

TRAVEL AND TOURISM

Paper 9395/01

Core Paper

General comments

There was a slightly larger entry for the third examination session of the new Advanced Level qualification. The structure of the examination should now have become clear to Centres and all future questions will continue to be based around pieces of stimulus material, derived mainly from travel and tourism industry sources, which will have been selected solely on the basis of their ability to illustrate key aspects of the syllabus content.

It is important that candidates understand and appreciate the development of travel and tourism at a variety of scales. This means that they should be aware of developments within their immediate local area as well as within their country as a whole. Furthermore, an international perspective is also required. It should be remembered that candidates will obtain credit for providing specific details about facilities and locations that are appropriate to the demands of particular questions. However, there were far too many instances of candidates making very little effort to provide precise details about examples with which they were familiar. Centres should encourage candidates to reflect more on their own personal experiences to aid the process of exemplification. All candidates should make reference to their own experiences of travel, tourism and hospitality where appropriate to the question. For example, thinking about the following:

- Where did they go on holiday?
- Was it in their country or abroad?
- How did they travel?
- What type of accommodation did they stay in?
- What did they eat and drink and how was it served?
- What activities did they do on holiday?
- How was their holiday organised/booked?

From the answers to the above questions individual candidates will have a range of examples and illustrations of the following aspects of the Syllabus content:

- If the holiday was in their home country they were a **domestic tourist**, if abroad they were an **outgoing tourist**.
- The destination, if abroad may have been **long haul** or **short haul**; at home it may have been a **short break** or **VFR**.
- Different methods of **transportation** by **land**, **sea** and **air** may have made up part of the holiday.
- They may have travelled using **principals** owned by large **private sector** companies.
- The **accommodation** used may have been **serviced** or **self-catering**, such as a **four star hotel** or a **camp site**, and they may have had **half board** or an **all-inclusive** meal plan.
- Whilst on holiday they may have visited **natural** and **built tourist attractions** and used the services of a local **TIC** or **guide**.
- The holiday may have been booked through a **travel agency**, or **direct** with a **tour operator**.

Yet again, there was frequently evidence of candidates ignoring the precise wording of individual questions and specific comments about this will be made in the sections that follow.

Many candidates still appear to struggle with the actual requirements of particular questions. Centres are strongly advised to make the following '**Key Word**' definitions part of the examination preparation sessions for this paper.

Key Word(s)	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.
Outline	Set out the main characteristics describing essentials only
Discuss (including 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 expected to present arguments and evidence to support particular points of view and to show where they stand in relation to topics. The candidate is expected to look at different interpretations or approaches to the issue.
Assess (including the ability to evaluate)	To judge from available evidence and arrive at a reasoned conclusion. The candidate is expected to present a number of factors or issues and weigh up or appraise their relative significance or importance.
Compare and contrast	Point out similarities and differences and discuss the variations identified.
Justify	Present a reasoned case to show that an idea or statement is true.

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 further evidence that candidates were making an effort to end their answers to the last part of each of the four questions with some form of conclusion. This is to be encouraged because 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 (7-9 marks).

The vast majority of candidates were able to answer all four questions within the time available.

Comments on specific Questions

Question 1

- (a) (i-iv) The vast majority of candidates were able to correctly interpret the stimulus material and identify the four items required – 1972, 70%+, Italy & UK.
- (b) The Butler model is familiar to most candidates but many answers neglected to quote data from Fig. 1 and this tended to make full justification difficult to achieve.
- (c) There were few difficulties with this and most candidates clearly understand the positive economic impacts caused by tourism development in destinations such as the Maldives.
- (d) Answers were rather variable but the vast majority made at least some valid points and were usually able to progress into Level 2. Better efforts were able to focus on aspects of change over the years and considered factors such as:
- Socio-economic changes – incomes, leisure time etc.
 - Technology – transport and Internet
 - New products and destinations.

However, as pointed out earlier, candidates were rarely able to come to a conclusion about the factors contributing to the growth of international leisure travel.

Question 2

- (a) Many candidates found this question difficult and very few candidates managed to score all four marks. The question was quite straightforward and candidates were awarded one mark for each of four valid identifications based on Fig. 2, such as:
- Group seated together
 - Table been reserved
 - Food service offered with menu choice
 - Beverage table service
 - Window view table etc.
- (b) Many candidates do not clearly understand what constitutes a skill in the customer service context. 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
 - Silver service – appropriate to setting
 - Numeracy – sales/cash handling
 - Communication – speaking clearly when offering advice
 - Literacy – following care manual procedures etc.
- (c) There were a variety of suggestions but many candidates tended to repeat themselves and few candidates obtained maximum credit. The more thoughtful answers scored well and aspects such as the following were duly rewarded:
- Primary data – live opinions
 - Allows monitoring – aid to benchmarking
 - Managers can identify areas for improvement – increase customer satisfaction levels
 - Cost – cheap and easy to do
 - Generates customer data – use in marketing etc.
- (d) It was pleasing to see candidates making reference to organisations with which they were familiar and it was clear that some individuals had been on a study visit to a particular venue. However, far too many answers were descriptive of roles and functions rather than on an examination of the ways in which the two members of staff actually provided quality customer service. There was very little analytical comment and thus progression even within Level 2 was rather limited. For example, there was little comment about the training staff received, the procedures that are followed and the monitoring that takes place to ensure that a certain standard or quality of customer service is actually delivered.

Centres are again reminded that page 13 of the syllabus clearly states:

Candidates will be expected to explain and justify three types of customer service procedures with which they are familiar.

Previously, page 12 of the syllabus stated:

*Candidates should investigate the delivery of customer service in at least one travel and tourism organisation. Candidates may select any appropriate example such as a local attraction, airport or hotel. **Candidates must explain how quality service is delivered** by three different staff roles within one chosen outlet with which they are familiar.*

Question 3

- (a) There were few issues with this and most candidates had little difficulty in identifying three aims of the Mandarin Oriental Hotel Group.
- (b) Not all candidates understood what was required and comments were frequently vague and several individuals repeated themselves. However, some credit was usually obtained. The better answers clearly itemised characteristics such as:
- Profit
 - Generate dividend for shareholders
 - Make return on investment
 - Revenues are important
 - Target driven etc.
- (c) The environmental impacts were readily identified by the vast majority of candidates. The topic is clearly well known and understood.
- (d) Most candidates found this quite difficult as responses were frequently vague, superficial and sometimes inappropriate. The key to the question was the word government and thus the focus of the question was on policy. It was expected that candidates would identify two valid policy methods and then provide an appropriate explanatory comment about each, such as:
- Planning controls – to restrict development in sensitive areas
 - Adopt sustainability principles – applied to aspects of development
 - Visitor/traffic management – schemes introduced at key locations
 - Audit – to identify risk areas etc.
- (e) This was relatively straightforward but a large minority of candidates got themselves into difficulty by ignoring the wording of the question and the command to assess. Far too many answers were descriptive and the features of the chosen destination were rarely commented on in terms of their relative importance or significance to different types of tourist. Thus, answers progressing in to Level 3 were extremely rare.

Question 4

- (a) Candidates found this easy and the vast majority clearly identified Bolivia's four geographical regions.
- (b) Some candidates had difficulty interpreting the information contained in Fig. 4 and could not relate the content to the issue of Bolivia's tourist carrying capacity. The better answers made an attempt to provide reasoning such as the Plan promotes sustainability thus mass tourism unlikely, a focus on 12 "star" destinations would mean only limited development and that the Plan aims to double visitors in 5 years so numbers remain relatively low in real terms.
- (c) (i) Again, some candidates found it difficult to extract appropriate ideas from Fig. 4 and many answers tended to be vague and rather superficial. Credit was readily awarded to those individuals that attempted a consideration of things like:
- Additional jobs provide for a group comprising 70% of population
 - Government assistance to help develop visitor attractions
 - Incomes will rise thus improved standard of living
 - Preservation of traditional ways leading to stable communities.
- (ii) Very similar situation and information from Fig. 4 was again not used to best effect. Candidates often repeated material and the environmental aspect frequently lacked focus. Better answers made clear reference to valid ideas such as:
- Plan will focus on eco-regions and 12 key locations identified
 - Sustainable approach to development will influence tourism at each of Lake Titicaca, lagoons, salt marshes etc.
 - Management will result in preservation and such a strategy will apply to all locations.

- (d) This was a very open question that allowed candidates to consider seasonality in terms of destination(s) they were familiar with. A good example would have been a mountain/lake environment with winter sports and summer outdoor adventure activities or a traditional resort that has year round attractions and/or business tourism facilities. Some answers made a valiant attempt to consider appropriate ways but these frequently ran out of steam before they could be awarded much credit for analytical and evaluative comment. Weaker candidates could offer few examples and more thoughtful individuals produced some good studies of Spanish mountain destinations or Dubai's indoor attractions and festivals.

Virtually all candidates, even those writing about Dubai, tended to ignore the role of business tourism in helping to extend the season. Most were unaware that conferences, exhibitions and trade fairs are important components of the tourism economy of many international destinations. The average conference delegate spends some 2.5 times more than the average holiday visitor and so many destinations will try and maximise their business tourism receipts, particularly during the off-peak seasons of the year.

TRAVEL AND TOURISM

Paper 9395/02

Planning and Managing a Tourism Event

General comments

Thank you to the Centres who submitted portfolios for the June session on time, this very much helped with the smooth running of the moderation process.

A small number of Centres were scaled downwards. This was generally applied because a Centre had marked too leniently across the bands and in some instances key evidence was missing.

It was pleasing to see candidate work submitted by Centres that had clearly followed the guidance notes. These portfolios were generally well structured and presented in a clear and logical format. It was good to see an excellent range of events organised and the enthusiasm demonstrated by candidates was clear.

It should be noted that it is not necessary for candidates to submit work in expensive bindings.

Some Centres omitted the clear documentation from their packs – MS1 should be completed both by the underlining of the correct marks and writing the corresponding number.

A01 – Some candidates presented clear and logical plans with realistic itineraries and timescales. On occasions, there were large omissions from the plans along with poor organisational skills.

A02 – Candidates made a good attempt to show how they contributed to the event both in terms of planning and execution. It should be noted that the moderator does not have the facility to watch DVDs and assessors should include witness statements for verification of tasks completed.

A03 – Some candidates failed to consider at least two feasibility studies. In some cases there was little evidence of risk assessments or contingency plans put forward and some candidates did not use a SWOT analysis to aid their reasoning.

A04 – Generally candidates evaluated their event well. It should be noted that all candidates should include at least **one** detailed witness statement from an independent observer or participant. An example of a witness statement can be located in the course handbook that will be published shortly to accompany the teaching of this unit. Witness statements will provide evidence of customer service skills during event planning and implementation. This will help the candidate to further evaluate their performance.

Some assessors fail to annotate candidate work. Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands. This will aid with both the marking and moderating process.

TRAVEL AND TOURISM

Paper 9395/03

International Business and Leisure Travel Services

General comments

It was pleasing to see a growing number of entries for this relatively new module, with entries from a range of international Centres. Despite this still being a relatively small cohort, the performance of candidates was again spread across the ability range. The majority of candidates demonstrated good knowledge and understanding of this key vocational area and most had been adequately prepared for the assessment in this area.

As on previous occasions, this question paper was divided into 4 sections, each worth 25 marks. Each subset of questions within the four main questions is based upon vocationally specific stimulus material. In **Question 1**, the stimulus was an advertisement for a coaching product, whilst **Question 2** focused on a holiday package to a 5* resort in Mauritius and a trade association which supports the tourism industry in this area. **Question 3** drew its source from a recent survey of the 'Fly-Drive' tourism market and **Question 4** used a new low-cost airline operating out of Barcelona airport to focus candidates' attention.

There was good evidence to show that many candidates were able to transfer knowledge acquired in the classroom and use it in an applied manner through the approach of using unseen stimulus material. The majority of candidates, who sat this examination, appeared to have sufficient time in which to answer all of the questions. It was also pleasing to note that the majority of candidates were 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 stimulus for this question focused around an advertisement and ticketing information for Greyhound Australia – an international coach provider in Australia.

- (a) Candidates were asked to identify three features of the coach product advertised in the stimulus material. There were mixed responses to this question with many candidates easily recognising three of the many advertised features of this product. However, there were a large number of candidates who did not achieve any marks for their responses as they focused on ticketing options, which are not features of the product.
- (b)(i) This relatively straightforward question required candidates to suggest one market segment targeted by Greyhound Australia. The majority of candidates were able to correctly identify the main target segment as student backpackers.
- (ii) Candidates were required to explain the appeal of any two ticketing options of this coach provider in this question. The majority of candidates were able to achieve maximum marks for their response – correctly naming two of the ticket types and explaining two reasons for their appeal.
- (c) There were mixed responses to this question, which asked candidates to explain three reasons why travel organisations such as Greyhound Australia offer additional services such as travel insurance. Better performing candidates recognised that this question required them to explain the benefits of organisations providing ancillary services in addition to their main product and were therefore able to access full marks. Weaker candidates focused on trying to suggest three reasons for the need for travel insurance and thus limited their access to the full range of marks for this question.

- (d) This Level of Response question was attempted well by the majority of candidates. The majority of candidates were clearly comfortable and familiar with the concept of different channels of distribution and their individual merits. Better performing candidates were able to draw valid conclusions over which method of booking offered the greatest flexibility to customers whilst weaker candidates tended to list one main benefit of each system.

Question 2

The series of questions within this sub-set were based around stimulus material for a holiday package to the 5* Spa and Golf Resort Hotel Constance Belle Mare Plage in Mauritius and information about the Association of Hotels and Restaurants in Mauritius – a trade association which supports tourism development in this country.

- (a) (i) Candidates encountered no difficulty in identifying two components of the advertised holiday package
- (ii) Similarly, most candidates were able to explain two aspects of the appeal of this 5* luxury resort using the stimulus material.
- (b) (i) This question was less well answered. Most candidates struggled with the concept that Association of Hotels and Restaurants in Mauritius represented the interests of the tourism providers in Mauritius and tried to answer this question from the customer's perspective – thus achieving no marks. Better performing candidates did make the link that the question required an examination of the benefits for tourism providers but many appeared to rely heavily on the stimulus material, thus 'lifting' their answers and not using their own words to explain their understanding of the benefits to hotels and restaurants.
- (ii) As in **Question (b) (i)**, many candidates struggled to answer this question clearly. Many relied on the information from the source material and did not demonstrate their understanding of reasons why a leisure traveller may choose to use the services of the Association of Hotels and Restaurants in Mauritius.
- (c) This extended question about ways in which 5* resorts such as the Constance Belle Mare Plage could attract different market segments produced some disappointing results. Candidates should be familiar with different market segments and the range of products, services and marketing techniques that organisations in the travel and tourism industry may use. However, only the better performing candidates were able to access the higher level marks for their responses to this question. Most responses simply identified the main existing target markets for this organisation and did not go beyond the obvious golfing customer.

Question 3

This question used the results of a recent survey of the 'Fly-Drive' tourism market as its stimulus.

- (a) (i) It was disappointing to note how few understood the term fly-drive. This meant that the majority of candidates struggled not only in defining the term for this question but with the whole concept when answering all of the questions in this sub-set.
- (ii) Weaker candidates considered car rental as a suitable ancillary product for customers of a fly-drive tour operator, when in fact this is one of the main components of the fly-drive product and as such can not therefore be considered an ancillary service.
- (b) It was disappointing to note that few candidates made use of the extensive information from the stimulus material to identify factors which might affect the popularity of the fly-drive product. Better performing candidates were able to consider appropriate factors such as fuel costs, exchange rates and hidden extra costs, whereas weaker candidates suggested the lack of cars or mechanical failure as factors that would affect the popularity of a fly-drive product.
- (c) Responses to this question on reasons were mixed. Many candidates did not identify issues such as the scale of these destinations as a reason why people may wish to drive to see as much as possible whilst on holiday. Only a small number of candidates were able to access the higher level marks by considering factors such as convenience and flexibility here.

- (d) This Level of Response question tested candidates' understanding of the benefits of using specialist pre-planned itineraries against the benefits of tailor made itineraries. There were some very pleasing responses, which examined factors such as cost and the concept of 'playing safe' as well as the more obvious freedom and flexibility issues.

Question 4

This question used information about the new low-cost airline Clickair and its operations out of Barcelona airport as its stimulus.

- (a) Surprisingly few candidates scored both available marks for their definition of this key term hub airport. Weaker candidates demonstrated their lack of vocational knowledge with simplistic answers here (e.g. a big airport).
- (b) Candidates generally scored well here, giving two relevant examples of short break holidays. Marks were limited if candidates merely named two city break type holidays e.g. London – Paris and London – Barcelona and no marks were awarded to the relatively high number of candidates who thought a business trip was an example of a short break – this term is reserved for the leisure market and therefore can not be applied to the business tourism market.
- (c) The majority of candidates scored well by correctly identifying three products or services that would appeal to business customers. Those candidates who relied on the source material for ideas such as punctuality and no overbooking were limited in the marks they were awarded in comparison to those candidates who demonstrated transferable knowledge from the classroom in answering this question.
- (d) Better performing candidates fully understood how the aims and objectives of the airline played a direct role in achieving success within the market and used excellent exemplification from the stimulus material to achieve marks for this question. Weaker candidates again tended to rely heavily on 'lifted' information from the stimulus, without any demonstrable understanding of the issues.
- (e) Responses to this question were a little disappointing. Candidates are expected to study the impacts of new technology in the travel and tourism industry, yet only a small number of candidates were properly equipped to answer this straightforward evaluative question about the impacts of this new technology within the applied context of airline passengers. There were, however, some excellent responses which examined the impacts of biometric technology in passport control as well as the more obvious considerations of online booking and e-ticketing solutions.

TRAVEL AND TOURISM

Paper 9395/04
Specialised Tourism

General comments

This paper contained two case studies for candidates. **Question 1** covered an article on The Black Sheep Inn in Ecuador and **Question 2** was based on the adventure tourism activity of zorbing in New Zealand. Candidates were provided with an answer booklet for responses. There appeared to be no problems of timing issues for candidates as all answers were completed in the 1.5 hr duration. Generally, the standard of entry was very pleasing. It was clear that many Centres had studied relevant case studies of eco, adventure and cultural tourism as candidates gave interesting and appropriate examples when requested. Some candidates appear to struggle with the correct terminology for the different types of tourism impacts. Centres should endeavour to make explicit the meaning of environmental, social-cultural and economic. In some instances, candidates confuse the definitions. It should be noted, that it is not necessary for candidates to repeat the question at the start of their answer, as this will severely limit the space for the written response. Candidates should try and avoid repetition within answers particularly those relating to the impacts of tourism. Weaker candidates were unable to access the higher marks for extended answers if they were unable to analyse, discuss or evaluate where asked. It would help candidates if Centres explained the difference between such command words and encouraged candidates to make clear and concise judgements or conclusions. It should be noted that candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response.

In general the standard this session was very pleasing.

Comments on specific questions

Section A

Question 1

- (a) Well answered, most candidates were able to give a definition of eco-tourism.
- (b) Well answered, many candidates were able to gain good marks explaining two ways that Michelle and Andres had encouraged local tourism projects. Many candidates had clearly read the case study and were able to include providing interest-free loans, organising a tourist transportation co-operative and encouraging locals to participate in the industry.
- (c) Well answered. Candidates were asked to assess the methods that could be used to help bring back traditional Andean folk music to the area. Common responses included – use of festivals, exhibitions and extending the use of the lending library. There were some good attempts to assess reasons, however many candidates were unable to explain fully and may have missed top marks by not assessing. Candidates are not given top marks for adding a conclusion that is not relevant or is too simplistic.
- (d) Some very good examples were given for this answer. Candidates were asked to discuss how ecologically friendly organisations can have a positive environmental impact at both local and national level. Some of the weaker candidates were unable to use specific examples and could not discuss fully. The higher ability candidates cited environmental projects and were able to cover the environmental impacts such as energy systems, endangered species and the successful management of sites. Once again judgemental statements had to be relevant and not simplistic in order to gain the higher mark.

Question 2

- (a) Very well answered, most candidates gained the full three marks here.
- (b) A mixed response to this question. Some candidates were able to explain three policies that could be implemented to help prevent negative environmental impacts of zorbing. Popular answers included – time zoning, land zoning (seasonal) and charging fees. On occasion, some of the weaker candidates did not give clear policies and simply described the negative environmental impacts that could occur. Marks were not awarded for such responses.
- (c) Reasonably well answered, most candidates were able to explain three socio-cultural impacts. However some of the weaker candidates did not read the question properly and continued to discuss environmental issues.
- (d) A question that clearly differentiated. Some higher level candidates were able to discuss the economic impacts on a local community that adventure tourism brings. Once again, some of the weaker candidates discussed environmental issues. Centres should ensure that candidates are able to distinguish between the different tourism impacts as some very good responses were given but related to the environment or cultural issues rather than those of economic relevance. The principles of both positive and negative impacts should also be studied.