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<b>Cambridge International Diploma in Travel and Tourism - Modules</b>
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# TRAVEL AND TOURISM CORE MODULE

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<p>Paper 5251</p>
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<p>Standard</p>
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## General comments

The May examination produced another good entry and it was pleasing to see new Centres entering candidates for the Standard Level Core Module. There was a wide range in the overall level of performance but the vast majority of candidates were able to address all four questions within the time available. There is, however, still some evidence of Centres ignoring previous instructions about the use of supplementary sheets. Indeed some candidates wrote their answers on lined paper rather than using the allocated space within the question paper. This is *not acceptable*, particularly when the sheets are then stapled inside the question paper booklet rather than being fastened by string or a treasury tag.

Most candidates were able to make good use of the stimulus material to help them answer particular questions and there was frequent reference to current travel industry procedures. However, very few candidates were able to provide details of particular case studies with which they were familiar. It is important that future candidates take every opportunity to illustrate and exemplify the topics that they write about.

## Comments on specific questions

### Question 1

This was set in a cruise context but in this instance the stimulus material was about a river cruise company. Few candidates could identify all five rivers requested in part (a) but most were able to find three of Rhine/Danube/Moselle/Rhone/Seine. Part (b) was badly answered and far too many candidates ignored the obvious points that the areas mentioned generate the greatest demand because of their large, affluent populations. Similarly, in part (c), candidates tended to ignore methods of promotion to the *travel trade* and surprisingly few answers made reference to the World Travel Market details included on the stimulus material. Many candidates appeared to have not read the wording of part (d) correctly because very few details of cruise service/facilities were actually offered. There were only a few references to the range of facilities provided on cruise ships. The poorest performances were to be found in answers to part (e). Very few candidates could appreciate the significance of *remote* destinations, which suggests that they are not familiar with the world's major cruise circuits. There was little reference to appropriate locations such as Alaska, Norwegian Fjords, Chile, Antarctica or even the smaller Caribbean islands. The key point being that an increasing number of high spending customers wish to escape 'mass tourism' locations and visit exotic, unaltered destinations in the comparative luxury of a cruise ship. For most candidates, **Question 1** was the lowest score.

### Question 2

These answers were a lot better and the vast majority of candidates scored full marks on parts (a) and (b). The stimulus material was used very well. It was not so easy to obtain full marks in part (c) because many candidates were unable to develop their two ideas correctly. Simple points were often ignored such as the development being located in the middle of an established holiday area and being near Barcelona which is an important short break destination itself. A large minority of candidates was unable to suggest five aspects that might be included on the attraction's website and this suggests that not enough use is being made of the Internet as an information resource. Part (d) was simply inviting candidates to list things such as a map/plan, accommodation details, attractions, food and beverage outlets, booking procedures etc. Answers to part (e) were a lot better and most scripts contained two valid reasons but these were not always explained properly. Answers to part (f) were often quite lengthy but candidates rarely said what type of development they were talking about. This resulted in the answer being a list of negative impacts rather than an explanation of why certain types of development produce particular negative effects. Those candidates who did not specify where or what they were writing about did not gain full marks, regardless of the number of different impacts that they identified.

**Question 3**

This was started very well and many candidates scored full marks for parts **(a)** and **(b)**. The stimulus material was again used very well. It was a bit harder to score so well in part **(c)** because the candidates had to explain their reasoning about the hotels' attractiveness to celebrities. Most answers to part **(d)(i)** were able to identify appropriate ways for luxury hotel guests to book the tour but the majority found it difficult to state in part **(d)(ii)** what exactly was likely to be involved in a night safari. There were far too many simple listings of qualities/skills for guides in part **(d)(iii)** and explanatory comments were few and far between. Most candidates would have improved their score for this particular question if they had added a brief development to the points that were made e.g. knowledge of the area helps them to identify species of animal seen by guests etc. A similar problem existed with answers to part **(e)**'s review of airport services. There was far too much listing of features and facilities without much, or in some cases any, attempt to link these to particular passenger needs. Very few individuals were able to access the higher marks because they made no attempt to match the products and services that were identified to particular target groups i.e. business versus leisure travellers.

**Question 4**

This was also started well by most candidates and there were many full mark answers to part **(a)**. Part **(b)(i)** was not always clearly understood and few candidates could identify three ways in which visitors might cause disruption at the religious venue. Correct ideas would include flash photography being a source of distraction, improper dress causing offence, arrivals causing congestion and talking/noise disturbing the atmosphere of calm. Part **(b)(ii)** then invited candidates to suggest how religious sites might better manage visitor arrivals but few candidates could expand any of their ideas to any great depth and this limited the amount of credit that could be awarded. For example, many individuals mentioned the use of guides but then neglected to add that the guide would keep the group under control; thus minimise noise (disruption) and limit damage to the more fragile areas by keeping the visitors away from them. Many candidates were able to identify appropriate examples in part **(c)** and it was common to see Mecca, Jerusalem and Rome being correctly offered. Part **(d)** was not always properly attempted and few candidates did this question well. Very simply, answers should have pointed out how a multi-centre package would be put together with the operator negotiating rates, dealing with different providers to create a particular product. Mention could have been made about flights, car hire, accommodation and length of stay and the extent to which these might feature in a particular package. Very few answers offered such a treatment.

# MARKETING AND PROMOTION

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Paper 5252

Standard

## General comments

It was pleasing to note an increase in the number of entries for this paper over previous sessions, with a wide range of candidates sitting the examination from Centres around the world. The level of vocational understanding demonstrated by the majority of candidates was generally good, with several candidates producing excellent performances across the whole paper. The use of specific marketing language by most candidates was sound, and case study exemplification was used to reasonable effect in a large number of responses.

## Comments on specific questions

### Question 1

This question was set in the context of the 10 Year tourism strategy employed by the Pushkin City Administration in Russia. The individual questions in this set were designed to test candidates' understanding of the main principles of marketing and the market research process.

- (a) Candidates were asked to give reasons behind the objective of advertising tourist facilities within Pushkin. Many candidates were able to recognise the main principles of raising awareness and increasing sales, visitor numbers and profitability as being important.
- (b)(i) This question targeted candidates' knowledge of different types of research data. The expected response should have made reference to secondary data. Less able candidates identified this only as market research and were unable to be more specific.
- (ii) This question continued the examination of candidates' understanding of the research process. The use of the word 'Competitors' seemed to confuse many candidates, who made reference to SWOT analysis rather than focus on primary research methods.
- (c) The focus of this question was on interpreting the results of a SWOT analysis, to complete a SWOT box, as used in previous examinations. The majority of candidates were able to accomplish this task successfully.
- (d) A large number of candidates completed the PEST analysis required by this task successfully. Less able candidates found difficulty in identifying the difference between social and economic influences.
- (e) This level of response question expected candidates to explain the difference between 'Product-led and Market-focused' marketing models, using the Pushkin case study as a focus. Less able candidates provided only a basic definition of each model. More able candidates gave a detailed comparison of the models and made specific reference to tourism provision in Pushkin.

**Question 2**

The focus of the questions within this set was on low cost budget airlines and the product element of the marketing mix.

- (a)(i) This question tested candidates' recognition of the term demographic segmentation. The majority of candidates were able to achieve maximum marks for their response to this question.
- (ii) Candidates were asked to apply their understanding of socio-economic segmentation within a travel and tourism context. Only the very best candidates gave a full description of how this form of segmentation is used.
- (iii) Fewer candidates were familiar with the phrase 'psychographic segmentation' than were able to define demographic segmentation.
- (b)(i) The specific features of budget airlines proved difficult for less able candidates to identify. Many made confused statements about timetables, chartered flights etc.
- (ii) Candidates were asked to identify the stage on the life cycle model at which budget airlines should be placed. Better candidates were able to use information from the question, which referred to the gain in popularity of these airlines to gain maximum marks for this question.
- (c) When asked to describe types of customers attracted by budget airlines, many made good reference to levels of disposable income and also the concept of frequent short haul travel. Less able candidates focused only on income.
- (d) This level of response question asked candidates to explain distribution channel used by budget airlines. Those candidates who did not score well here, confused distribution channels with promotion methods and wrote only of advertisements rather than bookings etc.
- (e) This level of response question required candidates to use the concept of branding in conjunction with low cost airlines in explaining how market share is gained. Most candidates understood what branding entails but were not always able to apply the concept within the given context.

**Question 3**

This question centred on the Promotion element of the marketing mix.

- (a) Most candidates achieved full marks for identifying the correct sequence for the stages of an advertising campaign.
- (b)(i)(ii) The majority of candidates were able to successfully identify the stages of the campaign being described.
- (iii) Less able candidates found it difficult to give specific reasons for evaluating an advertising campaign.
- (c) The response to this question was disappointing – all candidates were able to identify the AIDA principle but only the better candidates were able to describe how it is used.
- (d) This level of response question generated a wide range of responses. Several candidates clearly did not understand the term 'public relations'. Many had a vague knowledge of what it entails whilst the best responses fully exemplified the concept from the perspective of a tour operator as the question required.
- (e) Again, this level of response question gained a big variance in response. Few candidates fully understood the term 'Direct Marketing' and confused it with 'Direct Selling'. Better candidates were, however, able to consider the advantages and disadvantages of this method of promotion from the perspective of a hotel chain.

#### Question 4

This question was set in the context of the 2002 terrorist attack in Bali and its impact on Pricing policies, as well as considering the locational factors making Bali a popular tourist destination.

- (a) Many candidates were not able to identify specific factors about Bali that would appeal to tourists. Instead, weaker candidates listed generic locational factors that are considered in selecting the positioning of tourist facilities. Worryingly, many candidates were unfamiliar with Bali's geographic position – several believed it to be in the Mediterranean.
- (b)(i)(ii) The word 'prior' in the question stem was overlooked by less able candidates, who then chose pricing policies that were applicable after the terrorist incident.
- (c)(i) Most candidates selected appropriate pricing policies to meet the needs of the struggling tourist industry post bombing.
  - (ii) This level of response question required candidates to consider the short term effects of the bombing on holiday process in Bali. Many candidates were able to describe the need to gain trust and restore confidence by lowering prices.
  - (iii) This level of response question asked candidates to then consider the long term effects of price on supply and demand in the Bali context. Better candidates were able to explain supply and demand factors within this applied context, whilst the majority of candidates either described factors of supply and demand in general terms or the long term impact of the terrorist attack on visitor numbers.

# TRAVEL ORGANISATION

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Paper 5253

Standard

## General comments

Performance was slightly improved on October 2003, possibly as a result of previous Principal Examiner reports being studied in detail and issues followed through, or through Centres becoming more familiar with the style of questions and construction of the paper. However, there are still areas for concern which Centres do need to address as a matter of urgency and which are also very vocationally relevant. These are the completion of booking forms for potential clients and the preparation of travel arrangements/itineraries for client use within the industry. The space provided on the paper should be sufficient to complete the relevant questions but many candidates tended to use the blank pages, particularly for **Question 4 (a)** which would indicate that candidates were putting in more detail than was required. Candidates did not achieve a fair balance of marks across each question, which reflected lack of knowledge or application of that knowledge to given scenarios for major parts of the syllabus. Centres should ensure that all the assessment objectives are fully covered with plenty of practical exercises to confirm understanding during the learning processes in order for candidates to improve performance under examination conditions. There was also some evidence in one Centre in particular that candidates were not using the time allocations effectively, with poorer performance due to time constraints in **Question 4**. Time management is a skill which needs to be developed to ensure that candidates perform adequately over all the four questions on the paper. Centres are strongly advised to read this report in conjunction with the mark scheme to improve performance in future examination sessions.

## Comments on specific questions

### Question 1

This question was designed to identify candidates' knowledge of terminology within the unit, roles of personnel who work with principals, and types of currency tourists would require for a specific journey. Parts **(c)**, **(d)**, **(e)** and **(f)** were generally not well attempted by candidates, leading to low scores for the whole question.

- (a)** Most candidates were able to identify the provider and tour operator, though 'train' was not accepted for **(a)(i)** as Intercity and Eurostar were specifically mentioned as rail providers.
- (b)** There was some confusion seen here as many candidates responded in terms of a Tour Operator, not a Tour Manager who escorts a group of travellers on a specific package, so lost marks through lack of understanding of terminology.
- (c)** Candidates tended to respond in terms of the tour package itself rather than the benefits to the consumer in purchasing a package such as this. The responses required were in terms of the fact that the package was already organised so there would be less cost to the consumer putting a holiday of this type together individually, the quality and cost would be controlled by the tour operator so the customer would be aware of costs from the time of booking, and less time would be spent by the consumer in making all parts of the package fit together. This is an approach which candidates need to develop understanding, particularly with increased bookings now being made directly by individuals through the internet as opposed to buying a package from a brochure or leaflet.
- (d)** Candidates spent too much effort explaining currency restrictions and denominations of currency required rather than focusing on the issues of security of currency, types and forms of currency which travellers might use and the reasons for this. Well explained reasons for use of a specific form of currency would lead to higher marks, with few candidates achieving the maximum or Level 3 responses for this.

- (e) Many candidates did not understand the term 'river cruise ship' and related their responses to ferries or similar day trip vessels, rather than cruise ships which travel on rivers as opposed to ocean-going ships. Therefore the features, such as types of accommodation, facilities on board, size, etc. were missed by many candidates.
- (f) Most candidates were able to give some features of a cruise ship, such as wider cabin choice, more passengers, more facilities on board for activities, entertainment, choice of eating arrangements etc., and thus gained some marks. The question was expecting responses relating to facilities provided on the ship rather than generalities about cruise ships. As the question asked for 'identify' only, candidates did not need to respond with lengthy sentences but could have responded by bullet points of the main features, and thus saved time. Centres need to be aware of the terms used by Examiners such as 'identify', 'describe' in order to guide candidates as to the type/length of response needed.

## Question 2

In this question, candidates tended to perform well and many candidates were able to achieve reasonable point scores. The layout of the paper had been adjusted for this examination session, and this could have led to improved performance of candidates as they were more directed as to the type of response required.

- (a) There were two destinations which were accepted as responses to part (i), which reflected the needs of the clients and the scenario and also the transfer time to the various resorts. For part (ii) candidates had to identify the features which would appeal to the family, but were not penalised if they had given an inappropriate choice in (i). Again, four lines were given for four points, so brief details would be all that was required here rather than an extended answer.
- (b) Most candidates were able to identify four different types of insurance cover needed for this type of holiday and the reasons, but there were still some vague responses such as 'travel insurance' which demonstrated lack of understanding by candidates as to the different clauses which make up a travel insurance package. Life insurance is not required within the industry and candidates do need to know the types of cover required by travellers when they buy a travel insurance policy and the reasons for these. Most candidates scored between 3 and 8 on this question, so it performed well.
- (c) Sources of information is a large section of the syllabus and candidates are expected to relate their knowledge of various sources to the specific scenario and the question, which related to sources *before* they travel. The benefits tended to be rather vague at times, but maps, atlases, travel agents were not accepted as sources, and internet was usually quoted as a source but poorly responded to in terms of benefits (use in own time, search many sites and areas, and investigate providers in more detail etc.).
- (d) Understanding of the features of an apartment/condominium in terms of family use and facilities provided within the apartment were the expected responses here and few candidates achieved full marks for this question.

## Question 3

- (a) Both parts of the questions were usually satisfactorily answered though some candidates seemed confused between the transport provider and the tour operator.
- (b) This was generally not well answered in terms of transfers between the airport and the hotel paid for by the tour operator as part of the package, and quite a few candidates responded in terms of banks transferring money between one account and another, which is not part of travel and tourism, or passengers in transit or a stopover. Centres need to ensure that candidates understand all the components of a package holiday and can correctly respond to questions relating to this.
- (c) The booking form used for this question is very similar to ones used in previous examination series and it is quite disturbing to note how few candidates can attempt to complete such an important document used within the industry. For those hoping to enter the industry, this is a document which they should be able to complete reasonably accurately. Few candidates achieved more than half marks for this question, even though some simple facts contained within the scenario only needed to be copied on to the form. As this type of question tends to carry many marks, it is necessary to improve performance that candidates practice during lesson times with scenarios and completion of booking forms found in tour operator brochures.



- (d) Candidates were not able to identify the three main costs of this holiday, (the basic hotel costs, the single room supplement and the insurance) in order to calculate the total cost to the client. Most identified one or two of the costs but could not total them correctly.
- (e) This question has featured on many past papers in a similar format, and Centres need to develop the skill of their candidates in dealing with this type of level of response question. Most identified one or two benefits to principals but failed to explain why these improved market share or company profits/occupancy rates etc. Many candidates responded in terms of special interest rather than a package holiday so lost marks.

#### Question 4

- (a) Candidates were given a lot of information in the scenario and advertisement for this holiday, but failed to extract relevant facts, calculate the correct dates when different events would occur and give the information in the form of a travel itinerary. Some candidates copied the rubric thus losing most of the marks for the question after spending too much time on the details (such as breakfast, spending leisure time). The amount of space given for the response should have guided candidates as to the amount of information required, which was date, time, activity/detail, and many failed to include such important information for the traveller as check in times/dates for flights. The mark scheme gives the correct information and it is recommended that Centres develop the skills of candidates in presenting travel arrangements such as these for future examination sessions.
- (b) Extremely few candidates achieved full marks for this question, as they did not display sufficient knowledge of the correct terminology for different types of flight tickets, such as open jaw, open return with fixed departure date (if not time), return with fixed dates/times, single (not one-way), and tended to use general terms such as 'open' without explanation.
- (c)(i) Candidates often failed to identify the specific documents which a driver should have when hiring a car abroad. However, ID and Passport were accepted in addition to Green Card as identity documents, but other documents acceptable included International Driving Licence, Insurance. Any two of three possible were accepted.
- (ii) The aim of this question was to assess the advantages of car hire in terms of independence of the hirer, so they can travel when and where they want, visit own choice of attractions, the convenience particularly as one of the party is disabled, and door to door. They do not have to rely on taxis or public transport. This area needs to be developed, as few candidates obtained maximum marks for this.
- (d) This question was directed to the special needs of a disabled person at facilities, on transport, in hotels and very few candidates achieved maximum marks for this, as they referred to medical insurance, money exchange and other general facilities needed by travellers as opposed to those with special needs. This is an area of the syllabus which Centres must cover as the needs of travellers with special requirements is a component for study.