

GCE

Edexcel GCE

Travel and Tourism

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Examiners' Report

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**6987**

# **Travel and Tourism Industry**



## General Comments

This was the first paper for this qualification. The questions were set to assess candidates learning of the content of the unit specification. Questions were also set to address the Qualification Assessment Objectives. These are given in full on page 155 of the specification and are summarised below, together with their weightings for the unit.

	Summary of AO	Weightings	Typical Requirements of Questions
A01	Knowledge and understanding	25-30%	Describe, explain, complete, identify
A02	Application of knowledge and understanding	25-30%	Explain, suggest
A03	Research and analysis	20-25%	Examples of research, analysis
A04	Evaluation	20-25%	Evaluate, analyse, explain

The table also shows the typical requirements of questions designed to address the assessment objectives.

The specimen paper was also used to assist in setting questions. The significant difference between the specimen and the January 06 paper was that there were fewer questions in this paper. This was to enable candidates to give more consideration to the information presented and in preparing their responses. There was no change to the total marks available. As with the specimen, candidates were allowed to take a calculator into the exam.

This report will comment on each question in the paper. It will comment on the general performance of the question, key strengths and key weaknesses. Some example responses will also be given.

### Question 1

**Q1(a)**This was well answered with most candidate gaining 3 or 4 marks. Many candidates gave a description based on the legal definition of a package holiday taken from the EU Directive as outlined in the mark scheme. Others were less accurate such as *a 'package holiday is one put together by a tour operator including accommodation, transport and food'*. This would have gained three marks. Many candidates made reference to food being an essential element of a package holiday and no credit was given for this. Many candidates gained fewer marks for referring to travel agents as the tour organiser.

**Q1(b)**This was not as well answered as Q1(a) although most candidates gained one mark for a basic description such as *a holiday where someone sorts out their own holiday without a travel agent*. A better answer was *an independent holiday is where an individual will customise their own holiday by sorting out flights and then sorting out accommodation usually with different companies. No tour operator is involved*. A significant number of candidates gained no marks for answers relating to people travelling alone.

## Question 2

Q2(a) This was fairly well answered with many candidates showing some understanding and application to Woods Tours. The sample answer in the mark scheme was typical of the answer given by many candidates. Few gave any more depth or referred to effects beyond potential customers being scared and not travelling.

Q2(b) This was fairly well answered with most candidates making some valid suggestions for minimising negative effects, many described in detail. These mainly related to increased promotion, reduced prices, alternative destinations and improved security. Few candidates were able to give an explanation, however, as to how these would minimise negative effects and so were restricted to 3 marks.

Q2(c)(i) Most candidates were able to give an example of an external pressure. Most common were natural disasters, currency fluctuations and climate change. Less common were economic climate and government legislation. Most candidates, however, failed to describe an example that they had researched and so the marks awarded were limited to one or two.

A typical answer was

*'natural disasters like hurricanes, earthquakes and tsunamis. A better answer was Civil unrest such as in Paris in the summer where lots of young people went on riot for days on end and this caused cars on fire and damage to buildings and every night the police were out in the city'.*

Q2(c)(ii) This question required analysis of the effect of the external pressure on the travel and tourism industry. This question was not well answered. Very few candidates gave an analytical response. Few candidates referred to the effects on the industry in their responses. Answers focussed on how it affected the tourist and/or the economy of the country.

This was a typical answer.

*'Currency fluctuations affect the industry because if the exchange rate is strong then it will be expensive to go to that country so tourists might not want to go there and that will effect the economy but if the exchange rate is low then people will think it is cheap and want to go there so this is good for the economy. A better response was the tsunami in Asia caused masses of devastation and death. People lost their homes and their families. Lots of hotels were destroyed and so were airports and roads. Cars, lorries and buses were also destroyed. In some places what you think of as the industry was destroyed. With no hotels the industry had nothing to offer tourists who did decide to come. There was no way to get them there. The people the industry would like to help them rebuild would be building new homes and hospitals for people. Also all the people that were working in the industry died. So all in all the industry really suffered. The only thing was that so many volunteers wanted to help there became another type of tourist. This didn't help big companies like Thomson but did help specialist companies'.*



### Question 3

Q3(a) This was fairly well answered. Many candidates were able to state one or more developments in transport since 1945. Many candidates were able to give some detail and provide a basic description. Typical developments were Eurostar, Eurotunnel/Channel Tunnel, Airbus, Concorde. Few candidates gained maximum marks for this question, as they did not give detailed descriptions of two product developments. Many candidates referred to pre 1945 developments or those not transport related. The development of the holiday camp, steam trains and package holidays were the most common incorrect answer.

Q3(b) This question was poorly answered. Candidates mainly made no reference to customer needs or link them to product developments.

The best answers tended to give simplistic answers such as *'people now want cheap travel so no frills airlines were introduced and want luxury on a plane so now you have entertainment and beds on planes'*.

### Question 4

Q4(a) This was fairly well answered with many candidates able to state two or more products and services provided by four and five star hotels. Most common responses related to leisure facilities, entertainment and business and/or conference facilities. Few candidates gave any detail of these products and services, however, and so generally gained 2 or 3 marks only.

### Question 5

Q5(a) This question was not well answered. For this paper, the chain of distribution diagram used was the same as the one that appeared in the specimen paper. There are different ways of presenting this and candidates should ensure they are able to complete the diagram as provided. Most candidates were able to complete the boxes with travel agents and tour operators. Fewer candidates correctly completed the public sector support services box. This was often left blank or completed incorrectly. Few candidates gained any marks for completing the diagram with arrows placed correctly. Many candidates drew over the dotted arrows, indicating a lack of knowledge of the format of the chain of distribution and the role of support services. Most candidates added no new arrows.

Q5(b) This question was not well answered. Most candidates were able to give examples of how the accommodation sector worked with other sectors of the travel and industry but were not analytical in their response.

A typical response was *'the main sector that accommodation works with is tour operators. They sell their accommodation to tour operators to put them in a package holiday and they get commission for this. Accommodation will work with transport providers so that there is a way for a tourist to get to the hotel. Hotels sometimes offer a limo service to customers if it is a four and five star hotel. Hotels also need to be near attractions. Alton Towers has their own hotel like Disneyland'*.

Q5(c) This question was not well answered. A minority of candidates were able to give a detailed description of an example of horizontal integration they had researched. Most common answers given with detail related to the easyJet and Go merger. Some candidates were able to give a theoretical response either '*this is where two companies merge on the same line of the chain of distribution like two travel agents or two airlines or when airlines like British Airways and easyJet become one company*'. Most candidates gave incorrect answers that were examples of vertical integration and not horizontal integration. Many candidates also referred to Thomson merging with Lunn Poly as an example, which was not accepted as it referred to rebranding and not horizontal integration.

Q5(d) This was fairly well answered with many candidates able to show understanding of how horizontal integration affects organisations. They were able to give at least a basic explanation such as '*market share will be increased because now they will have more hotels and it will increase brand awareness because with so many hotels more people will know about them*'. Few candidates were able to give more than this depth of explanation. Many candidates simply repeated the objectives and values of the organisation supporting this with stating that horizontal integration will enable the aims and objectives to be met.

#### Question 6

Q6(a) Most candidates gave the correct answer.

Q6(b) Most candidates gave the correct answer.

Q6(c) This question was generally well answered with most candidate gaining mid marks showing some ability to interpret the data provided. Many made calculations showing differences in data or gave general statements about these differences. Key weaknesses were that often candidates failed to use their calculations to draw any reasoned conclusions and failed to see any relationships beyond the straightforward. A significant number of candidates attempted to draw on their knowledge of the Government Office regions highlighted but often this was incorrect, particularly in terms of London being in the South West. This was a typical standard of response '*I can see from table that the west midlands there was only 10.8 million trips and in the south west there was 22.8 million trips, this shows that was just above double trips in south west. I can also see that 25.9 million night in the west midlands and 92.1 million nights in south west of the uk, there is a difference of 73.8 million nights which is quite a lot. There has been 1633 million spent in the west midlands and 4263 million spent in south west which shows that south west had 3930 million more spent than west midlands. these figures show that south west has more trips night and money spent than west midlands because south west has the highest out of all UK regions*'.

Candidates tended to show basic knowledge and understanding. They failed to give any detail in their description or clearly reason when asked for explanations. Few candidates gave analytical responses when required. Knowledge of the structure of the travel and tourism industry seemed to be a weakness in knowledge in many candidates.

**6988**

**The Travel and Tourism  
Customer**



## General Comments

This was the first series for the moderation of this internally assessed unit, so the sample size available for moderation was small. This report comments on the marking from this series.. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

### 1. Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit and shown on page 21 of the specification. Three of the tasks should be completed following investigation of various travel and tourism organisation. The fourth task (b) can be completed independently through work experience or role plays

The Tasks are:

- a) A description of the needs of customers in one sector of the Industry and an explanation of how the organisation .in that sector meets those needs
- b) Customers have been dealt with in four real or simulated travel and tourism situations. A complaint is dealt with
- c) A method is proposed for evaluating customer service and documentation is produced.
- d) An evaluation of customer service in a travel and tourism organisation covering quality criteria, with conclusions and recommendations.

Included in many portfolios were the tasks set by the centre, indicating that candidates had been given correct information about the evidence requirements.

### The Travel and Tourism Organisations

Most candidates selected travel and tourism organisations to investigate. The most popular type of organisation were visitor attractions and airlines.. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable. However centres should note that catering is not an acceptable sector , assessors should ensure that candidates select only those sectors shown on page 11 of the specifications.

Many centres were able to use their own facilities for task b).However these must be travel and Tourism based , Catering is not acceptable.

Centres should note , credit will not be given to portfolios presented where travel and tourism organisations have not been investigated.

Teachers are advised to confirm with candidates, their choice of organisation and sector to ensure they have selected one that is appropriate. Teachers may also want to liaise with the selected organisation to ensure they are able to provide access to relevant information, some of which may not be available for general public scrutiny.

Candidates may complete task c and d for this unit on different organisations however this may limit them being able to progress up the grade boundary .

## AO1

This task addresses AO1 - *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts*

This task was divided into two elements, showing knowledge by describing the needs of customers within a sector of the Industry and demonstrating understanding by explaining how organisations within this sector meet those customer needs.

Generally candidates tended to concentrate on the second part of this task and not address the first part. In most cases an explanation was given on how the organisations in that sector attempted to meet the needs of the customers but candidates did not describe the different types of customers in their chosen sector and their different needs.

Within this task too candidates tended to focus mainly on External customers and did not always consider or address the Needs of the **internal** customer and how these were met by the Sector.

If candidates choose the sector Visitor Attractions, candidates should focus on attractions throughout ( ie Built and Natural ) and not just one type of attraction. The examples should then be drawn from a range of different types of attractions, to show how the sector meets those needs, particularly at higher marks.

The same applies to the Accommodation sector , a range of types should be covered in order to address the sector.

It may be beneficial if candidates were given a template to help them with their planning to ensure they have considered all the different types of customers within their sector and their needs. This template could then be used as a guide to help candidates describe the needs and the customers.

Example of a Template overleaf:

## NEEDS OF CUSTOMERS

### Activity

Individually, select a **SECTOR** of your choice eg Airline , accommodation, or any others .

- i. Choose a type of customer ( Include Internal and External )that may use this facility.
- ii. Identify the needs of your chosen type of customer for the type of facility selected. For example a Family need may be Baby changing Facilities. Write the identified needs on the table below.
- iii. Investigate a specific example of your selected type of facility eg for Airline this may be British Airways, Easy Jet. Find out if they have products and services to meet the needs.
- iv. Complete the table below describing how that organisation meets the need.
- v. Use your findings to **describe** how the **chosen** sector meets the needs of their different customer types.

## WITHIN ONE SECTOR OF THE INDUSTRY

Type of Sector: \_\_\_\_\_

### Type of Customer

- Individual       Culture       Group       Age  
 Business       Specific Needs       Non English Speaking

### Customer needs

Customer Type	Customer Need	Name of Organisation	How they meet the Need

Description of the needs of customers in one sector of the Industry

An Explanation of how organisations in the Sector meet those needs



The Key requirement is for candidates to show knowledge and understanding through accurately identifying and describing the needs of customers in one sector and being able to explain how organisations belonging to that sector meet those needs. Assessors and candidates should ensure that both parts of these tasks are completed.

#### Task b)

This task addresses **AO2** - *apply the knowledge, skills and understanding specified in the subject content.*

Candidates are required to deal with **FOUR** different types of customers and situations. One of these must be a Complaint, which may be in the form of a letter. All of the centres seen used simulations to address this task which is perfectly fine however centres should note they must be from the Travel and Tourism Sector and Catering is not acceptable.

All candidates showed evidence of their dealings with customers in simulated situations. Most of these were in travel and tourism contexts although a significant minority produced evidence from other contexts. If candidates intend to demonstrate customer service through work experience, the centre should ensure this experience is within a travel and tourism organisation as appropriate to the components in unit 1.

For this task, candidates should deal with a range of situations and a range of customers. For a significant number of candidates, evidence did not show the nature of the situation or type of customer. The needs and circumstances of the customer should be given to them in detail and in order for them to access the higher mark bands, it is advisable for the assessor to include complex situations. An example of a complex situation can be found on page 28 of the specifications in the Assessment guidance for Mark Band 3.

Most of the situations ranged from straightforward to complex, however using a Tannoy is not a Face to Face process in communicating with customers and therefore not acceptable for this task.

There was no appropriate documentation completed by the candidates during their role plays. For example in the candidate is given a situation of booking a holiday - there should be an Enquiry Sheet filled in followed by a Booking Form and maybe a Receipt book. All documentation that would be used in that situation by Industry should be completed by the candidate and included in the work, although this documentation can be designed by the centre.

**An Example of an Enquiry Form is on the next page:**

# ENQUIRY FORM

Company Name :

Sales Agents Name:

Date :

Customer Name	Contact details	Number in Party	Date of Holiday
Destination Choice	Accommodation Type	Special Requests	Price Range

At times centres graded each situation, and awarded a different mark band point score for each situation, this can lead to confusion and in future an overall assessment of how the candidate has achieved throughout the grade boundaries should be completed, at the end of all the practical work. However It is expected that for each situation dealt with, there is a witness testimony, observation statement or assessment checklist, highlighting how the candidates has performed. Whichever format is used, it should include an outline of the scenario presented to the candidate (if simulated) or the context of the situation (if real). The type of customer should be identified. Candidates performance should be described. The description should be sufficient for a non-observer to be able to support any assessment decisions made. It should make reference to key requirements of the task. There should be a summary assessment statement for each situation. Each testimony/statement/checklist should be signed and dated by an assessor. Any supporting evidence such as completed membership application forms, booking forms, receipts etc should also be submitted. This further authenticates the candidate performance. Candidates are not required to submit scripts of role play situations or descriptions of how situations would be dealt with. This does not show application and suggests that the candidate has not been involved in dealing directly with customers

Some centres included video and audio tapes of the candidates' performance. Centres should note that in future these do not need to be included in the portfolio work, as detailed Witness statements will suffice.

Candidates do not need to carry out an evaluation of their performance.

The Key requirement is for candidates to apply their knowledge and understanding of the key needs of customers and that appropriate communication skills have been demonstrated and that a customer focused approach has been demonstrated.

#### Task C)

This task addresses **A03** - use appropriate research techniques to obtain information to analyse vocationally - related issues and problems. This task is divided into two parts.

Candidates are to propose a method for evaluating customer service, design appropriate documentation which will aid and capture data and ensure that appropriate quality criteria have been used.

The second part of this task requires candidates to give an explanation of why the chosen methodology is appropriate for their organisation.

In some cases centres tended to put these two tasks together and this unfortunately lended itself to some misinterpretation and understanding by the candidates of what was expected of them. It may be beneficial in future to encourage candidates to concentrate on completing task C before looking at Task D.

The majority of candidates chose at least three different methods of research and designed appropriate documentation to use however they tended not to refer to Benchmark standards and instead just stated the quality criteria that they were going to use.

However most of the candidates chose an appropriate method for evaluating customer service, and designed appropriate documentation for the selected method. centres should note that candidates are only required to choose one method not three, if three are chosen candidates need to justify the need for all three methods. In the majority of cases the candidates chose either , a survey an interview or mystery shopper exercise, or in most cases all three. Some quality criteria were mentioned and described, however there was no reference made to Bench mark standards.

Bench mark standards for Visitor Attractions can be found on the Visit Britain website. The Association of Leading Visitor Attractions may also have some Benchmarking data used for standards.

An explanation is given of why the methodology type is appropriate for the research to be undertaken but not always on how it is appropriate for the chosen organisation, candidates tended to list mainly advantages and disadvantages of the different methods, and not give an explanation of why their chosen methodology was suitable for the organisation.

Although the majority of centres used the same organisations for task C and D in some cases different organisations were used. Although this is acceptable it may limit the candidates progressing up the mark bands.

The key requirement here is for candidates to show **analysis** of the use of different research methodologies and their appropriateness for their organisations. Candidates should ensure that both parts of the task are completed and that the focus of their evidence is analysis.

#### **Task D)**

This task addresses AO4 - plan and carry out investigations and tasks in which they examine vocationally related issues and problems ; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.

Candidates are required to research ONE organisation , and carry out an evaluation of customer service covering a range of quality criteria with a link to bench mark standards. Conclusions should be drawn and recommendations made.

In this series of moderation , candidates tended to give a basic evaluation on their chosen organisation, based on their results .However in the majority of cases candidates did not link their results to benchmark standards. Conclusions made were straightforward with some recommendations for improvement, but at times these tended to be product focused and not customer service focused. Therefore in the majority of cases MB1 was Best Fit .To fully achieve MB2 assessors should note that there must be some depth to the evaluations, with reasoning in their judgements and conclusions made. These should be substantiated either through data supplied by the organisation or through surveys of customers, staff etc. Recommendations should be customer service focused and not product focused and be objective and not subjective as they were in the majority of cases.

In the majority of the sample the results were based on the candidates own opinion and at times results could be limited as candidates tended to ask closed questions where a yes or no answer was all that was needed , therefore limiting their evidence.

In one case , Candidates were given a case study on a Visitor Attraction Mystery Shopper and although this is appropriate this may prevent candidates from being able to progress up the grade boundary, as they may not have the depth and understanding of the customer service within the organisation in the case study, which could result in candidates giving a basic evaluation on their chosen organisation, based on case study results.

The Key requirement is for candidates to assess, and they should ensure that all parts of the task are addressed and that the focus is on evaluation and their evidence should show them making an assessment or judgement.

### **Additional Evidence**

Candidates do not need to show coverage of the 'what you need to learn' section, but to use these as guidance in answering the questions posed in the tasks.

## **2. Marking**

On this moderation sample, marking was not accurate. There was a tendency to be generous, especially when awarding the higher mark bands. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors comment justifying their choice of mark band and mark awarded would have assisted the moderation process.

## **3. Administration**

The deadline for submission of portfolios for moderation was met, and OPTEMS forms were correctly completed.

Centres are required to sign the OPTEMS forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process.

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors. For example, in task a) annotation could highlight clearly which sector has been selected the different types of customers - the range of customers and the needs accurately produced by the candidate. In task b) annotation could show where the candidate has dealt with the different customers where they have met a need and where they have met a complex need. In task c) annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. For task d) the assessor could highlight each reasoned conclusion and where the conclusions were substantiated It is also essential for moderators to see the pen portraits used in tasks b).

#### **4. General Comments**

##### **Types of Evidence**

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in dealing with four types of customers. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

##### **General Performance**

Overall, candidates showed some knowledge of their chosen sector and the different types of customers and their needs. They were able to collect research on different methods of methodology, select at least one and design their own documentation for collecting data. The majority were unable to handle a complex situation with a specified customer. Answers showed a lack of analysis and conclusions and recommendations were mainly straight forward and not matched to benchmark standards.

At times candidates addressed the first part of the task and not the second - this occurred in AO3 and in other cases they had addressed the second part but not the first - this happened in AO1.

6989

Destiantion Europe





## General Comments

This was the first series for the moderation of this internally assessed unit. This report comments on the marking from this series, however only one centre submitted candidate work and therefore this report may not accurately reflect on centre performance to date. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

### 1. Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit as shown on page 36 of the specification. For tasks b), c) and d), candidates are required to show they have undertaken research to complete these tasks, and to research *one different* destination for each task.

Assessment evidence requirements allow centres to choose the format for presenting candidates' work.

The tasks are:

- a) *Six maps, one for each type of destination*, listed on page 33 of the specification,
  - locating appropriate destinations popular with UK travellers
  - identifying main gateways, road and rail routes that these travellers may take.

Candidates are also required to explain how the features of each destination type differentiate them, and the difficulties in categorising some destinations.

Examples are to be given.

For a destination type, for example 'countryside areas', we would expect: a map of countryside areas with countryside areas in Europe that are popular with UK tourists accurately located and clearly labelled

- key gateways for these areas
- key road and rail routes from the UK to these areas.

There would then be a second map, for example towns and cities, on which key towns and cities popular with UK tourists are located and labelled and with the key gateways and road and rail routes.

This would then be repeated for the remaining destination types. We are looking for evidence of candidate's knowledge of what are appropriate destinations for each category, knowledge of which are popular with UK tourists and knowledge of where they are each located. We are separately looking for knowledge of how candidates use features to categorise types of destination and their understanding of how they are difficult to categorise.

- b) Use a pen portrait that identifies a customer, their needs and circumstances, to recommend *one* European destination. From this, the candidate should describe the features the destination has and explain how it is a suitable destination choice.
- c) Analyse the factors that have led to the growth in popularity and appeal of *one* European destination and how the destination has controlled

factors to maximise their appeal and popularity. Factors are in the specification and could be used as headings in any evidence.

- d) Assess the suitability of different modes of transport to *one* destination for a tourist whose needs and circumstances have been given to the candidate in the form of a pen portrait.

Included in some portfolios were the tasks set by the centre, indicating that candidates had been given incorrect information about the evidence requirements. In some cases, tasks were similar to those above but with changes such as in task a) producing maps of countries and in task b) asking for an itinerary, rather than one destination. There was also a lack of understanding by candidates as to the meaning of the command word in each task. Perhaps candidates could seek support from their tutors or guidance from their tutors as to what is meant by each of the command words, and how to follow them, to ensure they are awarded marks.

#### **European Travel Destination.**

Most candidates selected inappropriate destinations. The majority looked at countries rather than destinations. Some candidates chose UK destinations, and were therefore unable to mark gateways for UK travellers. For tasks b) and d) many candidates produced itineraries for a tour featuring more than one destination. Their work subsequently lacked depth. Where candidates have not investigated one destination in Europe, credit was not given. Candidates must study a destination that UK travellers visit, and especially for task c) they should investigate one that is growing in popularity with the UK tourist. Tutors are advised to confirm with candidates, their choice of destinations, to ensure they have selected ones that are appropriate. Further clarification and examples of destination types can be found on the Edexcel website.

### Definitions of tourist destinations

**Coastal areas:** A coastal area destination could be an expanse of coastline that is specifically defined as one area (eg Costa Blanca or the Venetian Riviera) but not a more general description such as 'South of France'. It could also be a specific coastal resort (eg Benidorm or Taormina). Islands that are destinations popular specifically for their coastlines are also acceptable (eg Tenerife, Corfu). However, groups of islands are not considered as destinations for this unit (eg the Canaries, the Greek Islands).

**Tourist towns and cities:** An acceptable destination to use in this category is a specific town or city which is known as a tourist destination. This includes capital cities (such as Paris, Rome or Tallin) and others such as Venice, Oporto, Nice, Barcelona, or Milan.

**Business and conference destinations:** These are defined as towns or cities with facilities to cope with business tourists, such as large conference and/or exhibition centres, a range of business tourist facilities (a large number of 4\* and 5\* hotels, good transport links, etc) and usually close proximity to an international airport. Some may lack large conference and exhibition centres but be a significant commercial centre and therefore still attract significant numbers of business travellers. Examples include Berlin, Barcelona and The Hague.

**Countryside areas:** These are rural areas away from town and cities and not necessarily specific named resorts. They are areas that incorporate a number of features, such as mountains, lakes, forests, hills etc. Examples would be the Black Forest, Provence, Tuscany. Whole mountain ranges (eg the Alps) would not be considered a countryside area; however, a specific countryside area within a mountain range would be acceptable (eg Bernese Oberland).

**Heritage and cultural destinations:** These are specific towns, cities, villages and resorts that are known for having maintained the history and heritage of the destination and/or the culture of the region or country. Examples include many cultural capital cities such as Paris, Vienna, Budapest or Rome and smaller destinations such as Seville, Reims, Bruges or Carcassone. They could also be destinations linked to UNESCO cultural heritage sites eg Dubrovnik or Warsaw.

**Purpose built:** These are destinations developed specifically for tourists which provide all the facilities needed in one place. Theme parks are not generally acceptable, although this category may include theme park resorts such as Disneyland Paris or large holiday centres such as Center Parcs. It may also include some whole resorts in their own right, such as La Manga.

#### *Task a)*

This task addresses AO1 - *show knowledge and understanding of the specified content*. The task is divided into two elements, showing knowledge by selecting relevant popular European destinations, and showing understanding by explaining features that differentiate them and the difficulties in categorising them.

Many candidates failed to make reference to the requirements set out in the 'what you need to learn' section of the specification on page 33, and did not produce six maps of Europe showing destination types. Candidates mostly produced maps of different countries rather than destinations. For example, Italy, France, Spain and the UK were selected.

In many cases maps were simply downloaded from the internet and inserted as candidate's evidence. A downloaded map of France which shows *all* rail routes, and has no annotation by the candidate is not '*highlighting the relevant rail routes to the destination from the UK*'.

Candidates are advised to produce six maps of Europe as a whole, one for each destination type and each should be clearly labelled as to the destination type it is representing e.g. tourist towns and cities.

On each blank European map, candidates should annotate to clearly identify and accurately locate relevant major European examples of the destination type that are popular with UK tourists.

When considering the destination type 'tourist towns and cities' candidates are advised to consider each European country to identify which ones have popular destinations for UK travellers.

For example, when looking at France, candidates are advised to consider the capital city (Paris) and that there are other towns and cities that have become popular short break destinations with UK travellers, e.g. Nice and Marseille, so would also include these on the maps.

Each of the maps should also identify and locate the *relevant gateway* for travellers from the UK to enter by air or sea and /or *main* road and rail routes taken by UK travellers to reach each destination.

For example, Disneyland Paris has become an important 'purpose-built resort' and the main ways that UK traveller would go would be by car and sea (ferry to either Le Havre or Calais), by car and rail (Eurotunnel to Calais), by Eurostar from Waterloo through the Channel Tunnel to the railway station of Marne La Vallee, or fly to Charles de Gaulle Airport, and then take the RER/metro to Marne La Vallee. These are considered to be the main routes, and only these should be shown for this destination.

It is also worth noting here that some destination types are areas, and not places and as such annotation of maps should be identified through shaded areas, and not dots.

It may be beneficial to candidates to be given a template to help them with their planning to ensure they have considered **relevant** destinations, and that they have only looked at the **main** routes. This template will not however be handed in as evidence, as it is only the maps that marks are awarded for.

Example of a planning sheet to guide candidates in their research:

<b>Destination type:</b>					
Coastal area		<input type="checkbox"/>	Countryside areas		<input type="checkbox"/>
Tourist towns and cities		<input checked="" type="checkbox"/>	Business and conference		<input type="checkbox"/>
Heritage and cultural		<input type="checkbox"/>	Purpose built		<input type="checkbox"/>
<b>Example</b>	<b>Gateway</b>	<b>Main road routes</b>	<b>Main rail routes</b>	<b>Research sources</b>	
Paris	Two airports: Charles de Gaulle (CDG) and Orly (ORY)  Main port of arrival is ...	From the port of Calais:.....  From the port of Le Havre:.....	Eurostar from Waterloo International, through the Cannel Tunnel to Paris Gare du Nord.	Tour Operator (name), brochure (name) and date e.g. Thomson City Breaks 2005	
Stockholm	Main airport is .... No-frills airlines such as ..., fly into ..., xxx miles from the city centre. Main port of arrival is .....				

For each destination type candidates are then asked to explain the features that differentiate them, as well as the difficulties in categorising them. Here they could make use of the maps that they have produced (and not simply downloaded), as they would then be able to refer to chosen destinations that could be categorised into a number of different categories. They could explain why Rome for example, could be categorised as a '*tourist town/city*', a '*business destination*' or a '*heritage destination*'.

The key requirement is for candidates to show knowledge and understanding through accurately locating popular destinations on maps, and being able to show main routes UK tourists would take. Candidates should ensure that both parts of the task are completed.

### *Task b)*

This task addresses AO2 - *apply the knowledge, skills and understanding specified in the subject content*. Candidates are required to find and research *one* suitable popular European destination in detail and to understand and subsequently explain what the destination has to appeal to a selected tourist. The needs and circumstances of the tourist should be given to them, and in order for them to access the higher mark bands, it is advisable for the assessor to include complex needs into the pen portrait. Details of portraits with complex needs are included in Assessment Guidance for mark bands 2 and 3 on pages 41 and 43 of the specification.

It is advisable at this point for the candidate to understand not only the specified needs of the customer, but other implied needs based on circumstances, for higher marks and then refer to how this makes it complex if the pen portrait is written with implied needs and well as explicit needs in mind and seek to study a destination that is suitable, rather than choosing a destination they want to study. Having selected *one* appropriate destination that is suitable for the customer outlined in their pen portrait, candidates are then required to research the key features of this destination (listed in the specification on page 34). Candidates are not expected to just regurgitate their research, as they need to apply their understanding of the features that give the destination appeal for the tourist in the pen portrait. Therefore some of the features they have found at the destination may not be particularly appealing to their identified tourist. For example, a city break to Athens may be appealing to a couple interested in visiting, because of the abundance of historical sights (the Acropolis etc), but a factor here to take into account would be time of year, due to high summer temperatures. However a young couple in their early twenties may be interested in the nightlife (restaurants, bars and clubs), the beach at Glyfada, shopping and island cruising rather than visiting all the historical sights, and they would probably prefer a summer visit for the beach. A variety of research methods can help them, for example guide books and leaflets, as well as the internet. Using this research they are then required to explain which features make their destination a suitable choice for the customer, and show that they have considered all needs and circumstances. Initial findings could be in the form of a table to help candidates to decide on which key features of the destination are suitable, and which are not. This table could describe all the key features of the destination (listed in the specification on page 34), and for each one, candidates could then consider whether they are suitable for their customer or not, stating reasons for their decision. Again candidates' work presented for moderation contained a great deal of downloaded material, and when removed there was very little of the candidate's own work to judge against the assessment criteria. Centres are therefore advised to remove all such material before moderation, and can authenticate a candidate's detailed bibliography by stating '*research was removed*'

*for moderation*', and signed by both the candidate and assessor. This detailed bibliography should show that their research is from a range of sources, and that it is current and relevant to today's travel and tourism industry.

Where candidates have chosen to present an itinerary, one destination was selected from this, and marks were awarded based on the evidence of this one destination.

The key requirement is for candidates to apply their knowledge and understanding of key features that give a destination appeal by matching their explanation to the pen portrait.

#### *Task c)*

This task addresses AO3 - *use appropriate research techniques to obtain information to analyse vocationally-related issues and problems*. The task is divided into two elements.

Candidates are to research European destinations and show evidence of this research, and to analyse factors that have led to the growth in popularity and appeal of *one* destination, as well as looking at how the destination has controlled factors to maximise this appeal and popularity. In order to fully help candidates achieve all mark bands, they should carefully consider choosing a suitable destination i.e. one that is easy to research and one that is growing in popularity and appeal (the specification on page 35 indicates one that has grown in popularity over the past 15 years). Candidates' work showed they had been unable to choose suitable destinations, and consequently they were unable to research sufficiently to help them analyse why and how the destination had become so popular. It is worth looking at tour operators' brochures as well as using TV programmes and weekly travel papers to see which destinations are growing in popularity and why, before choosing their one destination to study. Candidates should reference their work, and show evidence of independently researching, and selecting relevant and current information to use in their work.

Candidates are again required to investigate *one* destination, and to analyse the factors that have led to its growth in popularity and appeal. Factors that could have affected the destination are listed on page 35 of the specification. As with previous tasks, many candidates gave descriptions rather than attempted to give any analysis. Candidates tended to describe the history of the country and describe its features, rather than use this to analyse how and why it has grown in popularity and appeal. It may help candidates to analyse reasons, if they initially research a number of destinations to see which is significant in its growth, and then give reasons for selecting it to further study.

Candidates will also need to analyse how the destination has controlled the relevant factors to maximise this appeal and popularity. Again, using the list on page 35 of the specification, candidates should be encouraged to look at which factors are controllable by the destination e.g. image and promotion, and those which are beyond their control e.g. political factors. It is then important for them to apply this knowledge to analyse exactly what their chosen destination has done to maximise the appeal. The key requirement is for candidates to show *analysis* of how and why the destination has become more popular. Candidates should ensure that both parts of the task are completed and that the focus of their evidence is analysis.

### **Task d)**

This task addresses AO3 -. *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.* Candidates are required to again research *one* destination only. For this task they are required to *describe the different ways* a given tourist could get to their chosen destination. Again the needs and circumstances of the tourist should be given to them, and in order for them to access the higher mark bands, it is advisable for the assessor to include complex needs into the pen portrait. Details of portraits with complex needs are included in Assessment Guidance for mark bands 2 and 3 on pages 42 and 44 of the specification.

The majority of candidates again interpreted the complex pen portrait to mean an itinerary and therefore their work showed examples of more than one destination, as well as a full itinerary for the tourist, including key features such as hotels and restaurants. This information was irrelevant to this task and therefore no marks were awarded for this.

Candidates were unable to successfully complete the second part of this task, as few had given a choice of transport methods to the destination and were therefore unable to assess '*the suitability*' of different modes. This is the focus of the task as indicated in the 'what you need to learn' section of the unit. It is important for candidates to understand that tourists have a choice when visiting destinations, and that many different factors have to be considered when making a choice of how to travel. A list of factors to be considered is on page 35 of the specification.

The key requirement is for candidates to assess, and they should ensure that both parts of the task are completed and that the focus is on the suitability, and their evidence should show them making an assessment or judgement.

### **Additional Evidence**

Candidates do not need to show coverage of the 'what you need to learn' section, but to use these as guidance in answering the questions posed in the tasks.

## **2. Marking**

On this moderation sample, marking was not accurate. There was a tendency to be generous, even though all candidates were marked in Mark Band 1. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors comment justifying their choice of mark band and mark awarded would have assisted the moderation process.

### **3. Administration**

The deadline for submission of portfolios for moderation was met, and OPTEMS forms were correctly completed.

Centres are required to sign the OPTEMS forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process. The Moderator commented that there were a number of candidates who submitted similar maps and submitted work taken directly from websites and textbooks. It is essential that candidates provide their own work as evidence for assessment and moderation.

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors. For example, in task a) annotation could highlight clearly which destination type had been accurately produced by the candidate. In task b) annotation could show where the candidate has identified relevant key features, where they have met a need and where they have met a complex need. In task c) annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. For task d) the assessor could highlight each reasoned conclusion and where the conclusions were substantiated. It is also essential for moderators to see the pen portraits used in tasks b) and d).

### **4. General Comments**

#### **Types of Evidence**

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting a suitable destination to a customer. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

#### **General Performance**

Overall, candidates showed some knowledge of where destinations are in Europe, and why people travel to these destinations, although in this moderation, the focus was on countries. They were able to collect research on why tourists went there but were unable to extract that which was relevant and use it to compete tasks



successfully. There was little of candidates' own work, and little evidence of alternative sources of research other than the internet. The majority were unable to handle a complex pen portrait and failed to clearly link their findings to a specified customer. Answers showed a lack of analysis and they failed to fully answer the first part of tasks, thus preventing a successful answer to the second.



6991

## Travelling Safely



## 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 apply knowledge and understanding of the specified content and of related 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 recommendations about vocationally related issues and problems.

Most candidates attempted all questions, which were good, and consequently they picked up marks across the paper. Overall however, responses were basic and analysis throughout was very poor.

Marks were not awarded or deducted for poor spelling, punctuation and grammar.

### Question 1

**Q1(a)** In many cases IATA was correctly given however some candidates confused the organisation with ABTA putting '*International Air Travel Agents*'. JAA was well answered.

The specification states the organisations candidates need to learn. JAA and IATA are two of the organisations listed.

**Q1(b)** Responses tended to be basic. Where responses related to tour operators ceasing trade higher marks were often awarded. Learner must make sure that responses clearly link to the organisation responsibilities to gain higher marks i.e. not general '*They protect the customer*'.

The specification states that candidates are required to summarise the main responsibilities and regulations organisations have put in place. ABTA is listed as one of the organisations

## Question 2

Q1(a) Answers tended to be level 1 responses that had basic explanations. Many candidates focused on restricted entry due to illegal immigrants. There were some candidates that confused visas with passports.

A typical response:

*'Some countries say you have to have a visa to get in. This is to restrict you to get in the country because they don't want illegal immigrants coming in. It also means that the country can check who comes in and out.'*

This linked to the specification restrictions on tourist movements.

Q2(b) Generally, candidates used the information given about visas however many just repeated the text only adding *'they do need a visa so the travel agent was wrong'*. Some candidates just stated the problem rather than the implications of the incorrect advice. Few candidates gave detail in their explanation of the implications.

Below is an example where the candidate did start to explain the implications.

*'The travel agent gave the wrong information as they do need a visa for a holiday as they will not just be staying for 8 hours they will be staying for 2 or 3 weeks. The travel agent will be in trouble and the customers will probably sue as they will arrive in Australia and be deported straight back meaning they will lose all their holiday and not get in to Australia. The travel agent will have to pay money to the customers for the money lost and compensation and they may even end up in the press.'*

The specification states that candidates need to learn to use information and to analyse the implications for organisations in the travel and tourism industry failing to implement restrictions.

## Question 3

Q3(a) Generally well answered. Most candidates demonstrated good knowledge of the Disability Discrimination Act (DDA).

A good response

*'It means that an organisation has to make sure that the building has access for everyone so places like hotels and airports under this law have to make sure they change their building to make it accessible. They need to have wheelchair access so that wheelchair users can easily get in. Organisations have to make changes so deaf people have access as well as blind people. Also under this law organisations cannot discriminate anyone against their disability this also includes employing people. This law requires employees to give staff off for hospital appointments.'*

The specification states the legislation that candidates need to learn. The DDA is included. Candidates are required to examine laws so that they can give accurate summaries.

**Q3(b)** Candidates were required to analyse how the DDA affects the operation of an airport. In general this was poorly answered. Responses tended to describe what an airport should do rather than analyse the operation of the airport. Some candidates focused on airlines rather than airports.

A typical low-level response that was descriptive

*'An airport will need to make the doors are wider for wheelchairs. They will also need to have ramps and make sure that there are lifts available. At check in the desks will need to be made lower. There needs to be tannoys and Braille around. Restaurants in the airport also need to have low tables and there needs to be disabled toilets.'*

The specification states that candidates need to analyse how travel and tourism organisations organise their practices to comply with legislation.

#### Question 4

**Q4(a)** Overall this question was answered well however some responses were presented as a list and therefore did not achieve maximum marks. Candidates must pay attention to the command of the question in this case 'describe'. Symptoms tended to be presented as a list. Some lists gave lots of symptoms that were not appropriate and therefore not demonstrating an understanding of yellow fever.

**Q4(b)** This part of the question was answered well. In many cases there was some attempt to describe and many candidates gained at least 3 out of the possible 4 marks. Most candidates differentiated the two parts of the question.

Example of a basic description

*'He should pack mosquito repellent, condoms and a first aid kit'.*

Example of a good response that was awarded maximum marks

*'He should go to the doctors a few months in advance to find out about jabs so it will give time to have the yellow fever jab and get a certificate. He should also get a guidebook or contact the world health organisation to research where the yellow fever and high areas of HIV are located. David should make sure he goes shopping and get condoms, insect repellent and a first aid kit with disposable needles to pack to take away.'*

This question links to the specification restrictions on travel. Candidates are required to describe the causes and symptoms and how the spread of risk can be minimised. Both HIV and yellow fever are listed in the specification, as diseases candidates must learn about.

## Question 5

Q5(a) Candidates were asked to explain the difference between cancellation and curtailment. Only a small minority explained the difference. Most candidates just explained what cancellation and curtailment is.

For example:

*'Cancellation is when you cancel before you go. Curtailment is when you come home early say a relative at home dies.'*

Below is an example that explains the difference

*'Cancellation and curtailment both cover you for your holiday but cancellation you don't have any holiday whereas curtailment you do but have to come home early. In both cases you don't get a full holiday'.*

Q5(b) This question required candidates to use the information provided (the insurance policy). Most candidates did use this material correctly drawing responses from the correct policy. Explanations however tended to be basic with little detail.

For example:

*'They have cover for all of the medical treatment as it unlimited.'*

The specification states candidates need to interpret information such as insurance policies.

Q5(c) This part of the question related to the organisations or agencies that can help in an emergency situation. Candidates had to use the information and give two appropriate organisations applicable to the situation. Candidates should be aware of the organisations in the specification. Overall this was poorly answered. Many candidates were not aware of the role of tour operators and confused travel agent with tour operator. Answers that gave 'Embassy' or 'Consulate' tended to be answered better.

For example

*'Embassy. They can organise a temporary passport to use to get you back home. They will also contact relatives at home to tell them that you have had an accident but that you are safe.'*

The specification states candidates have to learn about key organisations that can provide support to deal with emergency situation. It states candidates are to be able to state the name of the organisation and explain the type of support they can provide.

Q5(c) In most cases candidates were able to give two recommendations. Responses tended to be what the tour operator should do rather than way a tour operator could advise customers.

Level 1 response

*'Use the safety deposit box and put their money and passports in it for safety.'*



Level 2 response

*'Tour operators could include information in their welcome meeting about the risky areas to avoid in the resort such as where people have had bags stolen. They could also tell people to hire a safety deposit box and how to do it so that their personal belongings are safely stored so they don't get stolen.'*

The specification states candidates are to learn about small-scale emergency situations and how organisations can provide support.

### Question 6

**Q6(a)** Answered very well. Nearly all candidates achieved maximum marks.

Candidates are required to learn about more serious, large-scale emergency situations known as *force majeure*.

**Q6(b)** Most were level 1 responses that were poor and not developed. Some responses were not realistic for example 'move the farmers to another port'.

Typical level 1 response

*'The ferry company could contact the police to try and get them to sort out the problem. They could also arrange for people to go to another ferry port in France. They could cancel the ferries until it is all sorted.'*

The specification states candidates are to learn how to make recommendations for how organisations in the travel and tourism industry could deal with emergency situations.

**Q6(c)(i)** Well answered. Most candidates gave a detailed description of an emergency situation. Common responses linked either to the Tsunami or Hurricane Katrina.

A good response

*'Hurricane Katrina was a massive hurricane which gained strength in the Gulf of Mexico and caused havoc to three states in America because of its high speed winds. New Orleans was the worst place hit. Because of the wind it caused serious flooding which destroyed the city and killed loads of people.'*

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

**Q6(c)(ii)** This question was challenging and was weighted AO3 which requires candidates to draw on research and show analysis. Candidates were required to analyse how the emergency situation described in (ci) was dealt with by the travel and tourism industry. Analysis was generally very poor. Many candidates gave explanations rather than analysis and many of the responses were very basic. Many responses were general and some just stated what happened i.e. repeated what was given in Q6(c)(i). Nearly all candidates attempted the question and in many cases at least one or two marks were awarded. No level 3 responses were given.

Typical response low-level response

*'There were loads of people killed in Thailand and Sri Lanka so people helped to find the bodies. Some tour operators helped find new accommodation in a safe place for people who were on holiday. The airlines could not fly straight away in case another one happened. When they did fly they helped people to get back home. They had extra flights on to help. The embassy helped people find relatives.'*

The specification states candidates are to learn how large-scale emergency situations were dealt with by organisations in 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, analyse etc.



**8791 Applied GCE Travel and Tourism Statistics**  
**January 2006**

**6987: The Travel and Tourism Industry**

Grade	A	B	C	D	E	U
Raw boundary mark	64	55	46	37	28	0
Uniform boundary mark	80	70	60	50	40	0

**6988: The Travel and Tourism Customer**

Grade	A	B	C	D	E	U
Raw boundary mark	48	42	36	31	26	0
Uniform boundary mark	80	70	60	50	40	0

**6989: Destination Europe**

Grade	A	B	C	D	E	U
Raw boundary mark	48	42	36	31	26	0
Uniform boundary mark	80	70	60	50	40	0

**6991: Destination Britain**

Grade	A	B	C	D	E	U
Raw boundary mark	64	55	46	37	28	0
Uniform boundary mark	80	70	60	50	40	0

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