

TRAVEL AND TOURISM

Paper 7096/01

Paper 1

There was 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 yet again several very good scripts but there is still a very wide variation between Centres in terms of the level of candidate performance. Furthermore, some candidates are still finding the questions difficult to understand and therefore the following advice has been given again, as stated in previous reports.

There were far too 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, a large minority of candidates appeared to struggle with the actual requirements of particular questions and Centres are 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 to 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 higher marks, particularly 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 usually warrant a score in Level 3 (5-6 marks). However, such candidates remain in the minority.

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

Comments on the individual questions

Questions 1

- (a) Many candidates were able to correctly interpret Fig. 1(a) and there were many clear accounts about the ways in which the new airport had been made accessible to passengers travelling from Bangkok. However, a large number of candidates neglected to write about the high speed rail link and this limited the amount of credit that could be awarded.
- (b) Most candidates were able to interpret Fig. 1(b) very well and answers tended to be good, with many individuals scoring full marks.
- (c) There was some confusion here and some candidates stated classes of travel rather than giving emphasis to business, leisure and VFR.
- (d) Many candidates missed the word *development* in the question and wrote about generic negative impacts such as the Demonstration Effect and loss of culture. Better answers clearly identified the negative impacts that would result when a large international airport was being developed such as loss of land, displaced population, congestion, increased traffic, noise pollution, habitat destruction etc.
- (e) Far too many candidates wrote in bullet points. This may help them to get basic points across but it severely impairs their ability to expand and develop any particular point/issue. Such individuals have difficulty in moving into Level 2 and only a limited amount of credit can be awarded for such responses. To make matters worse, many candidates seemed unaware what customer service skills actually involve. To help clarify what was expected, the following account would have warranted a score in Level 3.

Front line employees need good communication skills as passengers must be informed about their flight and seats correctly to avoid mistakes. The ability to speak a foreign language will help as many passengers will be overseas visitors and may have difficulty in speaking and making themselves understood. Staff must be familiar with ticketing and baggage systems because passengers want a smooth check-in and a trouble-free start to their journey. This is the most important aspect as far as the passenger is concerned.

Questions 2

- (a) Figure 2 was readily interpreted by the vast majority of candidates and full marks were obtained. However, some individuals did consider the toilets to be a leisure facility!
- (b) Many candidates made superficial comments about bag storage rather than on doing what the question required them to do. A comment about both people and baggage was expected with some description/explanation of what was likely to be involved. Better candidates clearly stated, for example, that bags were x-rayed to check for illegal items and people would walk through a scanner to be checked for weapons or other concealed items.
- (c) This question was about the visitor appeal of a city bus tour but a large number of candidates had great difficulty explaining this. Very few individuals could explain three valid aspects of the appeal of such tours. Only the better candidates were able to comment on issues such as to see the main sights following a particular route, having a guide to provide extra information (in different languages), convenient to see a lot in short time and because they are escorted they cannot get lost or be late back to the ship.

(d) This was the most poorly answered question on the paper and it is clear that the majority of candidates do not have a clear understanding of climatic zones. In particular, Singapore's latitude was clearly stated in the question and candidates failed to recognise that this was an equatorial environment. Marks were awarded for the following:

- Dubai = desert (accept tropical and sub-tropical)
- Montego Bay = tropical
- Barcelona = temperate
- Singapore = equatorial
- Alaska = arctic/polar

(e) Very few candidates could write with any authority or accuracy about a known ferry service and many individuals earned credit incidentally or even accidentally. Candidates from Centres in the Maldives tended to do best by quoting the ferry from the airport to Male. However, many Maldivian candidates did not always bring this into their answers. Many candidates wrote about cruises; to clarify what was expected, a UK candidate writing about ferry services on the River Mersey would have scored in Level 3 with the following account.

Mersey Ferries are an established visitor attraction as well as being an important local commuter service. The 10 minute crossing is quick and gives spectacular views of the Liverpool Waterfront. Visitors are attracted because the nearby Albert Dock and Beatles Story tourist attractions are easily accessible as is Spaceport on the Wirral side of the river. However, at £2.40 return, the trip represents an easily affordable activity and this boosts its popularity with visitors and locals alike.

Questions 3

(a)(i) - (iii) Most candidates were able to interpret the stimulus material and correctly identify the required information. However, many candidates lost marks in part **3(a)(ii)** by stating that India's foreign exchange earnings in 2006 was only US\$6569.

(b) The command word in this instance was to describe, but many individuals had difficulty in actually itemising what was to be found in each type of accommodation. Apartment hotels were usually much better attempted than were budget hotels. In the latter case, many candidates lacked precise knowledge of what is provided in such establishments. Overall, there was not a lot of understanding of apartment hotels and even less of budget hotels. Even those candidates who understood that backpackers would use budget hotels earned few marks since their answers rarely described or commented on the facilities available. Many answers about budget hotels commented on, often copying, the passage in the stimulus material about staying with Indian families.

(c) There were plenty of full mark answers to this particular question and it was pleasing to see that many candidates have a good understanding of the ways in which public tourism bodies undertake destination promotion. There was frequent reference to valid strategies such as establishing a tourism website, brochures aimed at particular market segments, advertising campaigns in particular markets, attending trade fairs and generating media attention.

(d) Negative socio-cultural impacts were well known but, as with **Question 1(e)**, many candidates tended to make the same mistake. Far too many candidates wrote in bullet points and many of the valid points that were itemised were not developed properly to warrant a mark in Levels 2 or 3. Weaker candidates included economic and environmental impacts that were not relevant to the question and so they received little or no credit for their efforts. To help clarify what was expected, the following account would have warranted a score in Level 3.

The rapid expansion of tourism in some LEDC destinations can generate a variety of conflicts. The main socio-cultural conflicts include the decline of traditional employment as young mobile workers leave the rural areas and migrate to tourist destinations. With often only part-time work available this can lead to social problems, such as begging and prostitution. The Demonstration Effect can lead to the erosion of traditional culture and values as the local population adopts visitor behaviour and this is a major cause of tension within sections of local society. A good example would be the Middle East where western lifestyle is frequently at odds with Muslim tradition.



Questions 4

- (a) This was generally well done and there were frequent reference to guided tours, visitor centre, shop and toilets. The result was that many candidates were able to obtain full marks.
- (b) This also quite well known, but many candidates seemed to struggle when explaining their chosen methods. Better candidates had no such problem and clearly emphasised how their methods were able to preserve or maintain the attraction's historic status. Credit was readily awarded to ideas such as:
- limit opening hours/times (avoid damage and congestion)
 - limit access to areas (allow for repairs)
 - offer guided tours (avoid sensitive areas)
 - sell own merchandise (to re-invest profit on maintenance).
- (c) Although most candidates had an idea of what holiday excursions are, comparatively few managed to score all four marks. Some individuals confused arranging a package holiday with arranging an excursion. Others were unsure whether to write from the operator versus the customer perspective, mixing up their various comments. Better answers clearly itemised the various component stages and made clear reference to: coach collections from the hotel, arrival at the attraction, guided tour, lunch/free time may be included and then return to the hotel.
- (d) Many vague and inappropriate answers that scored very little credit. Marks were available for the identification of valid examples of the three types of visitor attraction. However, the word Mosque does not constitute an attraction. A specific Mosque/Church/Temple might attract visitors for its architecture so in order to gain two marks, candidates had to clearly name the important religious building and then clearly state what aspect of the building was attractive to visitors. The same reasoning was applied to the carnival or festival (not just Christmas etc.) and the gallery or museum.
- (e) Weaker candidates tended to talk about 'stopover' visits or just offer vague and superficial comments about city attractions. Very few answers were able to focus on the reasons for the growth in popularity of city breaks such as rising disposable incomes, people being cash rich but time poor or the growth of budget air lines leading to an increase in the number of cities being served. To help clarify what was expected, the following example would have warranted a mark in Level 3.

Key factors stimulating demand for city breaks include the range of destinations available, easy access via budget airlines and Eurostar, a range of specialist tour operators and 24/7 Internet access. The Internet has revolutionised the planning and booking of city breaks, allowing individuals to book transport and accommodation at their convenience. Hotel rates tend to be lower at weekends and thus cheap 2/3 night stays are readily available throughout the year. The fact that carriers such as Ryanair and easyJet fly to European destinations means that demand is evenly spread and travellers can take advantage of a short break whenever they wish. The trend has grown beyond Europe and mini-breaks to New York and Dubai have become popular, indicating that travel time has become less of an issue.

TRAVEL AND TOURISM

Paper 7096/02
Alternative Coursework

General comments

Entries were received from an increasing number of candidates across a wide range of international Centres. The cohort was representative of the whole ability range but, on the whole, candidates appeared to have been well prepared to meet the challenges posed by this examination paper. As on previous occasions, there was good evidence of candidates using local tourism examples within contextualised questions to demonstrate their knowledge and understanding of the industry within their local area.

This question paper comprised four questions, each worth 25 marks. Some of the questions use a brief, unseen source to guide candidates' responses to the questions that follow. Question 1 used information from the Irish National Tourism Development Authority and the Irish Equestrian Tourism market as its focus. Question 2 required candidates to consider a tourism situation analysis in the northern Indian state of Himachal Pradesh, whilst Question 4 tested candidates' understanding of the marketing mix applied by the Sea World Group.

The majority of candidates were able to demonstrate their knowledge and understanding through their responses to the questions set in this examination. Better performing candidates were also able to use the higher order skills of application and analysis within their responses. The majority of candidates from this cohort appeared to have 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 research data from the Irish National Tourism Development Authority (INTDA) concerning the Irish Equestrian Tourism market.

- (a) (i) When asked to state the difference between primary and secondary research data, the majority of candidates were able to make reference to the difference between field and desk research to score both marks for this question.
- (ii) Similarly, most candidates were able to identify the disadvantages of primary research as being expensive, time consuming or open to researcher bias.
- (b) (i) Not all candidates were able to correctly identify that psychographic or lifestyle characteristics had been used by INTDA to identify the target market segment for equestrian tourism – many incorrectly identified demographics as their response here.
- (ii) Candidates were required to match tourism products to three target market segments based on the information provided. Better performing candidates were able to apply their understanding of segmentation to select the most appropriate package for each market segment, whilst weaker candidates appeared to use random selection criteria in trying to match products to customer types, thus not always accessing all of the available marks for this question.
- (c) The majority of candidates scored well in this question. Weaker candidates were able to identify the likely benefits of using a marketing campaign in terms of increasing visitor numbers, generating more income and improving market share. Better performing candidates were able to gain the additional marks for explaining the importance of these benefits for the tourism industry in Ireland – more visitors means more secondary spend on other tourism products and services, increased demand means job creation and increased living standards etc.

- (d)(i)** This question caused little difficulty, with candidates making a good attempt to suggest an appropriate stage on the life cycle model for tourism in Ireland – most candidates deduced from the source material that as visitor numbers have been falling in the past decade, the most likely stages on the life cycle model would be maturity, saturation or decline.
- (ii)** There were many interesting responses to this question, with a variety of suggestions as to tourism products/services at each of the identified stage. Specific examples such as ‘the Hydropolis Underwater Hotel in Dubai’ were credited, however generic responses such as ‘a new airline’ were not credited. The reason given for each needed to reflect the characteristics of that particular stage on the life cycle model, in order to achieve the second mark in each section.

Question 2

This series of questions used a situation analysis of tourism in Himachal Pradesh in Northern India as a starting point.

- (a)(i)** Most candidates were able to score maximum marks for recognising what the acronym ‘SWOT’ stands for.
- (ii)** This question caused more difficulty. Only better performing candidates were able to provide three reasons for organisations using SWOT analysis – weaker candidates tended to repeat ‘identifying strengths, weaknesses, opportunities and threats’ as the reason for carrying out SWOT and thus restricted the marks they achieved. It is important that candidates understand the purpose of such marketing tools, in order for them to be able to understand the wider uses of these tools.
- (b)(i)** Many candidates were able to correctly identify the main threat for tourism from the list of SWOT results.
- (ii)** This question posed quite a challenge for many candidates, even though similar questions have been asked on previous question papers. Candidates were asked to discuss how the Ministry of Tourism might use the marketing mix to maximise tourism spending in the area. Many candidates were able to identify the elements of the marketing mix but were unable to make the connection between these elements and how organisations adapt these to increase visitor numbers and sales.
- (c)(i)** The majority of candidates were able to identify what the acronym ‘PEST’ stands for although a significant number dropped the mark for E – economic, writing instead economical, which means something altogether different.
- (ii)** There was some confusion about the difference between PEST and SWOT – many weaker candidates seemed to think PEST was carried out by the government whilst SWOT was carried out by the organisation itself, rather than identifying that PEST examines only external factors, whilst SWOT looks at both internal and external influences on the market situation.

Question 3

There was no stimulus to this question, although many of the questions assumed the context of a hotel to enable candidates to use exemplification within their responses.

- (a)(i)** The majority of candidates scored maximum marks for this ‘straight forward’ question, which required candidates to list three main products of a hotel.
- (ii)** Similarly, most candidates scored maximum marks here too, when asked to identify three services expected of a hotel.
- (b)** It was disappointing to note how few candidates did well in explaining the key concept of the term ‘total tourism product’. As the question used the stem of a package holiday, many weaker candidates offered an explanation of what is included in a package holiday, rather than attempt to define what a total tourism product is.

- (c) This question received mixed responses. Better performing candidates were able to identify a range of market segments relevant to a hotel and were able to give good exemplification of the type of products and services the hotel could develop within its product portfolio in order to attract a wider range of customer types, thus scoring well. At the bottom end, many of the weaker candidates confused the term 'product portfolio' with a marketing brochure, thus not really answering the question and limiting access to marks in this question.
- (d)(i) A wide range of pricing policies were identified by candidates in response to this question, not all of them particularly relevant to the context of a hotel. Policies were credited but marks were only awarded for the description of the policy, if this was contextualised appropriately.
- (ii) The Internet as a main distribution channel is often used in question papers for this qualification. It was therefore, surprising, that a number of candidates were not able to offer valid reasons why leisure travellers use the Internet for hotel reservations.

Question 4

This question used the Sea World Group as a means of testing candidates' understanding of the marketing mix.

- (a) (i)(ii) and (iii) Key marketing terminology is often tested through this paper, so it was disappointing to see how many candidates struggled to describe how sponsorship, sales promotion and direct marketing work. Only better performing candidates were able to differentiate how sponsorship is beneficial to the sponsored party rather than just for the sponsor. Similarly few responses were able to differentiate sales promotion from advertising and likewise direct marketing from direct sales. Clearly this is an area for Centres to work upon, in terms of making sure that candidates are adequately prepared for these types of tasks.
- (b) This type of question has appeared before and has previously caused little difficulty. However, for this session there were a very limited number of candidates able to order the stages of the promotional campaign correctly.
- (c) Responses to this question were mixed. Better performing candidates were able to identify and explain at least one external influence on the price that a customer will pay to visit a Sea World attraction. Weaker candidates often overlooked the external aspect of this question and often made reference to pricing policies instead.
- (d) This question really differentiated between the more able and the weaker candidates. Better responses analysed features of location and were able to assess which features of place exert more influence on the final choice of place than others. Weaker candidates relied heavily upon the list of features of place as given in the assessment objectives for this unit and merely listed these as their response to this question, thus limiting their access to the available marks here.

TRAVEL AND TOURISM

Paper 7096/03
Coursework

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 3,000 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 and from a greater number of international Centres. Candidates seem generally to be well prepared 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 adequate referencing for these source materials. There was good evidence this session to show how better performing candidates utilised these materials for the purpose of their specific investigations.

A wide range of contexts was covered this session by the coursework investigations. As seems to have been the case in previous sessions, candidates select a local visitor service provider 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 via their chosen provider.

Many of the submitted assignments adhere 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, were able to present data in a meaningful way and were able 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 some 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 by most 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.

There continues to be limited evidence of internal moderation of these coursework investigations, as relatively small entries are made within Centres, comprising predominantly one class, taught by one teacher. 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.