

# Examiners' Report

## Summer 2010

GCSE

### GCSE Travel & Tourism (6987) The Travel and Tourism Industry

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Publications Code UA023510

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Unit 1            The Travel and Tourism Industry    6987    June 2010

The questions in this paper were set to assess candidates' 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.          |

Candidates lost marks on this paper by not reading the question correctly. For example on question 2a) i) many missed the words 'existing tours' and suggested totally new tours or trips, thus losing up to 5 marks. Also on 3a) candidates were expected to answer 'using the examples in the scenario' and a minority gave totally different examples in their answers

Candidates also lost marks on this paper by explaining when the question had asked them to describe, or vice versa. Reading and understanding the command verb is a skill which was not well developed in some candidates, obvious by their answers.

As with all previous papers, there were 90 marks available. Candidates were allowed calculators. However, the statistics presented in question 2c) and 6a) were to be used only in explanation and analysis, no calculations were required. However, candidates are always advised to have a calculator with them for this paper.

Some candidates continued their answer on additional sheets. Although this is permissible, when excessive additional sheets are used, the candidate may be unable to complete the whole paper in the time allowed, and this sometimes led to weaker or non-existent answers for question 6.

Also, when additional sheets are used it is recommended practice for candidates to write; "continued on additional sheet" at the end of the appropriate section of the answer booklet. Many did not do this.

The Quality of Written Communication (QWC) has been assessed in this Travel and Tourism GCE paper.

Learners were assessed on their ability to:

- Ensure that text is legible and that spelling, grammar and punctuation are accurate so that meaning is clear
- Select and use a form of writing appropriate to the purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

Questions 5b) and 6c), marked with an \*, were the questions where this was taken into account on this paper.

This report will comment on each question in the paper. It will comment on the overall performance of the question, key strengths and weaknesses in responses and in some cases will give example answers.

#### Question 1a)

This question had a slightly different layout in this series. Candidates had to match phrases from a short case study to the types of tourism. Generally, this was successfully done by most candidates.

#### Question 1b)

'Economic climate' is a term that confuses many candidates. This paper gave an example of how Travelodge has responded to the poor economic climate; candidates were then asked to give another. Many were able to do this, but limited their marks to 1 + 1 as not enough detail was given in the second part of the question, for example by just stating Premier Inn '*reduced the price of their rooms*'. There were 3 marks available for detail here.

A better response

*Blackpool Pleasure Beach*

*Cut down the price of their wristbands from £30 to £25, and also had a special offer of 10% off for booking online. Also in the early spring, they had a £10 wristband offer to encourage people to visit even though they might not have as much money"*

#### Question 1c)

Candidates are expected to know the definition of all the different types of tourism as stated in 1.1 of the syllabus, including business tourism. It is not enough to simply say 'business tourism is when you travel for business purposes'. Answers which just repeat the stem of the question will not be awarded any marks. One of this year's candidates managed to repeat the word 'business' six times in a four line answer.

A simple way to gain two marks would be

*"travelling for the purpose of work, maybe to attend a meeting or conference"*

### Question 2a)

This question was not well answered, mainly due to candidates not seeing the words 'existing UK tours' in the first objective. This led to them suggesting totally new tours or trips such as weekend breaks, day trips to theme parks etc... Those who had read the objective gave new products such as spas or sports facilities in the hotels, different evening entertainment, children's clubs, crèche etc...

However, in all cases the explanation was weak. To gain all three marks it was necessary to explain why the product would be good for the younger target market and how it would help the company to meet its objective.

The second part of the question was answered better, with many candidates giving new product suggestions similar to those offered by Bullring Coaches (in the case study) or winter themed events, or indoor attractions.

It should be noted that "special offers or reduced prices" are NOT products.

A better response

*'TVs on the back of the coach headrests showing a range of films'*

*'Families with young children would be put off the idea of a long coach journey as their children will get bored, however showing films will keep them entertained and may attract young families to travel with them'.*

### Question 2b)

Interrelationships are generally not well understood by candidates. In this paper, an example was given to help them, but in some cases this was ignored. Interrelationships were often confused with integration, both horizontal and vertical.

A better response would be;

*'Big Bus Company in London has an interrelationship with Madame Tussauds, so if you show your bus ticket you get 10% off admission'*

### Question 2c)

Many candidates scored only 1 or 2 marks here by explaining how exchange rate and currency fluctuations would affect customer's spending power rather than how they would affect GBR's decision to expand.

Part of a better answer is shown below;

*'GBR tours would use this information to help them make a decision - as if the pound is strong, more incoming tourists would be attracted, so they would advertise more abroad to attract incoming tourists'*

### Question 3a)

This was the chain of distribution question in a different format to previous papers. Most candidates were able to successfully match organisations from the scenario to the sectors of the industry. Occasionally the tour operator and travel agent were transposed, as were the public and private sector companies. A small minority of candidates missed the phrase 'using the scenario' and gave other examples from the travel and tourism industry e.g. Thomas Cook, Hilton, ABTA etc...

### Question 3b)

A well answered question. The majority of candidates were able to identify several advantages and disadvantages though not all assessed them well. However, there were a lot of candidates who assessed 'price, deals, discounts and offers', when the question clearly said "other than saving money". Better responses would have considered time taken, choice, flexibility, financial protection, reviews, advice, questioning, computer technical issues, fake sites and safety of personal information.

Part of a better responses if show below

*'A main disadvantage of the internet is that you can't ask specific questions, which you can do face to face if you go into a travel agents. Also you can't benefit from their personal knowledge when booking online.... But an advantage of the internet is that you can do it in your own time, it is more convenient than being restricted to a travel agents opening hours'*

### Question 3c)

Vertical Integration is often confused with interrelationships and horizontal integration. There are many candidates who stated that the merger of the big 4 into the big 2 is vertical integration, when in fact it is more horizontal integration. See also comments under Question 4d).

A full mark answer is shown below...

*'Vertical integration is where companies buy other companies that are on other levels of the production chain to them. This leads to a greater range of products. For example if a tour operator was to purchase a means of transport to use in their package holidays, this would be vertical integration. Thomas Cook is an example of a vertically integrated company as they have Thomas Cook airline, Thomas Cook travel agents and Thomas Cook package holidays.'*

### Question 4a)

Surprisingly, some candidates were unable to name a cruise operator. Many named ferry companies, websites, or tour operators. (Those who named Thomson were correct!) Even Titanic was given by one candidate. The most common correct response was P & O followed by Cunard. Some named cruise ships e.g. Queen Mary, Azura, etc...- these were credited in this series.

### Question 4b)

A popular question, candidates were keen to match the facilities on board cruise ship with the ages of the children and needs of the family. However, fewer actually explained why these would motivate people to cruise. The cost was seen as motivational, and many calculated this into 'per person cost', and compared it to the cost of a traditional holiday, which was good.

Part of a better answer with explanation is given below;

*'The cruise is aimed at all different ages; families want fun and entertainment and this is what this cruise offers. Unlimited food is good for families, as the children may be fussy eaters, so need a choice, and buffet is good as if they don't like something they can choose something else. Disco, cinema and pool are things they can all do together as a family...the price is also good as all the activities are included at no extra cost so their budget can be controlled better'*

#### Question 4c)

Candidates were good at suggesting products/services to retain the traditional market - ballroom dancing, bingo, formal dinners, disabled access, historical, cultural and scenic destinations also being popular suggestions,. However, many failed to justify their suggestions, therefore limiting marks to 3 of the possible 6 available.

Parts of a better answer with some justification...

*'The cruise should go somewhere the climate is suitable for older people, not too hot, not freezing cold, for example the Mediterranean in the summer and Caribbean in the winter...They could provide deck games like shuffleboard because it is not physically strenuous for older people, but a good way for them to enjoy themselves.'*

#### Question 4d)

Horizontal integration caused problems. Candidates knowledge of the companies that merged together to make the Big 2 was confused. For future reference, the Big 2 are:

- Thomas Cook (who merged with Going Places/MyTravel/Airtours)
- Thomson/Tui (who merged with First Choice)

By referring to the Thomas Cook and Thomson websites a whole list of their brands, and companies they own can be found e.g. Thomas Cook own Club 18/30 and Direct Holidays, and Thomson own Twentys and Portland Holidays.

Also when referring to the sector, it is usually the sector of the industry NOT private, public or voluntary sectors as incorrectly suggested by many candidates here.

#### Question 5a)

Most candidates were able to name two built attractions, the most popular answer being the London Eye and Alton Towers. A minority of candidates gave generic examples such as zoos or theme parks rather than named examples.

### Question 5b)

This question, which asked for a description of technological factors affecting attractions, was fairly well answered, especially by those candidates who had either visited or knew well a range of attractions, rather than concentrating their answers solely on theme parks. Technology such as 3D, simulators, touch screen, animatronics dinosaurs, smells, upside down rides etc were all mentioned. Other responses focused on improved safety and internet promotion and advertising. A minority of candidates missed the word "attractions" in the question stem and focused on transport developments (as has been asked on previous papers).

Part of a response is shown below;

*'The "your day at the park" experience has been made possible by new technological factors. You wear a wireless wristband and that is connected to cameras all around the park that picks up your face on rides. At the end of the day a DVD is compiled of all the clips for you to purchase'*

### Question 5c i)

Many candidates were able to explain the term intangible, and relate it to the tourism product, thus gaining both available marks here.

### Question 5c) ii)

Again, the use of virtual tours, pictures on websites, and customer reviews were often given as ways to address intangibility using the internet. However, to gain 3 or 4 marks, it was necessary to explain how/why these would address intangibility. Some candidates seemed to forget that the question was about attractions and wrote about holidays, and pictures of hotel rooms.

### Question 6a)

This was not well answered. Again, misreading the question was a problem. Candidates were asked to analyse the **public** transport to Heathrow. Many concentrated their whole answer on 'private car'. Better candidates will have used the statistics correctly, and attempted to give reasons as to why one transport method is more popular than another e.g. *'tube is not as popular because people going to and from the airport will have lots of luggage to carry- this is not easy on the tube'*

Taxi, one of the most popular methods of accessing Heathrow was accepted as public transport as long as the analysis was correct e.g. *'taxi is more convenient than rail or coach as it is a door to door service'*

### Question 6b)

The command word in this question was 'describe'. However, many candidates felt the need to explain each impact they had identified, rather than describe it in more detail. Explanation was not credited.

Other candidates confused 'advantages' e.g. more flights; and 'impacts' e.g. more jobs.



Impacts such as 'pollution' were given without additional detail - *'noise pollution from additional aircraft taking off and landing'...* is a much better response.

Impacts here could have been locally based, e.g. congestion on roads to the airport, or nationally based e.g. increased tax and income from jobs and trade.

#### Question 6c)

In this part of the question candidates were meant to explain how the local area would be affected. Many (incorrectly) focused on schools being bulldozed and children getting no education - in reality this would be unlikely as they would be transferred to other schools locally. Others focused on noise pollution, whilst failing to recognise that there are already two other runways. The 'income from all the extra tourists' would also be unlikely to materialise as apart from overnight stays before departure, they are likely to leave the area fairly quickly.

An example of part of a better response...

*''the area will be noisier than before, and this may put people off living there or visiting there, and house prices may be affected. However, having a third runway will increase the number of people travelling to the airport so local shops and hotels may make money from these extra passengers who stay the night before they fly off. There is also the possibility of extra jobs for local people in building the new runway.'*

# Travel and Tourism

## Unit 1 The Travel and Tourism Industry

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

## Unit 2 The Travel and Tourism Customer

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

## Unit 3 Destination Europe

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

**Unit 4** Destination Britain

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

**Unit 5** Travelling Safely

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

**Unit 6** Resort Operations

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

**Unit 7** Responsible Tourism

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

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

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

**Unit 9** Working in Travel and Tourism

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

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

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

**Unit 11** Special Interest Holidays

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

## Unit 12 Travel Organisations

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

### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.

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



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Order Code UA023510 Summer 2010

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