fly in at any time of the day or night'. Many of the explanations could relate to any type of traveller – eg a bar in the hotel so they can have a drink...so would not be credited.

**Q2c)** This proved to be more problematic for some students, as the question said 'define the term' – and so no credit was given for examples. Virtually all students gave an example as part of their answer. Other students focused on sports, hobbies and activity holidays, whereas others focused on the relaxation aspect. Contrasts with business travel were also credited.

Example of an answer which was awarded both marks:

(c) Define the term **leisure tourism**.

(2)

leisure tourism is travelling for relaxation purposes and to get away from working life. this could include a beach holiday.

**Q2(d)** Very many students missed the word '**different**' kinds of leisure traveller in the question, and therefore limited their marks to Level 1. Others simply said that the hotel was not suitable and then repeated why it was more suited to business travellers. This was not credited as this was part of the question 2(a).

There were, however, some students who answered this well, and identified the location, the buffet meals, the fridge, the Wi-Fi as being good products to attract domestic travellers, families, city-break visitors etc. Very few picked up on the meeting rooms being suitable for parties, weddings etc... Facilities not there e.g. spa, pool etc, were also credited.

**Q3(a)** This was a poorly answered question. The chain of distribution is a key part of the travel and tourism industry, and it was clear that many students did not expect to see a question on the chain in this format. It was answered in different ways...

- Using the concepts of vertical and horizontal integration – which in some parts was correct, but would not enable students to achieve maximum marks.
- Using the terms interdependency and interrelationships – which again was sometimes correct, as the terms 'works with' were used very often. However, all the levels of the chain needed to be mentioned for high marks to be awarded.

Other students incorrectly focused on private and public sector and the differences between the two, and others described a package holiday and its components again. (This was credited in Q1d).

**Q3(b)(i)** There was much focus here on the 'booking holidays' role of the travel agents, and again describing the components of a package holiday. Other students decided to explain the advantages of booking through a travel agency as opposed to independently – this question was describe, so no credit was given to these types of responses. Better students recognised that there were many other products than holidays and were able to identify insurance, foreign exchange, flights, and various types of information e.g. vaccinations, visas that they would be able to give.

Example of an answer which went beyond their function of booking package holidays:

(b) (i) One of the sectors in the chain of distribution is the travel agency.

Describe the range of products/services offered to customers by a travel agency.

(6)

Some of the products offered by a travel agency is the selling of holidays to people. They ~~is~~ can provide tangible tickets in the store and also provide the service of knowledge about the destination they are selling. They also offer many ancillary support services such as car hire, currency exchange and holiday insurance. Travel agency staff can also provide brochures and leaflets ~~and~~ to the customer. Another service they can provide is booking on a database as well as credit card transactions. ~~is~~ In conclusion, they can provide information to people and advise in the best places to go.

**Q3(b)(ii)** Thomson and Thomas Cook were given by the vast majority of students. Lunn Poly was not accepted this series, as it is now 10 years since it was last seen on the High Street. (it changed its name to Thomson in 2004). Major regional agencies were also credited, e.g. Bath Travel; Althams. Online travel agencies/tour operators were occasionally given, such as Trailfinders, and these were credited.

**Q3(c)** Very many students simply repeated the information given in the ABTA article, without any evaluation for either the customer or the agency. There was much reference to financial protection in its many forms for both

customers and travel agencies. Students did show good knowledge about the role of ABTA especially in 'getting you home if they go bust'. Others incorrectly thought that ABTA was insurance against all problems you may face on holiday. Better responses referred to increased business for agencies with ABTA and reliability for customers as opposed to 'booking yourself on the internet' – however this did lead to some not answering the question set, as they explained the advantages of booking with a travel agent as opposed to online. Example answer which gained five marks is shown below...

\*(c) Evaluate the benefits that ABTA membership offers for:

- travel agencies
- customers.

(8)

The Benefits of becoming an ABTA member for customers is mainly that they offer support, this could be whilst booking or on holiday, they would be the people who help with insurance if something were to go wrong on holiday, they help a customer feel safe and secure in the environment they are in. They see the Association as reliable and fair so they know if they need evidence and expertise they can go or call them. They help a customer get a fair deal and help them when voicing an opinion.

The benefits of being a member on travel agencies are that it backs them up if something were to happen while a customer was on holiday, they raise the standards in the industry so then customers would want to go on holiday, book through a travel agents and they would make money. And lastly, they help give guidance on health and safety so a travel agencies would know what information to give to customers to make them happy and make them feel safe when they are on holiday.

Overall, ABTA memberships have many benefits on travel agencies and customers.

**Q3(d)(i)** Repeating the question in the answer was a problem here, i.e. motivating factors are what motivate you to travel' – these would not be credited. Students with very good knowledge were able to describe these and give additional detail such as wanderlust, status and prestige etc, and gave good examples such as TV advertising for a destination. However there were very many general examples given, e.g. attractions, a nice hotel, the climate/weather, (everywhere has weather). Students needed to say 'hot sunny weather' or name particular attractions to gain a mark for the example. When the question asks to describe the term, then the answer should not solely be examples. Key words to use are "makes you want to travel" rather than repeat the word motivate.

Example of a good response without an example

(d) (i) Describe what is meant by the term **motivating factor**.

(2)

factors that motivate you to go somewhere. These can either be intrinsic meaning you have a burning desire to visit a certain location, or extrinsic which is when you are inspired by something or someone to go there.

**Q3(d)(ii)** Similarly, the word 'enables you to travel' were repeated in answers for this question. Vague examples such as planes, trains and accessibility were also seen and not credited. Key words used by better students are 'give you the opportunity to travel' or 'allows you to travel'. Textbook factors such as increased disposable income, more holidays from work etc, are all acceptable factors. Education could be both motivating and enabling.

Example of a good response:

(ii) Describe what is meant by the term **enabling factor**.

(2)

Factors that allow people to go on holiday,  
this includes having a higher disposable income,  
or indeed people having longer time off work  
(annual leave etc)

**Q3(e)** Paloma Faith's Heaven and Hell article was engaging to most students. They used the article effectively and most were able to pick out four motivating factors for Paloma. Once again, some students gave one word generic responses, which would not be accepted as all destinations would have them...e.g. sea, weather, food, landscape, local people, culture,..... Specific examples were needed for the mark, so 'close to the sea with a beach' would be better than just 'the sea'.

(e) Using the article, identify **four** factors that motivate Paloma when she is choosing a holiday destination.

(4)

1. Cultural factors → Good local food and language.
2. Climate → Plenty of sunshine.
3. Historical significances → décor, antiques, orientals
4. Location / area → 'amazing views of the city.'

Example of a good response gaining 4 marks using both factors and information given.

**Q3(f)** There was good knowledge shown of the influence of media as a motivating factor. Some students made links with motivating factors such as prestige and status, and others were able to give details of celebrities and their holiday destinations e.g. Beyoncé in the Caribbean or locations for TV programmes such as TOWIE in Marbella. Others used the Royal family, and film sets as examples, which if linked to motivating people to travel there would score them high marks.

Example of a five mark response:

(f) Explain how media coverage, especially that involving celebrities, motivates people to travel. You may use examples to support your explanation.

(6)

Where celebrities go on holiday ultimately makes the area seem desirable as it attracts the richest and most famous celebrities so it must be good, this is apparent in regards to St Barts in the Caribbean, Jay Z and Beyonce regularly holiday there and so motivates people to go there as it must be nice appealing, it also is a way to show off and impress stating you've been where they've been. Next <sup>Festivals</sup> ~~the~~ ~~celebrity~~ ~~is~~ ~~having~~ ~~a~~ ~~big~~ ~~in~~ ~~huge~~ ~~numbers~~ ~~of~~ ~~celebrities~~ ~~such~~ ~~as~~ Coachella ~~then~~ <sup>they bring</sup> the huge media coverage will constantly highlights the appeals of the festival making it look desirable and so motivate people to go there.

(Total for Question 3 = 33 marks)

**Q4** Very many students answered this question from the point of view of the customer rather than the organisation, Virgin Trains. There was much repetition of information given in the case study and not much explanation as to why it had helped them to grow as an organisation. Customer satisfaction, booking of tickets online and more/faster trains were often mentioned, but to achieve higher marks needed to link with more customers, more income, more investment possibilities. Also the increased ticket revenue from three trains a day instead of one from London to Manchester was very rarely picked up.

One of the best responses seen to this question is shown here:

- 4 Using the information about Virgin Trains, explain how developing their products/ services has enabled them to grow.

developing their products/services has enabled Virgin Trains to grow as they were the first train to offer train tickets online. The sense of being the first to do something will allow them to become more popular and with the internet being a big thing in 1998 it allows people to be the first to purchase tickets online which leads to increased customers. In 2002 "new tilting pendolino trains" introduced, this enables the train to go faster around corners as people won't be tossed about, faster journeys will therefore increase popularity which enables them to grow. In 2012 they received the best customer satisfaction score of 91% for long distance train services, developing their products/services has allowed for this and with an impressive score like that will motivate Virgin Trains to continue to improve. Developing the number of trains they provide from London to Manchester will allow for more customers to be transported each hour which will increase that income which then allows for them to reinvest and develop.

(Total for Question 4 = 6 marks)

**Q5a)** Students were quite knowledgeable about external pressures, and most were able to name either a generic pressure or an example, thus scoring 2 of the 4 available marks. However, they were asked to describe the pressure, not explain its effect on the travel and tourism industry, so many lost the additional two marks. In addition to the external pressures in the specification, natural disasters and examples of these were also accepted. Students who chose war, civil unrest, terrorist attacks or natural disasters were more likely to score higher marks, as the description of currency fluctuations and climate change were more difficult to articulate.

**Q5b)** The knowledge of legislation in general was fairly good. However, it was obvious that some students had run out of time on this question – mainly those who had used additional sheets earlier in the paper. Legislation referred to most often was tax, including airport tax,

passport/visa regulations, EU package holidays directive and health and safety laws. Where answers would have been improved is the application of the legislation to the travel and tourism industry rather than analysis of its impact on the customer. For example, some good responses had looked at lost revenue for long haul airlines as customers chose to fly through European hubs instead of internationally to avoid paying larger amounts of airport tax.

Example of a good response for 5(b):

\* (b) Analyse the impact of government legislation on organisations in the travel and tourism industry.

(8)

One government legislation that was introduced was the Health and Safety act 1998. It affected the whole of the industry in both good and bad ways. Firstly it meant that regulations ~~was~~ had to be tightened and that customers were now more protected although it also meant that smaller businesses had to spend large amounts of money making those changes ~~and~~ which may have caused some to go out of business. For example the Disability Awareness act meant ramps and other facilities had to be fitted in hotels etc. Another legislation was the Package holiday protection. It meant that tour operators were responsible if anything was to go wrong, not the transport operators or the hotels. It provided small businesses with more protection. However many of the government legislations were costly and meant ~~some~~ <sup>many</sup> couldn't afford to implement them. Overall nowadays, protection is for the customer and in general has allowed the industry to develop and grow.

(Total for Question 5 = 12 marks)

TOTAL FOR PAPER = 90 MARKS

## General Hints and Tips

1. Read the command word carefully do not explain when asked to describe, e.g. 5(a)
2. When asked to explain, for higher marks do not just simply list or give short two/three word answers e.g. 1(d)
3. Try not to use the same explanation twice – it will only be credited once e.g. 2(a) 'so they can work'
4. Remember when suggesting new products e.g. 2(b)(i) to make sure that they are:
  - a) Suitable for the customer type/s given in the scenario
  - b) Not something that the hotel/attraction etc would already have e.g. telephones, plug sockets, lamps....
5. Read the question in detail – for example 2(d) 'different types' was missed and many students lost marks by answering the question on leisure travellers in general
6. Use examples that are as up to date as possible e.g. 3(b)(ii) Lunn Poly has not been a high street travel agency for over 10 years.....
7. Repeating information from case studies, e.g. 3c and 4 wasted a lot of time and space, only repeat what is necessary and relevant, and as briefly as possible to make your point.
8. Generic statements should be avoided, e.g. sun, weather, climate, attractions, facilities, landscape, views etc. ALL places have these. This was particularly prevalent in 3(d)(i) and 3(e).
9. 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>