

TRAVEL AND TOURISM

Paper 0471/01

Written Paper

General comments

There was a medium-sized entry for this examination session and there was again clear evidence that candidate performance continues to reflect the advice given to Centres in previous reports. It was pleasing to see that many of the candidates were able to demonstrate a sound understanding of the international Travel and Tourism industry at a variety of scales. Furthermore, there were many accurate references made to developments in a variety of locations and better candidates quoted precise evidence and exemplification from their local areas. There were several 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 comment will be made about that in the following sections. However, some 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	Simply 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’. There was some evidence that candidates are now making an effort to end their answers to the last part of each of the four questions with a **conclusion**. A **valid** conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus usually warrant a score in Level 3 (5-6 marks).

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

Comments on specific questions

Question 1

(a) Only a minority of candidates were able to correctly identify four valid components such as:

- Transport e.g. flights
- Accommodation e.g. hotel
- All taxes
- Transfers to destination resort
- Meal plan
- Use of all hotel facilities
- Services of a local representative.

- (b) A large minority of candidates were unable to identify three valid ancillary services offered by travel agencies. However, there were many very good answers achieving full marks. Many candidates did not always point out why a customer would find the selected service to be valuable, thus limiting the amount of credit that could be awarded. The better answers clearly stated things like:
- Travel insurance – customers need cover
 - Currency - convenience of purchase
 - Car hire - independence on trip
 - Passport/visa information – ability to travel to destination.
- (c) (i) Tended to be well done and many candidates obtained full marks for simply pointing out things like the appeal of “traditional Italian food”, Latin atmosphere suitable for romantic dinners, sit indoors/outdoors (terrace) and being open for both lunch & dinner.
- (ii) Many candidates do not clearly understand what constitutes a skill in the customer service context. Far too many candidates quoted desirable personal qualities rather than the skills front line travel and tourism employees should possess. Comparatively few scripts managed to address three valid aspects such as:
- Ability to speak foreign languages – communicate with visitors
 - Customer service training – ability to handle complaints
 - Numeracy – sales/cash handling
 - Communication – speaking clearly when offering advice
 - Literacy – following care manual procedures etc.
- (d) This tended to be a list and many candidates wrote about economic and environmental impacts rather than the social and cultural ones asked for in the question. There were, however, several very good considerations of the ‘Demonstration Effect’ but very few answers managed to progress into Level 3 for the reasons stated earlier.

Question 2

- (a) A large minority of candidates were unable to correctly identify the two routes and some candidates neglected to name the routes in full (i.e. Dubai/Sao Paulo and Dubai/Houston) thus losing credit.
- (b) There were some excellent answers to this and all candidates made at least one valid point, with many candidates scoring all four marks by considering features such as flying to a fixed timetable, regardless of load factor, major city to city routes, different classes of travel and flexible ticketing arrangements.
- (c) The different methods of booking tickets were well known topics and there were many full mark answers.
- (d) Most candidates fully appreciate the air travel security checks and the majority of candidates were able to score full marks.
- (e) Most candidates were also aware of the issues regarding unescorted minors but candidates frequently lost credit by not explaining the particular procedures that they correctly identified.
- (f) There were some excellent answers to this but, yet again, there tended to be simple listing of services without comment on how the identified service met a particular special need. Therefore, few candidates were able to come to a valid conclusion about service provision and thus progress beyond Level 2.

Question 3

- (a) (i) The vast majority of candidates were able to correctly identify the cost.
- (ii) There was frequent confusion here and many candidates neglected the word **visit** and gave details of attractions mentioned in Fig. 3 but not visited after the train leaves Wang Po.
- (iii) The attractions linked with the Penang stop were not always correctly identified (Georgetown, Fort Cornwallis, trishaw ride and E&O Hotel) and so many candidates lost a straightforward opportunity to score full marks.
- (b) Many candidates were not aware of the features of a **luxury** trip and so candidates frequently lost credit by not explaining the particular feature of the Eastern & Oriental Express that they had correctly identified.
- (c) Most candidates had the correct idea and there were many very positive answers. However, weaker scripts yet again had difficulty in providing an appropriate explanation for the identified positive economic impacts.
- (d) Answers tended to be vague and rather generalised and many candidates had difficulty progressing into Level 2, let alone Level 3. Centres are reminded that business tourism is vital to certain destinations and candidates are expected to be aware of the products and services that are provided within key destinations to meet their various needs. Many candidates selected Dubai but only a minority had any knowledge of facilities there such as:
- Dubai Chamber of Commerce and Industry conference venue
 - Major hotel venues, such as Jumeirah's Emirates Towers and Burj Al Arab properties
 - Dubai World Trade Centre's 36,000 square metres exhibition hall
 - Dubai Airport Exhibition Centre
 - Other special interest venues e.g. Nad Al Sheba racecourse.

Furthermore, details of how such venues appealed to the business traveller were rather vague and most answers were superficial in their treatment of the topic.

Question 4

- (a) Some candidates were unsure as to what exactly outdoor adventure activities involved but clearly sight-seeing and picnics were inappropriate choices. Climbing, canoeing and paragliding were much better illustrations.
- (b) Candidates often made valid suggestions (bins, signs and rangers etc.) but these were not always explained in context and so many candidates lost the chance to obtain maximum credit.
- (c) There was quite a lot of guesswork with this question and many candidates appear to be unsure of basic geographical facts. California has a temperate climate, lies on the Pacific coast facing Asia and local time is behind New York.
- (d) Very much a mixed response for this question but it was pleasing to see a variety of appropriate visitor services being suggested. However, the quality of explanation offered was frequently poor. For example, having wandered around a National Park some visitors may be anxious to visit a restroom or obtain a map to help them find their way to a particular beauty spot.
- (e) Considering that this was the last question on the paper, answers tended to be quite good. Many candidates did this well with Level 2 and some Level 3 responses. The advantages of car hire were clearly well known and fully appreciated.

TRAVEL AND TOURISM

Paper 0471/02

Alternative to Coursework

General comments

There was a pleasing number of entries for this cohort across a range of international Centres. Candidates performed across the whole ability range, as is to be expected, but overall the candidates appeared to have been well prepared to meet the challenges posed by this examination paper. There was some excellent evidence of candidates using local tourism knowledge to exemplify their responses where amplification was required.

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 the results of a situation analysis of tourism provision on the island destination of Fiji as its focus. **Question 2** had the development of the health and spa tourism market in Queensland, Australia as its stimulus, whilst a MICE event in the Czech Republic formed the basis for **Question 3**. **Question 4** tested candidates' understanding of the marketing mix applied by the Hawaii Tourism Authority.

The majority of candidates demonstrated knowledge and understanding 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. Evidence suggests that all candidates entered for this question paper had sufficient time in which to answer each question 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 results of a situation analysis of tourism provision in Fiji.

- (a) Candidates were expected to analyse the results of this situation to correctly identify two positive and two negative external influences on tourism in Fiji. The majority of candidates were able to perform this task satisfactorily although several weaker candidates identified many more influences than actually existed.
- (b)(i) Not all candidates were able to select an appropriate opportunity from the list of results – many chose statements which identified Fiji's existing strengths in tourism provision, such as its current ability to attract high levels of foreign investment or its existing emphasis on its niche markets rather than being able to identify where the tourism provision could be further exploited.
- (ii) Where candidates selected a strength instead of an opportunity in **part (i)**, no further penalty was made for answers to this question. Many candidates demonstrated good vocational understanding of the techniques that tourism providers could use to improve the tourism offering in Fiji and all reasonable suggestions were credited.
- (c) The majority of candidates scored well in this question. Weaker candidates were confident in demonstrating their understanding of why marketing and promotion are important to any tourist destination; better performing candidates were able to take their answers a stage further by explaining why marketing and promotion are especially important for island destinations such as Fiji.

- (d)(i) This question caused some difficulty, with candidates making very generalised definitions of a niche market segment rather than the specific definition required for a niche market.
- (ii) There were many interesting responses to this question, with a variety of reasons for the development of a range of niche markets being suggested. Better performing candidates recognised the need to ensure the sustainability of tourism on island destinations such as Fiji, with heavy economic dependency on the revenue generated by tourism. Weaker candidates tended to write about different niche markets that could be targeted, not all of these having specific relevance to island destinations.

Question 2

This series of questions used market research conducted by 'Tourism Queensland' into the health and spa tourism market in Australia as its starting point.

- (a)(i) The majority of candidates recognised that the data type here was quantitative, thus receiving the mark for this question.
- (ii) Most responses showed vocational knowledge, offering two plausible sources of information for this type of data.
- (iii) Better performing candidates were able to identify that reasons why people choose health tourism related to qualitative data and were therefore able to suggest valid reasons for the difficulties their responses pose to the analysis process within the market research. Weaker candidates misunderstood the question and suggested reasons for tourists taking up health and spa tourism products and services.
- (b) Most candidates were clearly familiar with the product life cycle model and were able to suggest and justify appropriate positions on the model for the health tourism model. In instances where candidates did not identify a correct stage of the life cycle, credit was still awarded for valid reasoning offered.
- (c)(i) It was disappointing that only a small proportion of candidates could correctly identify the type of market segmentation required in this question - few responses scored both of the available marks here. More candidates were able to suggest demographic characteristics than the socio-economic profile of the typical customer that would have earned two marks.
- (ii) There were some excellent responses to this question, which enabled candidates to use their skills of application effectively. The best responses here cited vocationally specific examples of extended products and services that could be offered to encourage further business by the typical customer from this profile. More generic answers still earned Level 1 marks for this question.
- (d) Responses to this question were very mixed. Weaker candidates wrote generically about low prices or high prices but made no reference to a pricing policy that spa tourism providers might wish to adopt. This limited their marks very much to the Level 1 range. Better performing candidates were able to identify specific pricing policies and exemplify these within the context of the spa tourism industry to achieve Level 2 or Level 3 marks.

Question 3

This question used reasons to hold a MICE business tourism event in the Czech Republic as a stimulus.

- (a)(i) The majority of candidates scored maximum marks for this 'give-away' question, which required them to identify three positive locational factors, suggesting why the Czech Republic makes a good venue for MICE events. It was a little disappointing to see the heavy reliance many candidates placed on the stimulus material when answering this question, rather than demonstrating their interpretation of the assessment objectives for locational factors.

- (ii) This question caused the most difficulty of all the questions from this examination. Candidates found it impossible to differentiate this question from the preceding question. The majority simply repeating 'lifted' information already given in **Question 3(a)(i)**. This question required candidates to consider the physical features of a city (not just Prague) that attract a tourist (not just business tourists). This was not well perceived by the majority of candidates and a few marks were awarded here.
- (b)(i) Key terminology relating to marketing activities are often tested through this paper, so it was disappointing to note how few candidates did well in explaining the key concept of public relations. Many gave generalised answers about having a good relationship with customers, rather than citing examples of what this specifically means.
- (ii) There were some good exemplification to the concept of personal selling, with better performing candidates understanding and explaining the idea that an organisation attempts to present the travel or tourism product through demonstrations to perspective and potential customers on a more personal basis.
- (c) This question was generally well answered, although weaker candidates did not always make it clear if the advantages or disadvantages they identified were for printed or for electronic media. This often limited their marks to Level 1, whereas those candidates who were able to make a clear distinction between the two methods were able to access marks at the higher levels. Often this was a case of organising the answer more effectively to demonstrate specific rather than generalised knowledge.

Question 4

This question used the key objectives from the Hawaii Tourism Authority's marketing plan as a stimulus.

- (a)(i) This question was very straightforward, yet surprisingly several candidates made it harder than it should have been, thus missing out on the mark.
- (ii) There were very few who did not achieve maximum marks for this easy question.
- (b) This question should not have posed any real challenge – candidates were expected to apply the four aspects of the AIDA principle – and could score four easy marks for naming each stage of the acronym, with a further four marks being available for exemplification or more full amplification of what each of these stages means. It was surprising therefore to note that a large number of candidates overlooked the AIDA part of this question, focusing only on the attention and desire aspects mentioned in key objective 1. This clearly limited marks awarded for such responses.
- (c) Responses to this question were mixed. Better performing candidates were able to identify and explain at least one external influence on customers receiving value for money. Weaker candidates often overlooked the external aspect of this question.
- (d) This question really differentiated between the more able and the weaker candidates. The best responses considered setting targets around each aspect of the marketing mix, providing exemplification of how these targets could relate specifically to an aspect of the tourism industry.

TRAVEL AND TOURISM

Paper 0471/03

Coursework

General comments

This module is comprised of the coursework component as an alternative to the examination module. Candidates have an opportunity to produce an in-depth investigation into the provision of visitor services in a destination of their choice. They 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 number of entries for this module continues to grow steadily and as a result greater variation was evident in the standards achieved by candidates across the ability range. Candidates seem generally to be well equipped to carry out the coursework investigations based on their knowledge of the assessment objectives for this unit of study. The majority of candidates are able to use appropriate primary and secondary research techniques in order to gather information for their project.

Secondary sources of information are readily available to most candidates in the form of printed marketing literature and e-brochures and candidates usually provide good referencing for these source materials. There was good evidence this session to show how better performing candidates utilised these materials for their own purpose.

A wide range of contexts was covered this session by the coursework investigations. As seems to have been the case for most sessions, candidates are tending to select two contrasting local visitor service providers to form the basis of their study. Candidates are able to offer a broad understanding of the tourism products and services available within specific sectors of the travel and tourism industries and provide detailed examples of how these products and services are made available to customers.

Many of the submitted assignments adhered closely to the guidelines from the syllabus regarding good practice for report generation. The reports were mainly professionally presented, well organised and some of the assessment evidence had been clearly referenced by candidates, which assists in both the internal assessment process and that of external moderation.

Better performing candidates were able to communicate the purpose of their investigation, to present data in a meaningful way and to draw valid conclusions from the data they had obtained. There was good evidence of the higher order skills of analysis, synthesis and evaluation within the best coursework investigations.

Centres generally implemented the assessment arrangements for this coursework module effectively and many teachers made good use of the assessment grid from the syllabus in order to record their internal assessment decisions against each of the identified assessment objectives. As on previous occasions, it is pleasing to note the honesty and accuracy of the assessment decisions made in Centres. Not all Centres used annotations on individual candidate assessment records, which would assist the external moderation process by pinpointing specific page number references for each of the assessment criteria, 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 still relatively small number of entries for this module, there continues to be 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 candidates receive equality of opportunity and that all assessment decisions are reached fairly and to the same standard.