

Examiners' Report/ Principal Examiner Feedback

Summer 2013

GCE Travel & Tourism (6987) Unit 1: The Travel & Tourism Industry

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Grade Boundaries

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The questions in this paper were set to assess students' learning of the content of the specification, and devised to meet the assessment objectives as given in the specification. Summarised below are the weightings applied to this unit.

Summary of AO Weightings and Question Requirements

	Summary of AO	Weighting	Question Requirements
AO1	Knowledge and	25-35%	Describe, Explain,
	Understanding		Compare
AO2	Application of Knowledge and	25-35%	Explain, Suggest
	Understanding		
AO3	Research and Analysis	20-25%	Examples you have
			researched, Analyse,
			Explain why, Comment
			on
AO4	Evaluation, reasoned	20-25%	Evaluate, Suggest,
	conclusions, justified		Assess, Explain, Analyse,
	recommendations		Justify.

General Remarks

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

Students lost marks on this paper by not reading the question correctly. For example on question 1a) and 1b), some students did not use the information provided to answer the question.

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

Also, when additional sheets are used it is recommended practice for students to write; "continued on additional sheet" at the end of the appropriate section of the answer booklet. Many did not do this. Students should also try to ensure that their writing is legible to the examiner as illegible writing may cause marks to be lost.

Quality of Written Communication

The Quality of Written Communication (QWC) has been assessed in this Travel and Tourism GCE paper, specifically on questions 2d) and 4c). Students were assessed on their ability to:

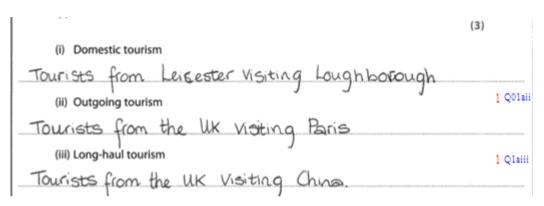
- Ensure that text is legible and that spelling, grammar and punctuation are accurate so that meaning is clear.
- Select and use a form of writing appropriate to the purpose and to complex subject matter.
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

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 examples of good answers.

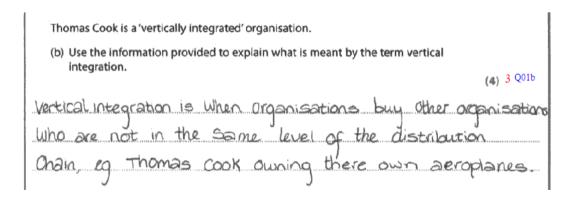
Question 1

1a) i) ii) and iii)

Most students had realised that the question was asking for examples from the extract provided, and were able to do this. However a minority did not use this and gave different examples for which they would not be credited any marks.



1b) Vertical integration is a term not usually well understood by students. There were sufficient examples in the case study on Thomas Cook for them to answer this question, and show their understanding of the term. There was, however, still some confusion between horizontal and vertical integration, and some lack of clarity in the answers. For example, simply saying "they are vertically integrated as Thomas Cook has bought Neilson the tour operator" could actually be horizontal integration, as Thomas Cook is also a tour operator. Many students simply lifted information from the case study without explanation. Students who had successfully contrasted vertical and horizontal integration were credited, as were those who gave correct examples outside the case study.



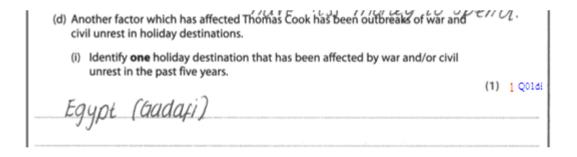
1c) The term "economic climate" was better understood by students in this series, there was less reference to "the weather". However, there were some confusing remarks about currency fluctuation, which may be a part of economic climate but not the whole of it. Students who understood the term were able to mention recession, credit crunch etc, and some were able to use the example of Cyprus and Greece's recent problems to back up their answers.

(c) Describe what is meant by the term economic climate.

(2) 2 001c

Economic Climate is how well a Countries economy is doing, a had economic Climate suggests there is little growth, whereas a good economic suggests the Country is

1d) i) The term 'holiday' destination was emboldened in the question, and five years was also mentioned. However, very many students still gave the examples of Iraq, Afghanistan etc as their answers. These conflicts have been going on for over five years, and at no time have appeared as holiday destinations in brochures. Other students gave examples of terrorism, such as bombings in Boston, a recent example, and even out of date examples such as 9/11 (now over 11 years ago). These were not credited. Better examples to use would be Tunisia, Egypt or Athens.



1d) ii) This question was not dependent on the student correctly naming an example. However, responses were generally quite weak and focused on the tour operators losing money or profit. Others described the effects on the destination or the customer e.g. "it is not safe to go". A better response would have considered the effects on operations as well as profitability, such as re-printing brochures, getting people home, re-booking customers, and additional security for future tours.

(ii) Explain how war and/or civil unrest might affect the operations and profitability of organisations such as Thomas Cook.

(4) 4 Q01dii

Was and for civil unrest might affect the operations and projudibility of an organisation as it means that suddenly many people might cancel their holiday to that destination (the company would have to reintant them die to profit and potential customers a loss in profit and potential customers. It may also mean that customers and for staff who are already there need to be adviced protected or evacuated as soon as possible, and in the future the destination will need to be marketed differently to overcome the war first unrest that altract customers.

1e) i) Students engaged well with this question and were able to not only describe changes, such as internet booking, independent bookings, call centres, mobile apps, payment methods etc, but also to contrast these with the booking methods of 20 years ago. However, 'the phone' has been around for much longer than the last 20 years, so it was only credited if related to call centres or mobile phones. Some students did not gain as many marks as they could have by explaining when they should have been describing.

In the past people had little access to information on holiday destinations, honever in the past 20 years new technology such as ICT has played a major role in the expansion of the travel and tourism induly. There are many more customers that book their holidays independently, which means without he help of travel proffeshouls. There has been a growth in low cost airlines and as a result of this, a growth in online websites once comparison websites, comparing prices of flights and airlines. As well as this, there is a wider range of holidays on offer now, such as twin-centre breaks, adventure holidays, city breaks and spa retreat holidays. more access to information and people There is holidays independently online, either as a package through a four operator directly, or as each indivual part - e.g. flights, hire seperately. notel and car been a decline in television the via. television, one of the booking major companies closed and booking holidays e.g. The interest, using programmes such as teletext.

1e) ii) This question was not so well answered, many focused their answers on information from the case study, stating 'lost jobs' 'lost money/profit'. Answers like this would usually be limited to marks in level 1. Better responses would include reference to 'saving money in commission', 'tour operators online presence', 'price matching' 'increasing range of products'. A response like this would be typical of a level 2 answer.

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obstator, beable of than to	go to se bear s are s have to	the tra ning who seeing o pay to	vel agent. remployed, r Profit bo or travel o	Although the too ecouse H agents au	n the
CUSTOMO	2 Word	1 05 90	ing Straig	ght to	

Question 2

2a) The majority of students were able to correctly name the sectors, transport/tour operator/travel agent. A minority named organisations in these sectors which were not asked for in the question.

(a) For each of the lettered boxes in the chain, name the type of organisation which operates in this sector.		
(3) 0 Q02a	i	
x Transfers.		
r Tour Operator.	_	
z Travel agents	-	

2b) It was clear which students had visited a TIC. Those who had not focused their answers on "giving information on...." and "giving out leaflets" Better responses knew the whole range of products/services and scored well, illustrating them with examples of attractions etc in their local area. The promotional role of the TIC was not often mentioned, nor the fact that they can book tickets and accommodation etc.

Tourist information centres (TICs) are a public sector support service in the chain of distribution.

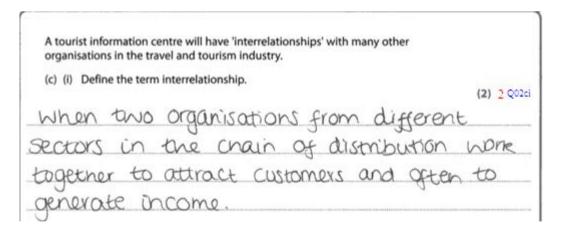
(b) Describe the products/services offered by a tourist information centre.

(6) 6 0026

A public sector support service is government funded.

Within a tourist information centre (TIC) there is literally all the help any tourist in a new place can receive. They offer quidance if you're lost and can tell you which way to go. They offer transport(such as trains and buses) timetables and give information of where the local stops are. They also nowe leaflets and information on local tourist attractions. Tourist information centres sometimes offer money exchanges, wowever usually this is done at the bank. Also, they of ten offer soweries as well as postcards so that you are able to remember your time at that

2c)i) The concept of 'working together' was understood by very many, however most continued their answers with an example rather than **how** the relationship would work. The example would be credited in part ii) of the question. This term should not be confused with integration – horizontal or vertical- where organisations merge or take over rather than just work together.



2c)ii) Some students were able to name an organisation that a TIC would work with, and how the relationship works, see below:

(ii) Describe an example of an interrelationship that a tourist information centre may have with another travel and tourism organisation.
(2) 2 Q02cii
A tourist information centre phosy in London
may have an interrelationship with the
company that owns the London Eye. Customers
may get a percentage off their ticket if they buy it from the townist information centure.
buy it from the tourist information centue.

Other students forgot that the question was asking for TIC interrelationship, and put "travel agent and tour operator" or did not name the attractions, just put "TIC work with attractions". If the question says 'example', or 'name', then a real example should be given.

2d) This question asked students to assess the Insure and Go material as a motivating piece of information. Students were expected to assess both the content and the presentation of the information. Some did this successfully, linking the information to the benefits to different customer types, such as families, older people and those with illnesses. Others focused on the ease of booking and the cover provided. Less students looked at the negative points, e.g. no age given for children free or no prices, and so were unable to score level 3 responses, as assessment needs to be both positive and negative, as in the response below.

The webpage has the title stating it is the UK's best-value holiday insurance provider which will be an instant motivator, as that is what the astoners will see first. It mentions 'best possible prices' and cheap, which will attract people as the recession has me meant people are on a low budget. Families will be attracted and motivated as it tells them that doesn't boundaries of the offer. The web page tells the customers that the insurance is quick and to get, which May motivate as many people think it is complicated task. Again, it tells woon numerous awards, was one which being the most-trusted travel insurance which will motivate people as many companies may have let them (Total for Question 2 = 21 marks) 18 says that to suits all needs, and all medical conditions are is good as some insurance do this. An disadvantage

Students who simply assessed it as a piece of marketing material, using AIDA, also were restricted to lower level marks.

Question 3

3a) i) and ii) Most students were able to calculate the correct answer to these questions.

3	(a) The chart shows the worldwide increase in passengers taking a cruise from 1990 to 2010. The figure for 2015 is an estimate.		
	(i) Calculate the inc to 2010.	rease in the number of passengers taking cruises from 1990	(1) 1 Q03ai
		13.4	
	(ii) Identify the five y numbers.	year period which saw the largest increase in passenger	(1) 1 O03aii
	20	05 - 2010	(1) I Quali

3b) Students were asked to name two major cruise operators. P&O was the most popular answer. It was also evident that students had looked at past papers with Royal Caribbean case study, but many mis-named this as just 'Caribbean Cruises'. Another popular incorrect answer was Virgin Atlantic, which is in fact an airline! Names of actual ships were not credited, e.g. Queen Mary or Oceana.

The cruise industry is 'dominated by large organisations'. (b) Name two large cruise operators. 1 Pand O Cruises	(2) 2 Q03b
2 Royal Caribbean	

3c) A well answered question, with quite a few students being awarded the maximum six marks. However, there was still confusion between ferries and cruises, as some referred to car capacity, wi-fi etc. Students were generally able to identify improvements to ships' facilities, size and range of destinations. Less were able to explain why these would have led to the growth. However, a more diverse range of customer types and/or wider market were quite often correctly given in explanation.

2 Since 2000 the growthen cruise horidays has rapidly increased for many reasons. Firstly cruise ships now offer everything on board that the customer could possibly need, for example first Aid, Cenima's and fools, and many activities. this means that they are now much more appealing to customers family types mother reason would be that as technologies have grown and companies are competing in a high market to be the best, customers expectations have gone up. This makes the cruise holiday's compete with each other in rising their standards to attract more customers. Because of this customers now keep expecting the best. Thirdly as the years have gone on fashions have entreed the travel and tourism industry, this means that cirtain types of holiday have become very popular. An example for cruise ships would be mini breaks. These have seen a rapid increase, especially with Pand O when they do two or three night mini cruises. Lastly as technology has improved, so has the marketing Of the products For example p and O have advertisements on the TV, Radio and even are advertises when particular films are made.

3d) This was a poorly answered question. Students were asked to identify two sectors, as in the chain of distribution (clue in question 2a). Many students gave the same sector – i.e. Air and Coach (both transport sector) thus limiting their marks to four of the possible eight.

The question asked how the sectors should respond, and was marked as either:

Complementing the growth in cruises, e.g. providing pre-and post and cruise and stay accommodation, transport to ports etc.... or:

Competing with the growth in cruises, e.g. on price, facilities offered at hotels/on aircraft etc.

Chosen sector 1 Attractions Recommendations They could work with cruise operators to advertise their attractions in the dost nations that the cruise will stop as They could also make special deals for chise passenger that visit their dostination so that if they visit their attraction then they will recieve special offers or discounts for example, if a cruse such as PhO stopped at a distination in Spain than an attraction like a museum could work with PRO to ensure some of the outlanners visit them Chosen sector 2 Transpork Recommendations Trains and buses could offer routes to the ports where people depart on cruises and return to. Then customers would be able to go airectly from the to whore thou live without needing a coar. They could also work with the cruise organisations so if they book a brain or coach at the same time or the holiday than they recieve a discount

3e) There was a lot of focus on cost – low cost/cheap/pay extra for... Other points frequently made were no allocated seats; pay extra for luggage; no on-board entertainment etc....

However, many also named general features which are common to all airlines, such as "regular flights" or "fly to many destinations". These were not credited. Others named four no frills airlines.

	(e) Low cost airlines have also recently experienced rapid growth. Identify four features of low cost airlines. (4) 4 Q03e
1 .	Food and drunk can be bought on board at an
2	Tukets are non-repudable and non-exchangeable
3	There is only one class on-board (economy)
4	Tor extra Serves you must pay an added price
_	(Total for Question 3 = 22 marks) 16

Question 4

- **4a)** Most students were able to name a wildlife attraction, London Zoo was the most popular example given. Other good examples included Longleat, Chester Zoo or different Sealife Centres.
- **4b)** The crucial part of this was to identify a visitor type which would make it easier to explain why they would be attracted to Knowsley. Some students incorrectly identified types of tourism, i.e. domestic, incoming, etc... This made it very difficult to explain why they would be attracted as they did not have specific characteristics which could be linked with their requirements, and linked to the facilities of the Safari Park. Better responses identified Families (with ages of children given); School Groups; Groups (teenagers, businesses etc). Matching the facilities to the customer type is just the beginning, for higher

marks students needed to explain why these would be appropriate.

Occasionally there was incorrect matching of facilities, such as high rope adventure and off road driving for young children.

4	(a) Knowsley Safari Park is an example of a visitor attraction.	
	Name one other example of a visitor attraction that features wildlife.	(1) 1 Q04a
	ensure en Flamingo land.	(1) 1 Q012

4c) Students were knowledgeable about the uses of technology and were able to give some great examples in detail, such as the Alton Towers and Thorpe Park photographic technology, mobile apps, virtual tours etc... However, they were less successful in explaining how they enhanced the visitor experience, which was essential for higher marks. Examples when given should be named rather than generic. Two good responses are shown here, with explanation of how the visitor experience could be enhanced.

*(c) Webcams to view the meerkats and baboons are just one way in which Knowsley Safari Park uses new technology.

Explain how visitor attractions have used technology to enhance the visitor experience. You should use attractions that you have researched or studied in class to support your answer.

(6) 5 Q04c

Interactive screens are used in many attractions such as liturapeal Museum of Liverpool. These schoons amon visitors to find their way around the cuttroictions as they have maps on them, they are cube to watch viceos and see pictures. This makes the visitor seem uncontrolly of their visit and are cubile to ansose themselves what they want to see and water. In the Museum of Liverpool there is a sound proof room with a microphone in and visitors are able to sing and ans questions on given, receivent topics, this account them to pee involved and participate. (CTV is used in many auticultions This amous the visitors to feel safe when visiting contractions they are then able to enjoy their experience Blackpool pleasure beach is constantly upgreating their rides to meet customer needs, they have spent to million on 'nicoladian land' which is but of thrill seeking ridos for the younger generation. Constant upgrades to places like this cutriciet more possitions as they are constantly wanting New experiences. The increase in technology to build indos Will caterfor the changing needs of wishorbers and will enhance their experience.

*(c) Webcams to view the meerkats and baboons are just one way in which Knowsley Safari Park uses new technology.

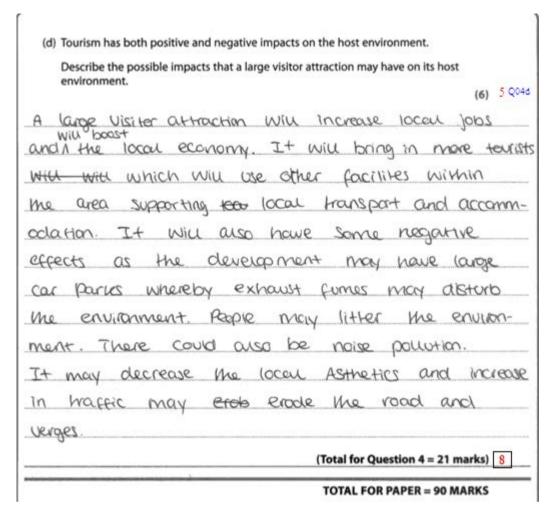
Explain how visitor attractions have used technology to enhance the visitor experience. You should use attractions that you have researched or studied in class to support your answer.

(6) 6 Q04c

One way technology has enhanced visitors expenence is by talung photos on their rides. At Alter Towers photos are taken when the visitors are on the oxigination are taken when the visitors are on the oxigination indes. This has enhanced visitor expenence because they like to take something owney with them ofter a fun day out. These pictures can be bought as pictures, mouse mots, hey rings & mugs. Another way is by having an app on a smart phone. Chester zoo have an app which has the map on this is enhancing. The visitors expenence because they know where they are gang if they have a map and won't get lost. Another way is by just having a website if the website includes information about the price and car parlung then the visitor won't be shocked te find out something that all the visitors should know such as price of parlung

Protos on rides - A.T

4d) Students obviously have a good knowledge of impacts now, both positive and negative, and tried very hard to write them all down, forgetting that the question was related to a visitor attraction. For example, it is unlikely that there would be water shortages or footpath erosion. However, impacts such as visual pollution, traffic congestion, income for local hotels etc would be appropriate to a visitor attraction.



This example, though it has many impacts is not specifically linked to a large attraction, so would not be awarded maximum marks.

General Hints and Tips

- Read the case studies and highlight the key points you think you may need in answers.
- Make sure to read the question carefully e.g. 1d)i) 'war or civil unrest' 'Holiday Destination' – and 'past five years' still led to answers of 9/11.
- Ensure that the command word is highlighted so do not explain when asked to describe, e.g. 1e) i); or vice versa e.g. 3b)
- Analysis and assessment should include both positive and negative aspects e.g. 2d)
- If asked, use case study information to answer the question e.g. 1a)
- Do not repeat information e.g. two sectors in 3d) as credit will not be given twice.





