

## **Travel & Tourism**

Advanced Subsidiary GCE **AS (Double Award) H189, H389**

Advanced Subsidiary GCE **AS H589, H789**

# **Combined Mark Schemes And Report on the Units**

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**January 2006**

**H189/H589/MS/R/06J**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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**Mark Scheme G720  
January 2006**

Question	Question/Expected answer	Mark	Spec ref	AO
1 (a) (i)	<b>Refer to Document 1. Explain the following terms: 'domestic tourism'</b> Up to two marks for an explanation of domestic tourism i.e. residents of a country travelling only within their own country. Allow development point or accurate example e.g. Visiting aunt in Margate.	2	1.2.1	AO1
1 (a) (ii)	<b>'Inbound tourism'</b> Up to 2 marks for an explanation of inbound tourism i.e. overseas residents visiting the UK. Allow development point or accurate example e.g. French student on study visit to UK.	2	1.2.1	AO1
1 (b)	<b>Explain <u>three</u> external influences on travel and tourism.</b> <b>1 mark for each correct identification up to a maximum of 3 identifications, plus a further 1 mark for each of the 3 explanations</b> Candidates should explain what external influences/factors are. These range from the actions of government to natural disasters, over which the industry has no control, for example other external influences from the case study (which need appropriate explanation) are: <ul style="list-style-type: none"> <li>• terrorism attacks</li> <li>• impact of war</li> <li>• floods</li> <li>• rail chaos</li> <li>• foot and mouth</li> <li>• any other valid suggestion</li> </ul> 11 September - fear of flying after 9/11 led to initial drop in nos of air passengers.	3 3	1.2.3	AO1 AO2
1 (c)	<b>Using only the statistics in Document 2, draw valid conclusions about visitor spending in South East England.</b> <b>Levels of response</b> <b>Level 1 (1 – 4 marks)</b> Candidate picks out valid statistics e.g. <ul style="list-style-type: none"> <li>• Holiday trips in 2002 were 14.9 million</li> <li>• Holiday expenditure £2093 million</li> <li>• VFR 11.2 million trips</li> <li>• VFR £961 million expenditure</li> <li>• Business 3.3 million trips</li> <li>• Business £759 million expenditure</li> <li>• Short breaks are 36% of holiday trips</li> <li>• Short breaks £1084 expenditure</li> </ul> <b>Level 2 (5 – 8 marks)</b> There will be analysis of the statistics e.g. <ul style="list-style-type: none"> <li>• Holiday trips produced most expenditure</li> </ul>	8 4	1.2.1 1.2.2	AO3 AO4

Question	Question/Expected answer	Mark	Spec ref	AO
	<ul style="list-style-type: none"> <li>• Business greater expenditure than VFR</li> <li>• Short breaks greatest amount of holiday trips</li> </ul> <p><b>Level 3 (9 – 12 marks)</b> Appropriate, judgemental conclusions drawn e.g. social profile 35% AB SE group means these have higher disposable income. Evaluative comments must directly relate to the statistics analysed, award top level marks for quality of evaluation and conclusions reached.</p>			
2 (a) (i)	<p><b>Explain each of the following terms: ‘self-catering accommodation’</b> <b>Up to 2 marks</b> for an explanation of non-serviced i.e. sleeping accommodation is provided on a rental basis. Allow development point or accurate example. e.g un-serviced accommodation.</p>	1 1	1.2.4	AO1 AO2
2 (a) (ii)	<p><b>‘business travel’</b> <b>Up to 2 marks</b> for an explanation of business travel i.e. all travel for business purposes. Allow development point or accurate example. e.g people travelling to a conference.</p>	1 1	1.2.1	AO1 AO2
2 (a) (iii)	<p><b>‘voluntary sector’</b> <b>Up to 2 marks</b> for an explanation of the voluntary sector i.e. these are neither controlled by the state nor operated solely for profit. Allow development point or accurate example e.g. National Trust.</p>	1 1	1.2.4	AO1 AO2
2 (b)	<p><b>Refer to Document 3. Describe <u>three</u> services provided by Margate Youth Hostel.</b> <b>1 mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three descriptions</b> from: Rooms available Lounge, TV lounge, dining room, quiet room, self catering kitchen, reception Cycle store Washing machine / limited laundry facilities Payment by credit cards Rent a hostel during winter Self catering accommodation Cot available <b>Description</b> of each service itemised, e.g. washing machine means self catering customers can get laundry done.</p>	6	1.2.4	AO1
2 (c)	<p><b>Refer to Documents 4, 5a and 5b. Compare and contrast the products and/</b></p>	4 4	1.2.4	AO2 AO3

Question	Question/Expected answer	Mark	Spec ref	AO
	<p><b>or services of Chartwell and Chatham Historic Dockyard.</b></p> <p>Chartwell:</p> <ul style="list-style-type: none"> <li>• Address, telephone – info line, fax, e-mail and web address</li> <li>• Home of Winston Churchill, with collection of mementoes etc</li> <li>• Children’s quizzes &amp; family activities</li> <li>• Gardens</li> <li>• Self-service restaurant</li> <li>• Private function room for hire</li> <li>• Shop</li> <li>• Car park</li> <li>• Countryside walks</li> <li>• Opening times</li> <li>• Timed ticket admission</li> <li>• Prices £7 individuals, child £3.50, family £17.50 (less for garden and studio only)</li> <li>• Location explained</li> <li>• Events</li> <li>• Facilities for families</li> <li>• Access for visually impaired visitors</li> <li>• NT property</li> </ul> <p>Chatham Historic Dockyard:</p> <ul style="list-style-type: none"> <li>• Address, telephone , fax, e-mail and web address</li> <li>• 5 attractions – ropery, warships, wooden walls, RNLI and museum</li> <li>• Schools programme</li> <li>• Garden</li> <li>• Restaurant, tea shop and picnic areas</li> <li>• Car park and coach park</li> <li>• Opening times</li> <li>• Location explained with map</li> <li>• Events</li> <li>• Facilities for families</li> <li>• Access for visitors with impaired mobility difficult, but virtual tours available, guided tours for visually impaired</li> <li>• French part translation</li> <li>• Run by Chatham Historic Dockyard Trust</li> </ul> <p><b>Levels of response</b>  <b>Level 1 (1 – 4 marks)</b>  Candidates recognise similarities/differences as listed above.  <b>Level 2 (5 – 8 marks)</b>  There will be comparison of the similarities/differences e.g. more attractions at the</p>	2		AO4



Question	Question/Expected answer	Mark	Spec ref	AO
	dockyard than Chartwell. <b>Level 3 (9 – 10 marks)</b> The answers will offer valid explanations as to why the products and services are similar/different, possibly relating them to likely customer groups; there will be some explanation of the reasons behind the differences, e.g. both voluntary sector, but NT property known for its restaurant facilities etc.			
3 (a)	<b>Refer to Document 6. A good tourist industry can also provide additional benefits. Explain <u>two</u> benefits to Thanet of a good tourist industry.</b> 1 mark for each correct identification up to a maximum of two identifications, plus a further 1 mark for each of two descriptions. Allow for an identification and development of direct tourism and indirect tourism expenditure e.g. <ul style="list-style-type: none"> <li>• money spent on travel and tourism products and services</li> <li>• money spent with firms not directly associated with travel and tourism.</li> </ul>	2 2	1.2.2	AO1 AO2
3 (b)	<b>Explain what is meant by ‘intangibility’.</b> <b>Up to 2 marks</b> for an explanation and development of intangibility i.e. service that cannot be handled e.g. pictures in brochure only image of holiday for sale.	1 1	1.2.1	AO1 AO2
3 (c)	<b>Identify and describe <u>two</u> roles that VisitBritain plays in the UK’s travel and tourism industry.</b> <b>1 mark for each correct identification up to a maximum of two identifications, plus a further 1 mark for each of two descriptions</b> for example: The government department which oversees travel and tourism in the UK (DCMS). The DCMS funds VisitBritain. VisitBritain roles include: <ul style="list-style-type: none"> <li>• build the value of tourism</li> <li>• build partnerships</li> <li>• promote Britain overseas as a tourist destination</li> <li>• grow the value of the domestic market</li> <li>• provide advice to Government</li> <li>• work in partnership with the NTBs and the regional tourist boards</li> <li>• grant funding to tourism developments through lottery monies</li> <li>• development and adoption of</li> </ul>	4	1.2.4	AO1

Question	Question/Expected answer	Mark	Spec ref	AO
	<ul style="list-style-type: none"> <li>• relevant legislation/taxation</li> <li>• accept accommodation classification schemes</li> <li>• provide visitor information</li> </ul> <p><b>Description of each role</b> e.g. work with NTBs to produce an image of Britain which can be marketed worldwide.</p>			
3 (d)	<p><b>Refer to Documents 7a and 7b. Discuss the importance of clean and safe beaches to the future development of tourism in Thanet.</b></p> <p><b>Levels of response</b>  <b>Level 1 (1 – 4 marks)</b>            General points will be made about clean and safe beaches e.g.</p> <ul style="list-style-type: none"> <li>• Dog by-laws</li> <li>• Family friendly beaches</li> <li>• Blue Flag Beaches</li> <li>• First Aid stations</li> </ul> <p><b>Level 2 (5 – 8 marks)</b>            The answers should contain relevant analysis and accurate comments relating to cleanliness and safety, i.e. the reasons why clean and safe beaches are important e.g. dogs not allowed on beaches in summer, owners required to discard dog mess.</p> <p><b>Level 3 (9 - 12 marks)</b>            Evaluation about the importance of clean and safe beaches to the future of Thanet. Judgemental conclusions will be made about the role of such organisations as ENCAMS and European Blue Flag and the importance of these awards to the future of resorts. Marks should be awarded for quality of written evaluation and conclusions reached. At the upper end there should be a coherent response.</p>	2 2 4 4	1.2.3 1.2.4	AO1 AO2 AO3 AO4
4 (a) (i)	<p><b>Identify <u>three</u> ways in which each of the following pieces of legislation affects the travel and tourism industry:</b></p> <p><b>i) The Disability Discriminations Act</b>  <b>Award 1 mark for each identification up to a maximum of 3 identifications.</b></p> <p>An identification of how the DDA affects travel and tourism e.g.</p> <ul style="list-style-type: none"> <li>• Low level hotel reception desks</li> <li>• No doorsteps in travel agencies</li> <li>• Transport providers to have accessible access.</li> <li>• Information for the disabled eg. maps and directions to lifts etc</li> <li>• No discrimination</li> </ul> <p>Accept other discrete yet accurate</p>	3	1.2.3	AO1

Question	Question/Expected answer	Mark	Spec ref	AO
	statements.			
4 (a) (ii)	<p><b>ii) The EU Directive on Package Travel</b>  <b>1 mark for each correct identification up to a maximum of 3 identifications.</b>            An identification of how the EU Directive affects travel and tourism e.g.</p> <ul style="list-style-type: none"> <li>• Ensures that consumers of package holiday providers have financial protection</li> <li>• Travellers can return home if company goes bust</li> <li>• Brochures must be accurate.</li> </ul> <p>Accept other discrete yet accurate statements.</p>	3	1.2.3	AO1
4 (b)	<p><b>Refer to Documents 8a and 8b. Explain the pattern of seasonality in tourism to the South East.</b>            Candidates are expected to demonstrate that they understand seasonality in the South East.  <b>Levels of response</b>  <b>Level 1 (1 – 4 marks)</b>            Candidates pick out data from the document e.g.</p> <ul style="list-style-type: none"> <li>• Balance of % of trips throughout year although summer period higher</li> <li>• Holiday of 4+ nights taken in summer, May and December – corresponding to main holiday times</li> <li>• Short breaks more even spread throughout the year.</li> </ul> <p><b>Level 2 (5 – 8 marks)</b>            The candidate will explain the patterns and the answers should contain relevant analysis and accurate comments relating to seasonality in the South East.  <b>At the upper end</b> the candidate will show they understand seasonality in this area will be due to the large number of short breaks, taken at any time of the year, and the amount of VFR in the region, which is not always seasonal dependent (may explain rise in December).</p>	8	1.2.1 1.2.2	AO2
4 (c)	<p><b>Refer to Document 9. Discuss the products and services provided by Thanet's Visitor Information Centres.</b>            Candidates are expected to demonstrate that they understand the various components of Visitor Information Centres.  <b>Levels of response</b>  <b>Level 1 (1 – 3 marks)</b>            Basic understanding of what is on offer in the Visitor Information Centre.            The following may be included in the answer:</p>	3 3 2	1.2.4	AO2 AO3 AO4

Question	Question/Expected answer	Mark	Spec ref	AO
	<ul style="list-style-type: none"> <li>• Products Quality souvenirs, local maps</li> <li>• Services Book day trip to France, what's on, information for less mobile visitors, accommodation booking services.</li> </ul> <p><b>Level 2 (4 – 6 marks)</b> Relevant analysis and accurate comments relating to the Visitor Information Centre in Thanet, higher level candidates are likely to make comments about the motivations of the public sector in providing such facilities.</p> <p><b>Level 3 (7 - 8 marks)</b> There will be evaluative conclusions relating to the products/services of the Visitor Information Centre, and there may be reasoned judgements made about particular products and services.</p>			
5	<p><b>Evaluate the issues and problems facing tourism in UK coastal resorts.</b></p> <p>Issues / problems may include:</p> <ul style="list-style-type: none"> <li>• 26% of all holidays in England seaside holidays</li> <li>• 32% of all nights and 29% of all spend</li> <li>• More in Wales, less in Scotland</li> <li>• 240 million day visits</li> <li>• Seaside Awards increasing</li> <li>• Blue Flag beaches increasing</li> <li>• Supports 4860 jobs in Thanet through direct expenditure</li> <li>• Facilities for tourists provide for local population too</li> <li>• Tourist experience can improve image, encouraging migration to area</li> <li>• Wish to lengthen holiday period</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 1 (1 – 4 marks)</b> Basic understanding of the issues and problems which may include those listed above.</p> <p><b>Level 2 (5 – 8 marks)</b> The answers should contain relevant analysis and accurate comments relating to the issues and problems i.e. how the issues are affecting UK coastal tourism e.g. low cost flights mean more travel for sun seekers/ weekend breakers abroad.</p> <p><b>Level 3 (9 – 12 marks)</b> Judgemental conclusions will be made by the candidate who will use information effectively to evaluate a range of issues, there will be well reasoned judgements and</p>	2 2 4 4	1.2.1 1.2.2 1.2.3 1.2.4	AO1 AO2 AO3 AO4

Question	Question/Expected answer	Mark	Spec ref	AO
	recommendations about the future of coastal tourism. Marks should be awarded for quality of written evaluation and conclusions if reached. At the upper end there should be a coherent response.			

**Analysis of Marks**

Question	AO1	AO2	AO3	AO4	Total
1a i	2				2
1a ii	2				2
1b	3	3			6
1c			8	4	12
<b>Q1 total</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>22</b>
2ai	1	1			2
2aii	1	1			2
2aiii	1	1			2
2b	6				6
2c		4	4	2	10
<b>Q2 total</b>	<b>14</b>	<b>10</b>			<b>22</b>
3a	2	2			4
3b	1	1			2
3c	4				4
3d	2	2	4	4	12
<b>Q3 total</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>22</b>
4ai	3				3
4aii	3				3
4b		8			8
4c		3	3	2	8
<b>Q4 total</b>	<b>6</b>	<b>12</b>	<b>4</b>		<b>22</b>
<b>Q5 total</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>12</b>
<b>Totals</b>	<b>33</b>	<b>28</b>	<b>23</b>	<b>16</b>	<b>100</b>



**Mark Scheme G723  
January 2006**

Q.No	Expected Answer	Mark	SPEC.	AO
1 (a)	<p>Identify <b>four</b> ways in which potential customers can obtain details about Thomson summer holidays.</p> <p>Award one mark for each correct identification to the maximum of four for:</p> <ul style="list-style-type: none"> <li>• Personal visit to store (allow newspaper)</li> <li>• Telephone</li> <li>• Sky Channel 637</li> <li>• Website</li> </ul>	4	4.2.3	AO2
1 (b)	<p>Identify and explain <b>three</b> reasons why Thomson operates holiday departures from regional airports such as Liverpool John Lennon.</p> <p>Award one mark for each correct identification up to a maximum of three and a further mark for each explanation to a maximum of three. Correct ideas will include:</p> <ul style="list-style-type: none"> <li>• Cheaper landing charges (1) – more economical for operator (1)</li> <li>• Convenient for passengers (1) – flights from their local area (1)</li> <li>• Operator may gain competitive advantage(1) – increase sales (1)</li> <li>• Allow seat only sales(1) – increased appeal (1)</li> <li>• Because the airport is not as busy (1) – can fit flights into schedule/slots(1)</li> <li>• Any other valid suggestion</li> </ul> <p>Credit all valid reasoning</p>	6	4.2.1 4.2.2	AO1 (3) AO3 (3)
1 (c)	<p>Describe <b>three</b> services that are provided 'air-side' for the convenience of international travellers at airports such as Liverpool John Lennon.</p> <p>We can accept all valid 'air-side' services provided at UK international airports. Award one mark for each of three valid service identifications and a further mark for an appropriate description of each – this can include detail of what is provided as well as why it is of use to travellers. Correct responses will include:</p> <ul style="list-style-type: none"> <li>• Duty free shopping (1) – available to travel outside EU or non-EU nationals, range of goods generally available etc (1)</li> <li>• Food &amp; Beverage outlets (1) – pass time before departure, convenient if flight delay etc (1)</li> <li>• Departure lounges (1) – facilities offered, important for business travellers (1)</li> <li>• Other shops/services including Foreign Exchange (1) – opportunity to buy additional requirements prior to travel etc (1)</li> <li>• Mobility assistance</li> </ul>	6	4.2.3	AO1 (6)



	<ul style="list-style-type: none"> <li>• Priority boarding for disabled, families with children, children travelling on their own</li> <li>• Crèche</li> <li>• Information/help desk</li> <li>• Credit general ideas such as Signage, prayer rooms, rest rooms etc but only award two marks if properly described.</li> </ul> <p>NB Do <b>not</b> allow security</p>			
1 (d)	<p><i>Discuss the extent to which charter flights and scheduled flights differ.</i></p> <p><u>Level of response</u></p> <p>The question requires candidates to <b>discuss differences</b> and their ability to do this will determine progression into the higher levels. All differences are valid be they from the operator <b>and/or</b> passenger perspective. Valid ideas will include:</p> <ul style="list-style-type: none"> <li>• Fares/ticketing flexibility</li> <li>• Nature of destinations served</li> <li>• Regular schedules</li> <li>• Departure points</li> <li>• Load factor</li> <li>• Service provision on ground/in-flight</li> <li>• Scheduled flights tend to have 'slot' priority</li> <li>• Classes of seating</li> <li>• Any other valid suggestion</li> </ul> <p><b>Level 1 (1-3 marks)</b> will be awarded for the correct identification of up to three valid differences and/or similarities between the two types of flight. The candidates will simply apply their knowledge.</p> <p><b>Level 2 (4-6 marks)</b> will be awarded to those candidates who start to analyse in some depth at least one valid difference and can offer explanatory comment about why differences/similarities exist. There may be exemplification.</p> <p><b>Level 3 (7-9 marks)</b> will be awarded to those candidates who address valid similarities and/or differences and make an attempt to evaluate or conclude about extent/significance.</p> <p>Credit, certainly at Levels 2 and 3, must be given to those candidates who draw on the similarities between charter and scheduled flights – in order to assess the extent to which they differ. The emphasis is on the candidate displaying the skill on one occasion in order to access the appropriate Level – the mark allocated within the Level being determined by the quality/quantity of that skill demonstrated.</p>	9	4.2.2	AO2 (3) AO3 (3) AO4 (3)

2 (a)	<p>Identify <b>four</b> cruise circuits that P&amp;O's new vessel <b>Arcadia</b> will be operational on.</p> <p>Award one mark for the correct identification of four of the following (maximum of four):</p> <ul style="list-style-type: none"> <li>• Mediterranean</li> <li>• Baltic</li> <li>• Atlantic</li> <li>• Norwegian Fjords</li> <li>• Caribbean (allow Barbados)</li> </ul>	4	4.2.1	AO2
2 (b) (i)	<p>Explain the potential customer appeal of (i) Gary Rhodes' restaurant 'Orchid'</p> <p>Candidates will apply their knowledge and offer one piece of reasoning to develop their idea about appeal. Award one mark for a valid explanatory comment and a second mark for an appropriate development.</p> <ul style="list-style-type: none"> <li>• Celebrity chef(1)– excellent food, special dishes(1)</li> <li>• Any other valid suggestion</li> </ul>	2	4.2.3	AO1 (1) AO3 (1)
2 (b) (ii)	<p>P &amp; O's 'largest ever spa'</p> <p>Candidates will apply their knowledge and offer one piece of reasoning to develop their idea about appeal. Award one mark for a valid explanatory comment and a second mark for an appropriate development.</p> <ul style="list-style-type: none"> <li>• Range of facilities &amp; treatments(1) – thermal suite and hydrotherapy pool(1)</li> <li>• Relaxation(1)</li> <li>• Any other valid suggestion</li> </ul>	2	4.2.3	AO1 (1) AO3 (1)
2 (b) (iii)	<p>Butler service in all suites</p> <p>Candidates will apply their knowledge and offer one piece of reasoning to develop their idea about appeal. Award one mark for a valid explanatory comment and a second mark for an appropriate development.</p> <ul style="list-style-type: none"> <li>• Associated with best 5* hotels(1) – personal attention expected at upper end of market(1)</li> <li>• Celebrating special occasion(1)</li> <li>• Any other valid suggestion</li> </ul>	2	4.2.3	AO1 (1) AO3 (1)
2 (c)	<p>Discuss possible reasons why the Arcadia will be based in Southampton between April and October and in the Caribbean from November to March.</p> <p><b>Level of response</b></p> <p><b>Level 1 (1-2 marks)</b> for the correct identification of up to two valid reasons  <b>Level 2 (3-4 marks)</b> for the analysis of the chosen reasons  <b>Level 3 (5-6 marks)</b> can be awarded to those candidates providing an evaluation or conclusion validly based on their reasoning.  Correct ideas may include:</p>	6	4.2.2	AO1 (2) AO3 (2) AO4 (2)

	<ul style="list-style-type: none"> <li>• Summer in Europe – low season in the Caribbean</li> <li>• Baltic &amp; Fjords too cold to cruise at other times of year – low demand</li> <li>• Risk of bad weather November to March – limited demand for Mediterranean</li> <li>• Europeans will fly to sun in winter so ship serves the winter sun market to generate the greatest economic return</li> <li>• Southampton is more accessible to UK holiday makers – no need to fly</li> <li>• Any other valid suggestion</li> </ul> <p>The emphasis is on the candidate displaying the skill on one occasion in order to access the appropriate Level – the mark allocated within the Level being determined by the quality/quantity of that skill demonstrated.</p>			
2 (d)	<p><i>Discuss the range of ancillary services that travel agencies will offer to their customers booking a holiday such as a P&amp;O cruise. In your answer you should consider benefits to both the travel agency and their customers.</i></p> <p><b>Level of response</b> This is set in the context of an expensive/luxury package holiday but does <b>not</b> have to be related to a cruise. Candidates should apply their knowledge to this type of scenario. Discussion at the higher level should reflect both the customer and agency perspectives.</p> <p><b>Level 1 (1-3 marks)</b> can be awarded to those candidates that talk about a valid range of services but offer little, if any, development about the appropriateness of each.</p> <p><b>Level 2 (4-6 marks)</b> can be awarded to those who correctly explain how at least 2 services meet client (or agency) needs.</p> <p><b>Level 3 (7-9 marks)</b> can be awarded to those who evaluate at least 2 valid services and at least once indicates their significance to either/both the customer and the agency.</p> <p>The emphasis is on the candidate displaying the skill on one occasion in order to access the appropriate Level – the mark allocated within the Level being determined by the quality/quantity of that skill demonstrated.</p> <p>The range of services is quite extensive (itemised in the WYNTL) and we can accept and credit all valid choices including:</p> <ul style="list-style-type: none"> <li>• Return taxi transfers to point of arrival</li> <li>• Hotel accommodation for the night before the journey</li> <li>• Travel insurance</li> <li>• VIP airport lounges before departure in</li> </ul>	9	4.2.3	AO2 (3) AO3 (3) AO4 (3)

	<p>the UK</p> <ul style="list-style-type: none"> <li>• Chauffeur-driven car to airport</li> <li>• Airport parking or 'meet &amp; greet'</li> <li>• Rail tickets</li> <li>• Foreign exchange</li> <li>• Attraction tickets</li> <li>• Any other valid suggestion.</li> </ul>			
3 (a) (i)	<p><i>Define the term 'business traveller'</i></p> <p>Award one mark for simple descriptive statement such as: a traveller whose main purpose for travelling is to attend an activity or event associated with his/her business interests</p>	1	4.2.6	AO1
3 (a) (ii)	<p><i>State <b>three</b> different purposes for business travel</i></p> <p>Award one mark for each of three valid purposes such as:</p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Exhibitions</li> <li>• Trade fairs</li> <li>• Incentive travel</li> <li>• Corporate events</li> <li>• Training courses</li> <li>• Meetings</li> <li>• Any other valid suggestion</li> </ul>	3	4.2.6	AO1
3 (b)	<p><i>Explain <b>three</b> ways in which Eurostar products and services meet the needs of <b>business</b> travellers.</i></p> <p>Award one mark for the correct identification of each of three features of the Eurostar service that are appropriate to business travellers and a second mark can be awarded per feature if an appropriate explanatory comment is provided. Valid responses will include:</p> <ul style="list-style-type: none"> <li>• Speed of service(1) – time is money(1)</li> <li>• City centre to city centre(1) – convenient(1)</li> <li>• Reliability (1) - 89.2% - valued by business(1)</li> <li>• Lounge access(1) – do work en route(1)</li> <li>• E-tickets(1)</li> <li>• Internet/mobile phone access during journey(1)</li> </ul> <p>Credit other valid features of the service such as</p> <ul style="list-style-type: none"> <li>• Business fares combine First Class on-board service with dedicated ticket office and check-in areas, and access to the exclusive lounges in London, Paris or Brussels.</li> <li>• Business Value First Class enjoy these benefits at a reduced price when passengers travel on certain trains (special exchange and refund conditions apply).</li> </ul>	6	4.2.2	AO1 (3) AO3 (3)

	<ul style="list-style-type: none"> <li>• Full-fare Business First Class offers a minimum check-in of just 10 minutes, and is fully exchangeable and refundable</li> </ul>			
3 (c)	<p><i>Other than Eurostar, explain the appeal of two methods of transport used by leisure travellers between London and Paris.</i></p> <p>Candidates may select any two from:</p> <ul style="list-style-type: none"> <li>• Rail</li> <li>• Ferry</li> <li>• Car/Coach (with train/ferry)</li> <li>• Air</li> </ul> <p>However, the emphasis is on leisure travel and the answer <b>must</b> address meeting the needs of leisure travellers for each medium. Award marks as follows:</p> <p>Up to two marks for a description of the operational features of each method and 1 mark for clear explanation of how at least one specific leisure travel need is met by each method of transport.</p> <p>No mark to be awarded for an identification of a method of transport</p> <p>For example <i>Air – budget airlines fly from a variety of local UK airports (1) and offer cheap flights (1) which can be booked on the Internet(1), this allows leisure travellers to take short breaks to Paris (1).</i></p> <p>Credit all valid statements and illustrations.</p>	6	4.2.2	AO1 (2) AO2 (2) AO3 (2)
3 (d)	<p><i>Evaluate the range of services that are made available through the Foreign and Commonwealth Office (FCO) for the benefit of UK international travellers.</i></p> <p><b>Level of response</b></p> <p>The better candidates will point out how some services are geared to certain types of traveller, <i>leisure/business/VFR</i> and this is sufficient evaluation at this level.</p> <p><b>Level 1 (1-3 marks)</b> will tend to be descriptive of up to 3 services such as 'know before you go' and general consular activities e.g. FCO <u>Travel Advice</u> notices for over 200 countries based on the most accurate and up-to-date information, Travel Advice is also available by phoning 0870 606 0290 etc</p> <p><b>Level 2 (4-6 marks)</b> will analyse how at least 1 of these services is of use in a particular leisure or business context</p> <p><b>Level 3 (7-9 marks)</b> will look at least 2 appropriate services and clearly discuss/evaluate how they meet particular needs and come to a conclusion about relative importance.</p> <p>The emphasis is on the candidate displaying the</p>	9	4.2.4	AO2 (3) AO3 (3) AO4 (3)

	skill on one occasion in order to access the appropriate Level – the mark allocated within the Level being determined by the quality/quantity of that skill demonstrated.			
4 (a)	<p><i>Identify <b>four</b> items that are included in the advertised New York spring break.</i></p> <p>This requires the candidate to interpret Fig. 4 and to apply their knowledge of package breaks. Award one mark each, to a maximum of four, for any of the following:</p> <ul style="list-style-type: none"> <li>• Return flight</li> <li>• London departure</li> <li>• All taxes</li> <li>• 2 nights accommodation (twin occupancy)</li> <li>• 3* Edison Hotel</li> </ul>	4	4.2.2	AO2
4 (b)	<p><i>Identify and explain <b>two</b> pieces of legislation that apply to the advertisement and sale of holidays by companies such as Flight Centre.</i></p> <p>Award one mark for the correct identification for each of the two pieces of legislation and up to a further two marks for development and explanation as indicated below.</p> <p>Candidates <b>must</b> set their answers in the context of <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• <b>Consumer Protection Act 1987</b> (1) makes it a criminal offence for anyone in the course of a business to give to consumers, by any means whatever, an indication which is misleading(1) as to the price at which any goods, services, accommodation or facilities are available(1) etc</li> <li>• <b>Sale of Goods and Services Act 1977</b> (1) states that customers are entitled to work that is carried out with reasonable skill, in a reasonable time(1) and at a reasonable price(1) etc</li> <li>• <b>EU Package Holiday Directive</b> (1) has resulted, since 1993, in all UK tour operators offering package holidays being subject to the Package Travel Regulations - and require tour operators to provide what is promised (1) - the regulations prohibit inaccurate brochure descriptions(1) and allow penalties for non-compliance(1) etc.</li> <li>• <b>Trade Descriptions Act</b> (1)</li> </ul>	6	4.2.5	AO1 (2) AO2 (2) AO3 (2)
4 (c)	<p><i>Assess the benefits of ABTA membership to both Flight Centre and its customers.</i></p> <p><u>Level of response</u></p> <p>This question requires candidates to apply their knowledge of ABTA and to relate this to both the</p>	6	4.2.4	AO2 (2) AO3 (2) AO4 (2)

	<p>customer and the company.</p> <p><b>Level 1 (1-2 marks)</b> candidates who show an understanding of the benefit(s) of ABTA membership to Flight Centre/its customers.</p> <p><b>Level 2 (3-4 marks)</b> candidates who analyse the benefit(s) of ABTA membership to Flight Centre/its customers.</p> <p><b>Level 3 (5-6 marks)</b> candidates who assess/evaluate the benefit(s) of ABTA membership to Flight Centre/its customers.</p> <p>The emphasis is on the candidate displaying the skill on one occasion in order to access the appropriate Level – the mark allocated within the Level being determined by the quality/quantity of that skill demonstrated.</p> <p>ABTA regulated travel agents and tour operators must comply with strict financial rules. These rules are to protect the customer's money and allow ABTA to make sure that claims are paid in the event of a company failure. Customers can book their holiday knowing that if an ABTA regulated tour operator or travel agent goes bust while they are away on holiday, then the customer should be able to continue as originally planned, and ABTA will ensure that they are able to get back home. Even if the customer has not yet started the holiday, they will get their money back or be given help to make alternative arrangements for the holiday to proceed. Many ABTA tour operators also provide bonds to the Civil Aviation Authority under the ATOL scheme.</p> <p>As a regulatory body, ABTA maintains a strict Code of Conduct. ABTA companies agree to be bound by the Code which governs the relationship between customer and company, and also the company's relationship with ABTA. The Code aims to ensure that all customers receive the best possible service from ABTA Travel Agents and Tour Operators. This covers the period before actual booking takes place, the booking process itself, after-sales service and the handling of any complaints.</p>			
4 (d)	<p><i>Discuss the reasons for the increase in popularity of holidays to long haul destinations.</i></p> <p><u>Level of response</u></p> <p>This is set in the general context of increased variety of international travel products and the factors that are influencing their development. We can accept a wide variety of approaches and credit should be awarded for valid comments, examples and discussion.</p> <p><b>Level 1 (1-3 marks)</b> can be awarded to those candidates that attempt to apply their knowledge of long haul travel</p>	9	4.2.6	AO2 (3) AO3 (3) AO4 (3)

	<p><b>Level 2 (4-6 marks)</b> can be awarded to candidates who analyse the reason(s) for the current trend in the UK market for long haul travel</p> <p><b>Level 3 (7-9 marks)</b> can be awarded to those candidates who evaluate the reason(s) for the increase in the popularity of holidays to long haul destinations and who come to a conclusion about the current state of the UK market and the factors that influence it, as per the WYNTL.</p> <p>The emphasis is on the candidate displaying the skill on one occasion in order to access the appropriate Level – the mark allocated within the Level being determined by the quality/quantity of that skill demonstrated.</p>			
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### Assessment Grid

Question No	AO1	AO2	AO3	AO4	Total
1(a)	4				4
1(b)	3	3			6
1(c)	6				6
1(d)		3	3	3	9
2(a)		4			4
2(b)(i)	1	1			2
2(b)(ii)	1	1			2
2(b)(iii)	1	1			2
2(c)	2		2	2	6
2(d)		3	3	3	9
3(a)(i)	1				1
3(a)(ii)	3				3
3(b)	3		3		6
3(c)	2	2	2		6
3(d)		3	3	3	9
4(a)		4			4
4(b)	2	2	2		6
4(c)		2	2	2	6
4(d)		3	3	3	9
<b>Total</b>	<b>29</b>	<b>32</b>	<b>23</b>	<b>16</b>	<b>100</b>



# **Report on the Units January 2006**

## H189/H389 CHIEF EXAMINER REPORT

There were many positive aspects relating to the performance of candidates in this first examination session of the new qualification. There were clear signs that the qualification is being delivered effectively by Centres in terms of the quality of written work evident in both candidate portfolios and in external assessment scripts. It is hoped that this will become the norm in subsequent sessions.

However, delivery of the new specification is in its infancy and there are some very significant issues to be addressed in the near future in order to ensure that candidates achieve the best possible overall grade.

All examination questions, including those set around pieces of stimulus material, will follow an incline of difficulty and it will be usual to see the following command verb hierarchy in operation:

- identify/name/list
- describe briefly/state
- describe fully/explain
- explain fully
- compare
- contrast/analyse
- justify/evaluate/assess/discuss

The more open ended questions, inviting candidates to respond to a problem or issue, will be assessed by level of response criteria. These questions are designed to examine several assessment objectives. Candidates should be made aware that the higher order commands require them not only to analyse information but also to offer some evaluation of the material under consideration and to come to some sort of a conclusion.

Many candidates do not do themselves justice in the examined units and the Principal Examiners all make reference to the fact that the precise instructions for particular questions were frequently not followed. Centres should make every effort to ensure that candidates are fully familiar with question paper styles and lay out. The January examinations showed that far too many candidates were unable to access higher level marks because of an inability to offer any appropriate analytical or evaluative comments. Centres should make sure that candidates understand the differences between *describe*, *explain*, *discuss*, *analyse* and *evaluate*. Detailed comments about candidate performance and the January examinations papers are provided in the following sections of this document.

Centres are strongly advised to take note of the Principal Moderator's comments and to reflect on the extent to which these findings apply within their Centres. There are very serious issues here relating to candidate performance and it is very much hoped that improvements will be forthcoming during subsequent examination sessions of the new qualification. Centres are strongly advised to follow the guidance offered in the following reports and to seek clarification, if appropriate.

**Principal Examiner's Report**

**G720 Introducing Travel and Tourism**

**General Comments**

Candidates demonstrated valid knowledge and understanding of travel and tourism and were able to apply this in the examination. The majority of candidates were well prepared to use the pre-release case study material and had considered potential questions. The ability of candidates to discuss or evaluate was sometimes weak, with few examples of judgmental conclusions being reached in the answers where this was required. Particularly poorly answered questions were those which asked the candidates to 'discuss', this was often misunderstood by candidates. Centres need to ensure that candidates fully understand the requirements of all the command verbs in examinations.

Some questions were not attempted, or were poorly attempted. In the case of Question 5 this may have been due to candidates running out of time. Examination technique needs to be taught to candidates to ensure that they attempt all questions and take note of the allocation of marks to sub questions.

This was the first 'live' examination in the new Travel and Tourism AS, and the format and layout of the questions is very similar to the specimen paper. Centres should now be able to prepare their candidates well for future examinations. As with any examinations with pre-released case study materials, Centres must ensure that their candidates are totally familiar with the material before entering the examination room. Good practice would be for Centres to write a 'quiz like' exercise – 100 simple questions based on the case study materials, the aim of which is to get candidates to read and understand them. Centres may also wish to write a 'mock' based on the format of the sample paper. It is also recommended that Centres encourage candidates to put in additional research prior to the examination into the areas / attractions/facilities in the pre-released material. This would provide candidates with a better 'feel' for the area being studied. The Internet would be an invaluable tool for this.

All areas of the specification do need to be taught to candidates. Although the majority of questions will be directly linked to the case study material, there can be questions based on other areas. For example, in the January 2006 pre-released case study material there was no direct reference made to the private sector. In Document 3 – the Margate Youth Hostel case study, private transport providers such as National Express are named. Hence it would be possible for a definition of the private sector in travel and tourism to be a question.

**Comments on Individual Questions**

- 1 (a) Domestic and inbound tourism were correctly identified by the majority of (i) - candidates. For the second mark allocated to these questions, an extended (ii) explanation or a relevant example was required, but this was not always completed adequately by the candidates, especially for inbound tourism.
- (b) External influences on travel and tourism were understood, but frequently not explained. The influence of such factors as terrorism, foot and mouth and tsunamis on travel and tourism needed identification for the additional mark to be awarded. Repetition of the same point, e.g. 'puts people off travelling' was credited only once.

- (c) Some candidates interpreted visitor spending as not the amount spent but the time spent. Incorrect figures were extracted by some candidates who chose the wrong column from the statistical tables. Valid conclusions about visitor spending were needed, e.g. business tourism has greater spending per trip/night as the accommodation used is usually higher quality and also charged at a higher rate; VFR has little spending as is accommodation provided, and this is often the most expensive component of a trip. Many candidates attempted to link visitor spending with the age and social profile of visitors from Tables 2c and 2d. Although some valid points could be drawn in general terms these particular tables did not indicate the amount spent, just the number and percentage of trips taken. Conclusions could be drawn about the AB socio-economic groups having higher disposable income, but these needed to be justified in order to reach the higher levels of the mark scheme. Weaker candidates' range of statistical analysis was poor, often commenting only on the highest and lowest areas of visitor spending, holidays or VFR. Top level candidates combined percentages or calculated average spend figures to draw conclusions. As this is pre-released material, Centres should ensure that candidates fully understand the statistics in the case study. They should be encouraged to look for patterns in advance of the examination and become familiar with the terminology used in the tables, as well as the actual figures.
- 2 (a) Self catering accommodation and business travel were understood well. Again, (i) – a similar comment to question 1(a) – the second mark is awarded for an (iii) accurate example or explanation, rather than purely a definition. The voluntary sector was not as well answered. An understanding of the range of voluntary sector organisations in travel and tourism is needed, i.e. although the voluntary sector is often considered non-commercial, organisations such as the National Trust need to operate at a profit in order to plough money back into the charity. Many candidates also confused the voluntary sector with the role of volunteers, or volunteering as an activity.
- (b) The services of Margate Youth Hostel were often identified correctly, e.g. laundry service, TV lounge. For the additional mark to be awarded, a description of these services was needed, e.g. the TV lounge provided entertainment/relaxation for the guests. Candidates who referred to the location of the Youth Hostel as being next to a sandy beach were not credited, as this is not a service provided by the Youth Hostel.
- (c) Generally well answered, with the majority of candidates correctly identifying the products and/or services of Chartwell and Chatham. To reach Level 2 in the mark scheme some contrasting/comparative comments were needed, e.g. they are both historical attractions. There was evidence of some good use of comparative language by candidates. To reach Level 3 candidates could have explained the ways in which the different products/services meet the needs of different customers. For example, the section in French on the Chatham case study indicated that visitors who speak French are expected; the educational provision of both attractions could also be reviewed. The best answers demonstrated how the attractions' voluntary status had an impact on the products and services, both attractions are into preservation, but admissions, catering facilities and secondary spend from the shop are an important part of funding. There were examples of some candidates who misinterpreted the question and compared and discussed the promotional abilities of the leaflets in the case studies, rather than the products and services.
- 3 (a) Two benefits to Thanet of a strong tourism industry were generally identified correctly; for straightforward extraction from the text (for example relating to direct/indirect employment) one of the two marks allocated was awarded. Some additional explanation was needed to obtain the second mark.
- (b) Well answered; intangibility was fully understood and well described by most candidates.

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- (c) A question that was not always attempted by the candidates. VisitBritain is a core organisation on the UK travel and tourism industry. Although it is not referred to directly in the pre-released materials, the South East England Tourist Board is included. Much repetition was made of the role of VisitBritain relating to promotion and advertising to domestic and international visitors. Few candidates explained the other roles, such as advising the government or collecting and collating statistics relating to travel and tourism. VisitBritain is the primary source for much information regarding travel and tourism in the UK, so Centres need to ensure that it is taught.
  - (d) Candidates generally understood clean and safe beaches in terms of Blue Flag and other awards, and the way in which these impact on visitors. The best responses made judgmental conclusions about future tourism to Thanet's beaches by commenting on how the local economy is heavily dependent on beach tourism. Hence commitments to providing clean and safe beaches and investing in them must be maintained for the future. The future development of tourism in Thanet needed some discussion in order to access Level 3 in the mark scheme, e.g. a discussion about the impact of dog byelaws which will mean families will be happy to use the beaches in the future as they know they will be clean.
- 4
- (a) The Disability Discrimination Act was poorly understood. Access for visitors with impaired mobility was part of the Chatham case study, and access for disabled visitors is an integral part of the Seaside Awards. Consequently, Centres could have anticipated that the DDA would be a question on the paper and could have prepared their candidates appropriately. The answers given for this question were rather vague; many candidates cited only 'improve access' which may apply equally for the able bodied.
    - (i) The EU Package Travel Directive was obviously not taught by many Centres. This legislation is central to the travel and tourism industry, and although there is no direct reference made to this in the pre-released materials, there are inferences throughout the case studies. The question was often answered by the candidates giving a definition of a package holiday, and the components that make up a package.
    - (ii) The concept of seasonality was understood well, and in the majority of cases the statistics were accurately extracted. Some candidates seemed unaware that the statistics referred to domestic tourism only. Explanation of seasonality was frequently limited to the weather and school holidays. To reach the higher end of Level 2, candidates needed to begin some greater analysis of the statistics. The basic conclusion is that seasonality is actually not very marked. This could be related to the higher number of short breaks (holidays 1-3 nights) which tend to be taken outside the main holiday periods.
  - (b) The concept of seasonality was understood well, and in the majority of cases the statistics were accurately extracted. Some candidates seemed unaware that the statistics referred to domestic tourism only. Explanation of seasonality was frequently limited to the weather and school holidays. To reach the higher end of Level 2, candidates needed to begin some greater analysis of the statistics. The basic conclusion is that seasonality is actually not very marked. This could be related to the higher number of short breaks (holidays 1-3 nights) which tend to be taken outside the main holiday periods.
  - (c) Not well answered. The majority of candidates purely picked out what was on offer at the Visitor Information Centres, but did not extend their answer with any credit worthy discussion. The examination is more than just a comprehension exercise of the case study material, so analysis and evaluation are needed.

- 5 This question actually asked for candidates to evaluate. Candidates had plenty of information available in the case study which related to the issues and problems of coastal areas, such as economic impact, facilities provided and improvement of image. On the whole, Candidates did not use the information in the case study, but relied on their own knowledge. In some cases this did not provide enough evidence, e.g. references made to erosion and pollution needed to be followed up with an explanation of how this affects UK coastal resorts. Often the answer was too generic, with only negative points made about UK coastal resorts. Classic coastal resorts, such as Brighton, Bournemouth or Blackpool, which are still thriving and adapting to the dynamic changes in travel and tourism, were barely given a passing mention. Another common misconception was that overseas tourists flock to the coastal resorts of the UK, probably as beach holidays are so common for outgoing visitors.
- To reach Level 3 of the mark scheme the issues which have led to the decline of the traditional two week British seaside holiday such as cheap overseas package holidays, weather, the increase in short breaks should have been evaluated. Ways in which seaside resorts could overcome some of these issues, with new developments to encourage different and perhaps higher spending tourists could have been included. With reference to Margate, which was in the pre-released case study material, this could be developments such as the Turner Contemporary, which is aiming to bring in the short break, higher disposable income market.

## Principal Moderator's Report

The majority of Centres had submitted portfolios that had been page numbered and page referenced on the Unit Recording Sheets and had also made use of the comment boxes on the URS. However, there was a lack of specific annotation relating to the criterion and mark bands in which the assessor considered the work should be placed. This then hindered moderation as the moderator had to re-assess the work and as Centres had referenced, e.g. page 1 to 65 as AO1, this made moderation a lengthy and difficult process. Centres should note that if work has not been annotated it is likely that portfolios will be returned to Centres and, in these circumstances, there is the possibility that the publication of candidates' results may be delayed.

Assessors should bear in mind that, in most cases, the criteria are 'nested' and that full achievement in mark band 1 is a prerequisite for award of marks in band 2, and then full coverage of mark band 2 is required before marks in band 3 can be awarded.

In cases where adjustments have been applied, it was usually because Centres had marked too leniently across the mark bands. Centres should also consider that 'quantity' does not always mean 'quality'. There was evidence submitted and annotated that did not relate to the criteria of the unit. It was general in nature and too much of one aspect masked other vital pieces of missing information required to fully cover **the mark band**.

### Unit G721- Customer Service

In several cases this was accurately assessed.

AO1 Candidates clearly identified the needs of internal and external customers and made a reasonable attempt to evidence how their needs are met, but did not fully attempt a **comparison** as required for mark bands 2 and 3.

AO2 was generally well evidenced with many candidates replying to a complaint by letter. It must be made clear in the work what exactly the complaint was and the outcome must be realistic and in line with the organisations' complaints procedure. Candidates must deal with a variety of customers which must be clearly evidenced. In some cases it was not clear who the variety of customers were. When dealing with a situation it can be very appropriate to use a situation complex in nature where the candidate has to deal with different types of customers within that situation.

AO3 It was evident that some Centres had difficulty in interpreting what was required for this mark band. This should relate to how the organisation assesses the effectiveness of its customer service and what it does/measures the organisation has taken or is taking to improve. This requires a lot of enquiry research by the candidate.

Candidates generally showed some research into how the organisation assesses the effectiveness of its customer service, though they struggled with an analysis. This could have related to what quality criteria the organisation uses and what the organisation has done to improve or change in the light of the organisations' different procedures of assessment for effective customer service. This **could also** have included how the organisation handles complaints, complaint procedures and improvements in the light of common complaints.

AO4 Candidates need to evaluate the organisation's customer service and how effective they think it is, their own recommendation for improvement.

Candidates generally attempted this well within the first two mark bands but had difficulty with mark band 3. Most candidates had undergone a "Mystery Shopper" activity or an observational survey/check list. They should be considering the quality criteria mentioned in

### *Report on the Units taken in January 2006*

AO3 and what the organisation says as part of the check. Candidates sometimes showed confusion as to what they were reporting on.

#### **Unit G722-Travel Destinations.**

There were several submissions for moderation of this unit this session with mixed responses. Some Centres attempted this unit well.

AO1 was leniently assessed in most cases as candidate's rarely demonstrated thorough knowledge, skills and understanding of the location of their chosen destinations. There was a lack of a series of maps, annotation on maps and a full description in relation to the destination's position in the world, locational maps which could show distribution of features, etc. Some aspects of AO1, e.g. latitude/longitude in relation to climate/seasons could have been linked into AO2 and when appealing to visitors.

AO2 was generally well assessed but care needs to be taken where Candidates had evidenced sections of text and web-sites. With reference to appeal of their destinations, candidates attempted to make a logical explanation but did not fully cover the appeal of their destination(s). There was, for example, very little reference to business appeal/customers. Another example is different types of accommodation and cost against appeal to different types of customers/visitors.

AO3 requires candidates to show evidence of resources and sources of information used. In some cases there was no bibliography evidenced and no analysis of resources, e.g. what would or would not be useful for mark band 3.

AO4 was generally well assessed but very few candidates achieved mark band 3. There was very little evidence of any statistical data to assist with candidate's reasoning.

#### **Unit G724-Tourist Attractions**

This was generally well assessed by Centres and Candidates made a good attempt at the criteria. This generally relates to an appropriate choice of attractions to cover all the criteria.

In relation to AO2 candidates should consider the new technology available **both** within attractions and which is used to promote attractions. The latter was not well evidenced in candidate's work.

#### **Unit G725-Organising travel**

There were no submissions for moderation this session.

#### **Unit G726-Hospitality.**

There was a tendency for candidates to quantify the hospitality provider for AO2, but only mention a corporate hospitality package without a review. Components of the package were not clear and there was very little evidence of marketing strategies. For AO4, Candidates should only be looking at one locality with reference to hospitality.

#### **Unit G727-Working Overseas**

There were no submissions for moderation this session.



## Principal Examiner's Report

### G723: International Travel

All new specifications have resource and curriculum planning implications for Centres and it is hoped that the following comments will be of practical use to members of staff delivering the unit content. The examination questions will be based around pieces of stimulus material, derived from travel and tourism industry sources, which will have been selected solely on the basis of their ability to illustrate key aspects of the 'What You Need To Learn' section of the unit. The January question paper is, therefore, typical of what Centres can expect in future sessions.

It is important that candidates understand and appreciate the development of travel and tourism on a variety of scales. This means that they should be aware of developments within their immediate local area, as well as within the UK as a whole. Finally, an international perspective is also required. It should be remembered that candidates will obtain credit for providing specific details about facilities and locations which are appropriate to the particular question.

#### Comments on Individual Questions

- 1 (a), Fig. 1 tended to be well interpreted resulting in many full mark answers to part  
(b), (a). Candidates did not always answer part (b) in a logical manner and many  
(c) individuals were unable to explain each of the ideas that were identified.  
and Similarly in part (c), the chosen air-side services were not always fully  
(d) described. Candidates, therefore, lost a certain amount of credit. Far too many  
answers to part (d) simply became a catalogue of differences and there was  
frequently little analysis and no evaluation. Candidates were usually unable to  
come to any real conclusions. For example, what are the most important or  
significant differences between the two types of flight? Those candidates  
attempting a valid conclusion were usually awarded Level 3 mark.
- 2 (a) This was set in the context of a new cruise operation and the vast majority of  
candidates had little difficulty with part (a).  
(b) Many candidates were able to gain credit with their answers to (b)(i), (b)(ii) and  
(b)(iii) but the explanations about customer appeal were sometimes vague. For  
example, many individuals correctly stated that Gary Rhodes was a celebrity  
chef but could not expand on this in terms of why this might be appealing to  
Arcadia's passengers.  
(c) Part (c) was understood in principle, but answers frequently lacked  
development and there were many misconceptions. November to March in the  
Caribbean is winter but it is also high season because of the stable climatic  
conditions of much sunshine and no rain. These conditions are attractive to  
Europeans and North Americans anxious to escape their cold domestic winters.  
Again, it was only the better candidates who were able to come to a conclusion.  
(d) The concept of ancillary services in part (d) proved to be difficult for some and a  
significant minority of candidates did not read the question properly. The idea  
was that answers should assess service provision from **both** the agency and  
the customer perspective. This approach should then have resulted in the  
candidate reaching a conclusion about which services are most significant and  
why. This was the requirement for Level 3 marks.
- 3 (a) Question 3 was set in a business rail travel context and some candidates found  
this difficult. Most scripts contained a correct definition in part (a) but not  
everyone could identify (a)(ii)'s three purposes for travel.

*Report on the Units taken in January 2006*

- (b) The Fig. 3 stimulus material was quite well interpreted and there were many good answers to part (b). Most candidates scored some credit and the main failing was an inability to correctly explain the business appeal of the identified Eurostar product/service.
  - (c) The failure mentioned in (b) was often then repeated within answers to part (c) and many candidates did not explain the leisure traveller appeal of their chosen methods of transport. One got the impression that many candidates were not doing themselves full justice on these sub-sections.
  - (d) Part (d) produced a very mixed standard of answer. Some candidates had no idea what the Foreign and Commonwealth Office was, let alone what services it provided. Many answers simply provided a list of services. Very few answers actually attempted to answer the question and fewer still were able to provide the required evaluation.
- 4
- (a) Question 4 had an overseas leisure travel focus and most candidates were able to find some of the Fig. 4 items requested in part (a). However, full marks were the exception rather than the rule.
  - (b) Part (b) answers were not always convincing and a large minority of candidates could not identify appropriate pieces of legislation. This clearly made it difficult for them to receive much credit.
  - (c) Part (c) required candidates to consider the benefits of ABTA membership but it was surprising to see a large minority of individuals being rather unsure what exactly this involved. There were many vague, imprecise accounts which obtained only limited credit.
  - (d) There were often better answers to part (d) and a variety of reasons for the popularity of long haul holidays were known. However, few candidates were able to progress into Level 3 because of their inability to evaluate the stated factors and thus come to a considered conclusion. Those candidates attempting to indicate relative importance/significance were duly rewarded.

**Advanced GCE Applied Travel and Tourism (H189, H389, H589, H789)  
January 2006 Assessment Session**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>G720</b>	Raw	100	80	70	60	51	42	0
	UMS	100	80	70	60	50	40	0
<b>G721</b>	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
<b>G722</b>	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
<b>G723</b>	Raw	100	80	70	60	50	40	0
	UMS	100	80	70	60	50	40	0
<b>G724</b>	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
<b>*G725</b>	Raw	50						
	UMS	100	90	80	70	60	50	40
<b>G726</b>	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
<b>*G727</b>	Raw	50						
	UMS	100	90	80	70	60	50	40

\* No candidates entered for these units.

Specification Aggregation Results

Not applicable this session.

Candidate aggregation will be available from June 2006.

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication









**OCR (Oxford Cambridge and RSA Examinations)  
1 Hills Road  
Cambridge  
CB1 2EU**

**OCR Information Bureau**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553**

