TRAVEL AND TOURISM

| Paper 0471/01 |
| Written Paper |

General comments

There was a medium-sized entry for this examination session and it is pleasing to note that candidate performance continues to reflect the advice given to Centres in previous reports. Candidates are increasingly able to demonstrate both an understanding and an appreciation of the international Travel and Tourism industry at a variety of scales. It was pleasing to see accurate reference being made to developments in a variety of locations, particularly the candidate's own local area. There were some very good scripts but there is still a wide variation between Centres in terms of the level of candidate performance.

There are still many instances of candidates ignoring the precise wording of individual questions and more specific comments will be made in the following sections. However, many candidates still appear to struggle with the actual requirements of particular questions and Centres are now once again encouraged to make the following "Key Word" definitions part of their examination preparation sessions.

Key Words	Meaning/expectation
Identify	Name, state or list.
Describe	State the characteristic features of something.
Explain	Make the meaning of something clear by providing appropriate valid details.
Discuss (includes the ability to *analyse*)	Provide evidence or opinions about something arriving at a balanced conclusion. The candidate is being asked to consider an issue and is thus expected to present an argument, with evidence, to support a particular point of view and thus come to a **conclusion**.
Evaluate (this also includes the ability to *analyse*)	To judge from available evidence and arrive at a reasoned **conclusion**. The candidate is expected to present a number of factors or issues and then weigh up their relative significance or importance.

Candidates who are unable to respond in an appropriate way to these command verbs will always have difficulty in obtaining the higher marks for questions that are assessed by means of levels of response mark schemes. There was sometimes little evidence that candidates were making an effort to end their answers to the last part of each of the four questions with any form of **conclusion**. A **valid** conclusion, based on the previous points made or considered, is evidence of evaluation taking place and will thus usually warrant a score in Level 3 (5-6 marks).

Most candidates were able to answer all four questions within the time available.

Comments on the individual questions

Question 1

(a)   The interpretation of the photograph produced a clear differentiation with many candidates identifying obvious features. For example, an uncrowded, clean, wide sandy beach with sun loungers and palm tree shaded areas.

(b)   Again, the interpretation of the photograph produced a clear differentiation. The most common features commented on were - waiter service, seated at table and umbrellas for shade, away from sand etc.

(c)   The vast majority of candidates were able to suggest four appropriate skills/qualities but the level of explanation offered for each was extremely variable. For example why are language skills appropriate? So that overseas guests can make themselves more easily understood etc.

(d)   Most candidates wrote about methods of promotion rather than appropriate ways in
promotional offers might be brought to guests' attention. Only the more thoughtful re
suggested valid ideas such as leaflets in rooms, posters around the hotel and adverts
internal TV channel etc.

(e)   This is a well known topic but answers were usually descriptive, with little analysis and virtually no
evaluative comment. Which impact(s) were most severe/significant and why? There were too
many vague generalisations (litter and pollution) and little attempt to quantify the environmental
impacts caused by the development of large coastal resort properties.

Question 2

(a)   Most candidates were able to score full marks but a minority did not read the question carefully
enough and quoted Malaysia.

(b)   Again, many candidates did not do what the question asked and simply copied from the Fig. 2
stimulus material. Jobs and poverty reduction were two key ideas, correctly identified by many
candidates. However, little thought was given to explaining how tourism development might bring
each of them about.

(c) (i)   Only a small minority of candidates thought Malaysia had an equatorial climate but credit was also
given for tropical.

(ii)   Most candidates were aware that local time was in advance.

(iii)   Not all candidates were able to appreciate that 7-2 = 5 degrees.

(iv)   Far too many candidates thought that Kuala Lumpur was located south of Singapore.

(d)   Only a minority of candidates were able to suggest four appropriate methods and, as was the case
with **Question 1(c)**, the level of explanation offered for each was extremely variable. Too many
individuals do not really appreciate the role of National Tourist Boards and many thought that
reducing the price of package holidays was an appropriate function. The better candidates made
valid reference to running promotional campaigns in target markets, attending Trade Fairs, hosting
familiarisation visits etc.

(e)   This was not done well and many candidates had difficulty in talking about a known city destination.
Indeed, few could provide accurate details about a known business hotel. Answers tended to be
quite generic and superficial, there was limited analysis and virtually no evaluative comment about
which features/facilities were most significant and why. Thus, there was very little to warrant a
Level 3 mark. To help Centres clarify what is expected, the following account would have
warranted a Level 3 mark:

*Dubai combines the facilities and services of one of the world's major international business
centres with all the attractions of a top destination. For example the city now hosts more than 60
major exhibitions annually. There are a range of business facilities available including major hotel
venues (such as Jumeirah's Emirates Towers and Burj Al Arab) and the Dubai World Trade
Centre's 36,000 square metres exhibition hall. This means that organisers and delegates alike can
count on staging effective and successful events in purpose-built surroundings. However, because
Dubai is such an important business destination, the business tourist is very well supported by
major local companies, such as Net Tours and Arabian Adventures. These companies help
business delegates by providing a full destination management service covering things like hotel
bookings, airport transfers, ground transport and a daily programme of tours and activities with
multi-lingual guides. The most important factors are quality and reliability and further expansion of
business tourism will come with the opening of the Business Bay complex.*

Question 3

(a)   The vast majority of candidates were able to identify the four locations correctly.

(b)   Although most candidates were able to identify three valid aspects of the market's appeal from Fig. 3 stimulus material, these were not always explained well. In this respect, candidate performance was similar to **Questions 1(c)** and **2(d)**. For example 'the oldest town in the region' would be likely to appeal to *cultural tourists interested in history* and the fact that there were 60+ stalls would give visitors plenty of choice etc.

(c)   Most candidates scored quite well and it was interesting to see a range of valid examples. Credit was given to all appropriate food and/or drinks.

(d)   Many candidates struggled with this question and most individuals tried to talk about visiting different restaurants. The question was simply asking how are excursions organised and only one or two candidates were able to offer appropriate ideas such as sold at hotel tour desks, collected by coach, guide to visit site and return.

(e)   Very few candidates were able to demonstrate knowledge and understanding of any cultural visitor attraction. Most answers were superficial and very few individuals made any real attempt to analyse or even explain the visitor appeal. There was a complete lack of evaluation and no attempt was made to say which aspects of the attraction were most appealing and why this was the case. Better attempts used valid attractions such as the Great Wall of China and the Guggenheim in Bilbao.

Question 4

(a)   Although most candidates were able to correctly suggest three reasons for taking the City Bus Tour, these were never really properly developed. There was too much blind copying from the Fig. 4 stimulus material and valid ideas were usually only briefly stated. In other words, the chosen reasons these were not explained well enough to warrant additional credit. In this respect, candidate performance was similar yet again to **Questions 1(c)**, **2(d)** and **3(b)**.

(b)   This question was again not well answered and most candidates had some degree of difficulty in explaining the **use** of their chosen sources. Weaker responses tended to copy directly from Fig. 4 and Internet websites were thus repeated three times. Many individuals mentioned TICs but these were irrelevant because the question was asking about doing research prior to travel and not after arrival in Seoul. Thus, candidate performance was similar yet again to **Questions 1(c)**, **2(d)**, **3(b)** and **4(a)**.

(c)   Most candidates were able to identify valid services but there tended to be a certain amount of repetition such as blankets/pillows, headsets/videos for which only single credit was awarded.

(d)   A surprisingly large number of candidates were unable to recognise Dubai, Singapore and Hong Kong as being important stopover destinations for passengers travelling from Europe to Australia.

(e)   Air-side facilities are a well known topic but answers were usually descriptive, with little analysis and virtually no evaluative comment. Which facilities used by in-transit passengers were most significant and why? There were too many vague generalisation with little attempt made to explain why the chosen services were of use. Such an approach means that candidates are not able to access Level 3.

TRAVEL AND TOURISM

> **Paper 0471/02**
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> **Alternative to Coursework**

General comments

It is pleasing to note that the cohort for this examination included candidates from a range of new Centres from around the world. On the whole, candidates had gained a satisfactory level of understanding of the principles of marketing and promotional within the context of the Travel and Tourism industry and appeared to have been adequately prepared for the examination.

The examination, as is always the case for this module, comprised 4 questions, each of 25 marks. Each of the four questions is based loosely around unseen stimulus material. **Question 1** used a timeshare complex in Tenerife as its focus. **Question 2** had the development of the business tourism market between Canada and the United States as its stimulus, whilst tourism provision in Kerala formed the basis for **Question 3**. **Question 4** tested candidates' understanding of the market research process and its links with the price element of the marketing mix.

Many candidates were able to demonstrate knowledge gained in the classroom through their responses to the questions set in this examination and better performing candidates responded with the higher order skills of application and analysis through these vocationally contextualised questions. Most candidates had sufficient time in which to answer all of the questions within the examination as well as being able to use the space provided in the question paper for their answers, without needing to continue on additional pages.

Comments on specific questions

Question 1

The scenario for this set of questions related specifically to the timeshare product within a holiday complex in Tenerife.

(a) (i) The majority of candidates were able to correctly differentiate between the products and services offered by this provider to score maximum marks.

(ii) Many candidates experienced some difficulty explaining the timeshare product but were able to score two marks for their explanation of a package holiday.

(b) Most responses selected an appropriate stage of the product life cycle model for the timeshare product and offered valid reasons for its position in the market to score marks for this question.

(c) (i) There was a wide variation in the responses to this 'knowledge' type question. The key verb 'identify' should have led candidates to the stimulus material to identify 'European families' as the main target segment – the follow on identification of geographical characteristics and demographic characteristics would have gained maximum marks. Weaker candidates missed out here, by repeating product or service features as per **Question 1 (a)(i)**.

(ii) Many candidates were able to gain some marks from this Level of Response question. Candidates tended to identify different customer types and give examples of existing products to match these customers' needs, rather than considering product development as the question asked. Some candidates appeared confused by the term product portfolio and associated this with the term portfolio used in the context of a brochure. This limited the marks they could access.

(d)   This question proved challenging, with few candidates achieving maximum ma~~~~r responses overlooked both the Tenerife reference and the repeat customer aspect, mer~~~~ generic response lifted straight from the assessment objectives for the importance of ~~~~ and promotion for any tourism provider. Whilst some marks were awarded in such instan~~~~ was difficult to give full credit where responses did not really answer the question. Be~~~~ performing candidates attempted to pick up the Tenerife link and/or the repeat business aspect, although many responses lacked depth of vocational understanding here.

Question 2

This series of questions used the Canadian Tourism Commission and its business tourism programme as a stimulus.

(a) (i)   Good examples of primary research techniques were cited by the majority of candidates.

(ii)   Most responses showed clarity of understanding of the problems caused by using secondary data sources in the market research process, thus scoring maximum marks here.

(b) (i)   It was disappointing to note how few candidates were able to correctly name the two aspects of place covered by the syllabus. Most scored for location but a very small number gained credit for their identification of channels of distribution here.

(ii)   As this question followed on from **part (i)**, many candidates limited themselves to discussing the location aspect for this question. There were several exceptional responses, which demonstrated the clarity of understanding and contextualisation that this question relied upon, namely proximity of US to Canada as a market. However, the majority of responses were poorly constructed repeats of locational factors lifted straight from the syllabus and lacked any relevance to the question.

(c) (i –iv) There were 8 straightforward marks available across this sub-divided question for those who had closely followed the syllabus to learn these key promotional methods. Unfortunately only a very small number of candidates appeared to be familiar with all four methods, despite their place in the syllabus. Trade shows were not generally well understood nor were familiarisation tours. Many candidates confused direct response advertising with point of sale – rather than promotional vouchers and codes. It was clear that while most candidates could give examples of sponsored events, few of these were relevant to the travel and tourism industry and fewer still could explain the term without using the word sponsor, thus failing to achieve the marks here.

(d)   Many candidates answered this question on corporate image in a generic fashion, talking more about marketing and advertising in general, rather than focusing on the specific ways in which an organisation can enhance its image e.g. through the use of logos, company uniforms etc.

Question 3

This question used tourism provision in Kerala as a focus, requiring candidates to consider SWOT and PEST analyses within a real context, as well as looking at marketing communication within promotion.

(a)   The majority of candidates scored maximum marks for this 'give-away' question, which required them to identify the two marketing analysis tools used to carry out a full situation analysis.

(b) (i)   This question was generally answered well, with the majority of candidates selecting appropriate positive influences from those listed.

(ii)   Most candidates made a good attempt in explaining how positive influences from PEST can be used to help promote tourism. Examples were often generic which restricted access to higher grading for this answer.

(c)   This question required candidates to consider how a tourism development priority can benefit from marketing and promotion. Most answers showed some understanding of the issues involved in establishing market position and raising awareness with target customers, although only the better performing candidates could give contextualised exemplification to access the Level 3 marks for this question.

(d) (i)   Most candidates were able to correctly define the term brand slogan to gain the mark for this question.

(ii)   This question proved challenging for some candidates. It required them to assess the range product tools used in marketing communications – few even mentioned the more obvious A principle as anticipated. Instead, a common approach taken to this question was to list reasons why brand image is important, rather than explain how this could be achieved.

Question 4

This question was unlike the others for this paper, as it did not have an industry scenario as a focus. Instead, candidates were required to discuss aspects of the market research process and the price element of the marketing mix.

(a) (i)   Better performing candidates correctly completed the table to show their knowledge of the advantages of using qualitative data in market research. There were a large number of candidates who omitted this question, perhaps because they did not understand the instruction to complete the boxes in the table.

(ii)   Responses to this question varied. Many candidates were able to demonstrate a basic level of understanding about why quantitative data is easier to interpret than qualitative. The question really required an examination of the characteristics of both data types.

(b)   This question was generally answered well. The majority of candidates were able to explain how market research aided organisations in the task of setting prices, based on an applied knowledge of the use of surveys and questionnaires.

(c)   As on previous occasions where a question has been set asking candidates to select suitable pricing policies for travel and tourism products, it was disappointing to note that many candidates write about any pricing policy they know about rather than select the most appropriate policies. Similarly, it was disappointing to note that a small number of candidates could not recall the names of any pricing policies.

(d)   The context of this question stems from external influences on price. It required some transfer of knowledge from the core module regarding public and private sectors and the concept of profitability, however, strongly linked to the price aspect of the marketing mix. However, few responses achieved the Level 3 grade, as candidates wrote at a simplistic level about organisations needing to make money. There were few vocationally relevant examples quoted here to support responses.

TRAVEL AND TOURISM

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│ **Paper 0471/03**   │
│ **Coursework**   │
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General comments

This module comprises the coursework component as an alternative to the examination module, through which candidates have an opportunity to produce an in-depth investigation into the provision of visitor services in a destination of their choice. Candidates are required to produce an individual, written report of up to 3000 words based on their research findings. This coursework is then assessed internally by Centre staff, and submitted for external moderation by CIE Examiners.

The entry for this module was again small but it is pleasing to be able to report that the coursework projects produced within this examination session were of a very high standard. Centres had clearly taught the learning content for this module extensively prior to candidates undertaking the research element of their coursework investigations. Generally, candidates demonstrated clear understanding of the assessment objectives for this module and most candidates were able to use a range of research techniques in gathering data and information for their project.

Research by a group of candidates from one Centre had been carried out jointly, which is good practice, in reducing the burden on travel and tourism professionals in the field. The results from the research can then be 'pooled' and used independently by candidates in producing an individual write-up of the investigation, to meet the assessment objectives for this module.

Extensive secondary research had been carried out within the majority of coursework projects and there was good supporting evidence in the form of print-outs, marketing literature etc. The majority of these materials were well source-referenced, although as has been the case in previous examination sessions, these sources were not always utilised as fully as they might have been, appearing on occasions as appendix materials but not referenced by the candidate in any other way. Good practice would be to incorporate relevant examples from such source materials within the main body of the report, but ensuring that candidates extract relevant information and represent this in their own words, thus avoiding issues such as plagiarism.

The majority of coursework investigations provided an excellent overview of Visitor Service provision in a chosen locality including the range of products and services offered by a variety of providers. Most of the investigations focused upon a comparison of services provided by hotels, travel organisations, tour organisers and guiding services in the local area. The majority of candidates conveyed a good level of understanding of targeted products and services within the travel and tourism industry, using a range of appropriate applied examples from their selected destination. Similarly, the majority of candidates were able to differentiate between business and leisure travel services provision and generally chose at least one focus organisation to demonstrate how these different market segments are catered for.

The assignments that were submitted for external moderation adhered closely to the guidelines from the syllabus regarding good practice for report generation. The reports were professionally presented, well organised and the assessment evidence clearly referenced, which aided both the internal assessment process and that of external moderation. Candidates had been guided well by their teacher in adopting standard report formats for their investigations, with the majority clearly identifying one or more hypotheses, and most having introductions, a synopsis of the aims of the investigation being carried out, a statement explaining the research methodology adopted and the findings given both in diagrammatic form and analytical form. Most candidates attempted a conclusion, but these were only evaluative where better candidates made judgements of how effectively the original aims of their investigations had been achieved.

Candidates selected a wide range of assignment focuses, the majority of which provided excellent opportunities for candidates to examine in detail tourism providers within a chosen locality. Many candidates were able to communicate at a high level the purpose of their investigation and utilised high level numeracy skills to present data in numerical form.

Centres generally implemented the assessment arrangements for this coursework module effe
many teachers made good use of the assessment grid from the syllabus, in order to record the
assessment decisions against each of the identified assessment objectives. As on previous occasion
pleasing to note the honesty and accuracy of the assessment decisions made in Centres. Annotations w
used on individual candidate assessment records, which aided the external moderation process, especially
in pinpointing specific page number references against each of the assessment criteria. It would be useful
for all assessors to clearly annotate candidates' reports at specific points where evidence has been accepted
towards each of the assessment objectives i.e. writing, for example, 2B, Level 1 in the right hand margin at
the point within the report which denotes the collection of primary and/or secondary research data.

Given the relatively small number of entries for this module within each Centre, there was limited evidence of
internal moderation of these coursework investigations. However, it is again worth emphasising the need for
Centres to use internal moderation where more than one teacher has been involved in the teaching and
assessment process, in order to ensure that all assessment decisions are reached fairly and to the same
standard.