

# Principal Examiner Feedback

Summer 2012

PL Travel & Tourism (TT308)  
Paper 01

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## Unit 8: Political and Economic Influences in Travel and Tourism.

Questions were set to assess candidates' learning of the content of the specification given in the 'what you need to learn section'. Questions were devised to meet the requirements of the Learner Outcomes (LO) which are given on page 169 of the qualification specification.

There were 50 marks available on this paper.

The paper consisted of short answer and extended writing style questions.

The question paper was divided into four questions. Question 3 was based on a case study – a self catering farm holiday business located in Wales.

Candidates were required to demonstrate their knowledge and understanding and apply this to the scenarios given of the travel and tourism sector. Some questions required that candidates make an analysis or an evaluation and make recommendations and justify these. It should be noted that this unit has links to **Unit 7: Changes in Trends in Travel and Tourism**, in developing skills in the analysis and evaluation of data, drawing conclusions and proposing responses.

### Summary of Candidate Performance

Overall candidates attempted all of the questions and demonstrated some knowledge of the roles of government organisations, economic and political influences and were, to some extent, able to justify recommendations. Knowledge of the response of governments, the sector and other agencies to incidents and crises was a common weakness.

### Question 1

This question was about the Department of Culture Media and Sport (DCMS).

#### Q1a

Most candidates were able to identify one role of DCMS although some were vague and the roles given were not clear or well understood e.g. 'promote the media, sports and cultural events'. Better responses related to the role of DCMS in relation to the Olympics.

### **Q1b**

This question was fairly well answered by the majority of candidates. Popular responses related to making the country more appealing to overseas visitors if the visa application process was easier and quicker; more satisfied customers and repeat customer due to better customer service skills and extending the holiday season by creating a holiday in October, which most recognised, outside half term as a quiet time for tourism businesses in the UK. Less able candidates incorrectly referred to making it easier for immigrants to enter the UK and the benefits to staff of skills training.

### **Question 2**

This question related to the implications of legislation.

Results were mixed. More able candidates considered the safety issue of drivers not being able to drive too long without a break and the need for a second driver on coaching holidays; the risk and cost of being fined if there was an accident and they had breached the rules and the cost of MOTs, safety belts etc. Less able tended to describe aspects of the legislation that might apply to coach companies but offered little in the way of analysing the impacts. Better responses were seen where candidates considered some of the benefits in terms of improved reputation for safety generating more customers /income.

### **Question 3**

All the questions here were linked to a case study of a fictitious organisation Glyth Farm Holidays (GFH).

#### **Q3a**

This straightforward question was not well answered by many candidates who did not seem to understand what the question required. Some wrote about the farm or gave vague responses 'more money', 'employ people' or wrote about what it offered the tourists. Few candidates gained all four marks for the description. More able candidates wrote about paying tax and secondary spending but again did not give enough detail to pick up the second mark. Candidates tended to offer explanations rather than describing ways.

#### **Q3b**

This was not particularly well answered by many candidates. The question required an evaluation of the impacts of falling bookings and some major events in the UK on Glyth Farm Holidays. Less able candidates tended to describe the information provided and gave simple suggestions related to why people weren't going on holiday and possible threat of closure of the

business. More able candidates gave developed responses and considered the appeal of the events listed and the focus being London and that people wouldn't go to Wales but that UK residents living in London during the Olympics might want to escape to the country. These gained high Level 2 and Level 3 marks, although they were in the minority. The majority gained marks in Level 1 for basic responses with no evaluation or application.

### **Q3c**

This question generated some interesting recommendations and most candidates scored quite well. Popular responses related to converting the derelict barns to offer more accommodation with a basic justification that they could accommodate more people and make more money. These less able candidates clearly had not recognised this would cost money and may not help as bookings were already falling. Better responses related to introducing outdoor activities, farm shop or holding events to attract different types of customers. Justifications were a weakness in many instances and some candidates did not pick up full marks as they had not included any justification.

### **Q3d**

This question provided a mixed response overall from candidates. Whilst the majority demonstrated an understanding of the influences, many could not successfully apply this knowledge to Glyth Farm Holidays beyond the most basic impacts. Some candidates did not make an evaluation. Popular responses related to recession, exchange rates, cost of food, emerging markets but many gave generic responses. More able candidates provided some judgement on the impacts to Glyth Farm Holidays in terms of increased domestic tourism/staycations due to recession/exchange rates etc on the one hand but that the cost of fuel/driving could put people off.

## **Question 4**

This question was about the response of governments, the sector and other agencies to incidents and crises.

### **Q4a**

Whilst a number of candidates gained full marks for a description of the role of the British Foreign and Commonwealth Office, some candidates offered vague responses and struggled to gain more than one mark. Popular responses related to keeping people updated on events, providing help lines/website updates, helping British citizens get back to Britain.

#### **Q4b**

This was not particularly well answered by many candidates. Some chose incidents such as the London bombings and 9/11 and wrote about improved security measures but responses were often descriptive and lacked specific details. Candidates often struggled to make any judgement in terms of 'how successfully' beyond basic claims that the government were successful but then offered nothing to substantiate this. Relevance to tourism and the precise actions of the government were not clear and few gained marks above Level 1.

#### **Q4c**

Candidates provided a mixed response overall to this question. Whilst the majority were able to offer appropriate actions many did not explain how this would have helped the tour operator remain profitable. Less able candidates often suggested offering deals and discounts to persuade potential customers to go to destinations affected by civil unrest. More able candidates recognised that by offering to delay departure or offering an alternative destination would have helped to keep the customers and maintain profitably, many scoring at least four marks here.

#### **Summary**

For some candidates, poor exam technique with regards not answering the question was probably the biggest factor that may have hindered achievement, in particular where candidates gave generic responses and did not apply them to the case study/scenario provided on the paper. The other factor was candidates not knowing some of the unit content for instance the specific roles of DCMS.

In preparing candidates for the exam, centres are reminded to advise candidate to make sure that they follow the instructions of the question, with consideration of the command verbs used. For example, candidates should know the difference between describe, explain, evaluate, analyse and know what is required to justify recommendations.

Where additional sheets are required to expand an answer these should be attached to the exam paper and clearly labelled with the candidate's details. If an answer continues on an additional sheet candidates should make this clear on the exam paper.

It was pleasing to see that overall, many candidates showed some understanding of the unit and that they attempted to answer all the questions.

## **Further guidance and support**

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