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# TRAVEL AND TOURISM ADVANCED LEVEL

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Paper 5261

Travel and Tourism Core Module

## General comments

The entries for this exam showed excellent understanding of the examination. Centres have shown evidence of excellent teaching and learning of the syllabus and have been able to apply knowledge and understanding in an effective manner. The candidates in this session were able to write fluently on many theories of tourism development. Responses were generally set in context and it was most pleasing to read some exemplar responses.

Most candidates were able to complete the examination in the given time and have showed evidence of a wide range of revision techniques and underpinning knowledge of the syllabus.

Candidates were much more familiar with **Question 2** which is the Marketing question. This has caused problems in past papers. Centres should continue to make candidates aware that this format will not change and therefore, candidates should be aware of this in advance of the examination to ensure that they only answer the Marketing responses in **Question 2**.

For future reference, please note that the format for the examination will continue as follows:

<b>Question 1</b>	Based on Module A	Travel and Tourism Development
<b>Question 2</b>	Based on Module B	Marketing and Promotional Techniques
<b>Question 3</b>	Based on Module C	Destination Management
<b>Question 4</b>	A general question based on any of the above three modules giving candidates the opportunity to relate to destinations they have studied.	

As in the previous examination, the decision was taken to reduce the amount of stimulus material that candidates had to read and study. This would appear to have benefited many candidates and, for this session, candidates should be pleased with the outcomes. It should be noted that the case studies in the examination could differ in length and subject topic for each examination series.

## Comments on specific questions

### **Question 1**

This was based on the growth of tourism in Turkey. There was good use of the information in the case study provided and candidates were able to answer the majority of questions in context with the material supplied.

- (a) Very good response, candidates were able to give the general objectives of tourism development together with evidence from the case study.
- (b)(i) This question was answered very well with some extended and knowledgeable responses to the effect of the loss of value of the Turkish lira. The correct response of a benefit to the visitor was given.
- (ii) This part of the question was not answered as well as (i), due to the fact that many gave a positive impact to Turkey – the same as the previous question.
- (c) Turkey maximised tourism with the introduction of new attractions and the evidence from the case study was used extensively to answer this question to a good standard.
- (d) Most candidates answered this question by describing the role of travel agents and tour operators and, therefore, did not achieve maximum marks. Extended answers with reference to tourism development in Turkey was not forthcoming in most cases.
- (e) Excellent answers were given to this question. There was clear evidence of understanding of the advantages and disadvantages on the traditional cultures in Turkey.

## Question 2

This question is based on marketing and promotion of destinations and has proved to be difficult in the past, due to the fact that many candidates do not apply marketing theories and principles. In this series, however, the responses were excellent. There were some very good theoretical answers and candidates had applied a range of marketing principles throughout. Of particular note, was part (c), the AIDA principle, this was very well answered with most candidates gaining maximum marks.

- (a) Good answers were given for the definition of a niche market.
- (b)(i) Good responses were given with a variety of examples for 'above the line' advertising for the consumer.
  - (ii) This was answered less well and most candidates quoted the roadshows or Turkish Week as an example of above the line advertising to the trade.
- (c) The AIDA question was probably the best answered question on the paper. Almost all candidates achieved maximum marks for their interpretation of this question.
- (d) This question was also answered to a very good standard. Candidates were able to give advantages and disadvantages of both the Roadshow and Turkish Week. There were some in-depth answers that looked at the effect of tourists going to some countries in light of the problems of terrorism and the Iraq war. Many answers were extended responses that showed a high level of understanding and analysis.

## Question 3

This question was based on Dubai in the Middle East and on the principles of destination management. The question was answered quite well although there did appear to be quite a lot of repetition in the responses.

- (a) Very good responses given. Candidates were able to identify and explain three reasons for travel to Dubai from information given in the case study.
- (b) Some candidates repeated the answer to **Question 1 (a)** for this answer, whilst some candidates were unsure of what was recognised as a 'leisure' activity. Accommodation, culture, etc. were not accepted.
- (c) Very few candidates used examples from the case study, i.e. horse riding, falconry and camel riding are all private sector activities, yet still maintain a working relationship with the host population. Most responses related to general private sector objectives overall and were not able to achieve maximum marks.
- (d) Excellent interpretation of this question was given with all candidates being able to explain the meaning of the quote.
- (e) This question was again answered by some candidates, with a repeat of part (c). These gave little or no reference to the impact on culture in Dubai. For those candidates who linked growth with the preservation of cultural identity the question was answered very well overall.

#### Question 4

This was a general question based on the environmental impact of tourism and was based on material adapted from the UNEP website.

- (a) Surprisingly, there was a mixed response to this question with public, private and voluntary being given as a correct answer.
- (b) Even though many had given the wrong answer to part (a) it did not seem to have an effect on the responses for (b). Many good organisations were quoted and candidates had a good working knowledge of organisations such as Tourism Concern, Friends of the Earth, Greenpeace, WWF to name but a few. The question was very well answered overall.
- (c) There was a varied response to this question, the most popular being ban snowmobiles and put fines in place. These were well explained, though there were some unrealistic answers such as 'move the National Park' and 'close the geysers and ban tourists'.
- (d) This was answered relatively well, however, due to the fact that it was the last question on the paper the responses were quite weak on the whole. Candidates seemed unsure about the measures that could be put in place by the sectors. There was quite a lot of repetitive statements and the placing of bins and notices seemed to be the most common response.

#### Overall

This was a very good paper with some excellent marks awarded.

**Paper 5262**

**Ecotourism**

#### General comments

The work was appropriately presented and bound with evidence of authentication from both the candidate and the teacher. It was pleasing to see that Centres submitted work with the inclusion of the correct Student Assessment Record. Centres are reminded to ensure they use the Student Assessment Record, which operates with the current syllabus as this clearly directs candidates to the criteria to be addressed within their work. Failure to use the correct assessment record could lead to candidates not meeting the specific criteria of the module.

There was an improvement in achievement rates for this module but very few candidates achieved Distinction. This was largely due to the simplistic approach adopted by many Centres and limited depth of knowledge and understanding was demonstrated.

Many candidates demonstrated their understanding of the principles of Ecotourism simplistically. Some had used standard definitions but did not demonstrate that they understood the meanings of key terms. Candidates had generally improved data presented and were able to relate it to the concepts and principles of Ecotourism, rather than the general characteristics of the destination. This should be encouraged as it begins to demonstrate candidates' understanding of Ecotourism.

Candidates should be encouraged to address the various organisations that are involved in raising awareness and responding to Ecotourism issues (AO 2). Simply listing organisations should be avoided as this allows the candidates to offer no form of justification or evaluation. Where evidence was good, candidates had demonstrated appreciation of the role of Ecotourism organisations and made reference to the roles of these Ecotourism organisations in connection with the destination under investigation. It was often the case that the contribution of tourism to social, cultural and environmental issues received little or no attention.

Many candidates identified tourism projects and some were beginning to focus on the Ecotourism aspect of the project. Little or no attention was given to trends in Ecotourism. Candidates must avoid placing too much emphasis on tourism development as opposed to principles and concepts of Ecotourism, if success is to be achieved.

Candidates need to address and meet all of the assessment objectives. Sometimes candidates lost sight of the assessment objectives and included unnecessary information. Clear assignment briefs provided by teachers to candidates would avoid this being repeated for future submissions. Although individual written reports had been produced, it was encouraging to see that fewer candidates had relied heavily on secondary sources and were being more selective of the sources used; there was less quoting of inappropriate information from them. Candidates should understand that work provided directly from websites is often found to be irrelevant to the criteria objectives. The work researched from websites needs to be interpreted and applied appropriately by candidates.

Conclusions are required to demonstrate analysis or evaluation from candidates' point of view and such conclusions must relate to the assessment objectives.

Candidates should be advised to include a comprehensive list of *all* sources used. This was evident in better work.

Assignment briefs should be included with all projects.

**Paper 5263**

**Business and Executive Travel**

**General comments**

The majority of candidates entering work for this module tended to produce assignments that were of a similar standard to last year's entry. The same mistakes and misconceptions are frequently repeated and it is a pity that few actual examples tended to be included within the individual studies. Indeed, most of the work seen had very similar shortcomings:

- The reports were not of the standard expected at this level
- The work did not usually contain a proper assignment brief
- Most work was not really structured to best effect.

It is most important for Centres to realise that the structure provided in the syllabus document is to be followed and that candidates should undertake an investigation that meets these guidelines. Furthermore, the completed Student Assessment Record (SAR) should simply be used as an opportunity for the teacher to judge whether or not a candidate is on course for a successful outcome. The setting of a structured assignment task is one way in which this might be achieved.

It is suggested that candidates undertake an *investigation into the provision of Business and Executive Travel within a readily identifiable area that may be at either the national or the local scale*. Information from secondary sources can always be used to supplement the study. It is therefore, very important that an appropriate investigative procedure is always followed. The outline of what is expected is included in the syllabus. It is suggested that the following structure be followed:

- Aim – the work has a specific title and can, if desired, follow a particular assignment brief
- Methods – there is a system of data collection/information gathering that the candidate fully understands and can then justify/evaluate (i.e. how and why was certain information collected and with what consequences)
- Data presentation (tables, graphs, etc. as appropriate)
- Write-up/analysis – the results of the investigation considered and explained as appropriate
- Conclusion – what has the investigation shown about the provision of Business and Executive Travel in the area under investigation.

The above plan will allow for comment to be made about provision in the area chosen with the “theory” studied in connection with Assessment Objectives 1 to 4. Many candidates have some appropriate information about aspects of business travel but this is rarely used to best effect in terms of this module’s specific requirements.

In conclusion, it is suggested that future candidates need to be given clearer instruction about the presentation and organisation of appropriate illustrative material in order to meet the assessment criteria clearly itemised in the syllabus document. The teacher should always offer advice to individual candidates and this will help to ensure that future studies are progressing along the right lines. It is, however, most important to be aware of the fact that this module’s requirements will *change* in 2006.

**Paper 5264**

**Event Planning and Promotion**

**General comments**

The work was appropriately presented and bound with evidence of authentication from both the candidate and the teacher. It was pleasing to see that Centres submitted work with the inclusion of the correct Student Assessment Record. Centres are reminded to ensure they use the Student Assessment Record, which operates with the current syllabus as this clearly directs candidates to the criteria to be addressed within their work. Failure to use the correct assessment record could lead to candidates not meeting the specific criteria of the unit.

There was an improvement in achievement rates for this module but very few candidates achieved Distinction level. If Centres note the points in this report achievement rates will continue to increase and more candidates will attain the higher level.

Most candidates’ work demonstrated their understanding of the principles of event planning and promotion, and, generally, evidence presented made it clear that an event had actually taken place. This resulted in assignments which had attempted to cover the theory and related that theory to the organisation of a specific event. Candidates need to present written evidence to meet the requirements of AO1.0 and AO1.2 of the syllabus, where a clear statement of the aims and objectives of the proposed event are explained and the key processes involved in staging a successful event are described. These should relate to the event they are organising, rather than general theory of event planning. Evidence should be included to demonstrate candidates have met all of AO1.2 sufficiently by giving consideration to:

- The type, availability and suitability of the venue chosen
- A planning schedule with interim and final deadlines and targets, ideally with identified personnel named as responsible for meeting specific targets
- Identification of resources, such as budget, materials, equipment, staffing, required and how these will be obtained and utilised
- Details of any restraints and how these will be addressed, such as health and safety, security, environmental (litter, pollution, noise) issues
- Proposals for the evaluation of the event and the methods to be used to obtain feedback on the performance of the event.

Generally candidates included a planning schedule, a budget statement or cash-flow statement and a final balance sheet which confirmed understanding. However, some candidates still need clearer advice and guidance on the types of income and expenditure to include in their budget plans. They should also identify their source (s) of income – whether from sponsors or others – and items of expenditure. If the event runs at a loss, they should be able to clearly indicate how this loss is to be financed. These documents could be added in the form of an appendix, but evidence must be presented with the completed work.

In order to meet the requirements of AO2 candidates need to demonstrate understanding of the use of different printed materials. Too many Centres simply included exemplars of the promotional materials used for their event, with no supporting evidence or evaluation as to the effectiveness of different types of printed material. Better candidates were able to discuss the merits of printed materials and evaluated the actual materials used for the planned event.

Evidence of selling skills is required to meet Assessment Objective 3. Some candidates explained the importance of personal contact, but these were in a minority and usually from better candidates. Appreciation of the importance of personal contact (face-to-face) when providing advice, when explaining features, when selling a product or service, when dealing with objections described was sometimes evident but often missing. Candidates should include evidence of an appreciation of the importance of selling skills (including personal contact, dress and the three A's) in the success or otherwise of the event; there was often very limited evidence present.

There was some improvement in the structure of evaluation sheets. Better candidates included an evaluation sheet with supporting evidence of its purpose and target market. Weaker candidates simply included a proposed evaluation sheet without its purpose and target market being considered.

Candidates should be advised that whilst the actual event is very important, and their pictorial evidence supports the fact that they have actually participated in the planning and promoting of an event, their written report demonstrating knowledge and understanding of event planning and promotion is vital. Higher levels can be attained, if more attention is given to the principles of planning and promoting their chosen event are addressed fully, as set out in the specification.

