

TRAVEL AND TOURISM ADVANCED LEVEL

Paper 8958/5260
Travel and Tourism Core Module

General comments

This exam was set in Nepal, South Africa and the Bahamas to enable candidates to express a depth of knowledge and understanding of tourism development in a range of worldwide destinations. The exam was handled exceptionally well by some Centres and it was pleasing to see that previous comments made with regard to the Marketing and Promotion questions had led to a great improvement in this section.

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 exam in the given time and have showed evidence of a wide range of revision techniques and underpinning knowledge of the syllabus.

There was evidence of good exam technique and practice which has led to a generally high standard overall.

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

Question 1	Based on Module A	Travel and Tourism Development
Question 2	Based on Module B	Marketing and Promotional Techniques
Question 3	Based on Module C	Destination Management
Question 4	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 exams, the stimulus material is to be used and referred to and is there as a prompt in context to stimulate responses and analysis. This would appear to have benefited many candidates and for this session candidates should be pleased with the outcomes. It may be worthy of note that the case studies in the exam could differ in length and subject topic for each exam series.

Comments on specific questions

Section A

Question 1

Tourism Development in Nepal

- (a) Many candidates confused the answers between 1a and 1b. Consideration for this was taken into account and marks awarded accordingly. The main problem appeared to be that candidates did not use the case study and slipped into giving a generic answer.
- (b) This question did cause quite a few difficulties as it was misinterpreted. Many candidates gave marketing strategies as opposed to strategies used by the tourist board.
- (c)(i)(ii) Excellent response on the whole and good references made to the case study. Many candidates gained maximum marks from c(i) and c(ii) as they had good subject knowledge and applied it to the question well.

- (d) This question was answered exceptionally well on the whole. Excellent use of the case study was applied and some extended and well analysed answers were submitted. There was evidence of sound use of terminology.
- (e) This question asked candidates to refer to a global event, natural or man-made. The decline of the tourist industry in Zimbabwe was by far the most common response and most candidates achieved maximum marks for this question.

Question 2

Marketing and Promotion of Nepal

- (a) This question was based around marketing of Nepal. It was disappointing to note that the first question referred directly to the work of the Media Centre. Despite a whole section being devoted to this topic very few candidates used the evidence in the case study. There was too much reliance on generic knowledge.
- (b) This was poorly answered – there was limited understanding of the term ‘Sales Promotion’ and many gave trade advertising as the answer.
- (c) Objectives of public relations were not explained, rather a description of public relations was given.
- (d)(i)(ii) Good responses were given to both these questions with many candidates achieving maximum marks.
- (e) This question asked how the company would evaluate the information. This was poorly answered as, again, most candidates described what information would be gained from the advertisement. This was poor interpretation of the question.

Question 3

Destination Management in Sun City South Africa

- (a) Almost all candidates described the factors which account for the popularity of Sun City and not general purpose built resorts.
- (b) This question was answered quite well on the whole, however many did not refer to domestic visitors but just gave a general reason, thus losing marks.
- (c) Target markets was a term that was well described and understood. Overall, a very good response.
- (d) This question was briefly answered with many candidates only achieving half marks. The most common response was to gain profit and not how the private sector was contributing to success.
- (e) Excellent responses to this question with many candidates achieving maximum marks. There was evidence of good subject knowledge combined with excellent use of the case study.

Question 4

Bahamas

- (a) Good identification of the voluntary sector.
- (b) Good description of the aims of the voluntary sector given.
- (c) Negative socio-cultural impacts were easily spotted and used from the case study. Many candidates achieved maximum marks.
- (d) This question was based on the benefits of the ‘triangular relationship’. Many candidates just identified the three sectors of public private and voluntary. In this case 1 mark was given. Very few gave benefits and many gave a diagram or the three parties involved.
- (e) Excellent responses given, again good use was made of the case study. Many candidates achieved 4 marks out of six as there was little evidence of evaluative comments. Other than this the question was well answered.

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Paper 8958/5262

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 unit.

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 some candidates 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 A2). 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 the Ecotourism organisations they did mention 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. It was sometimes the case that candidates lost sight of the assessment objectives and included unnecessary information. 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.

TRAVEL AND TOURISM ADVANCED LEVEL

Paper 8958/5263

Business and Executive Travel

Most of the assignments seen tended to have very similar shortcomings:

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

Once again 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. Furthermore, it is suggested that 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.

However, there are still too few pieces of work that are worthy of Merit/Distinction grades and Centres would be well advised to give emphasis to the following in an attempt to increase levels of candidate attainment.

Assessment Objective	Key Features of Candidate Performance
1.1 Define and provide examples	Major types of Business travel activity should be clearly defined and valid named local and international examples provided
1.2 Reasons for growth	Globally and also locally, if appropriate
2.1 Comparison of business and leisure traveller needs	Active comparison differentiates, thus pointing out similarities and differences, is expected
3.1 Identification of major Business Travel destinations	Globally and at both national and regional scales – statistics can be used to justify selection/inclusion and can be shown on map(s) and/or table(s) to reduce word count constraint
3.2 Evaluate one destination	Evaluation differentiates thus it must be clear which aspects of the chosen destination's Business Travel service provision are judged to be the most important/significant in encouraging business tourism development
4.1 Transport Providers	There must be clear identification and exemplification of a range of providers
4.2 Business Travel Agents	At least one named provider must be investigated and commented on
5.0 Business Travel Itinerary	This must be planned to meet the requirements of a particular traveller(s) and the final arrangements must be justified in terms of how client needs and expectations are being met – or preferably exceeded. This will clearly differentiate in terms of performance.

TRAVEL AND TOURISM ADVANCED LEVEL

Paper 8958/5264

Event Planning and Promotion

General comments

The majority of work was appropriately presented and bound with evidence of authentication from both the candidate and the teacher. Centres are reminded to ensure they use the Candidate 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. Some Centres are still assessing using the 2004 assessment criteria.

There was a spread of achievement for this module, with some candidates achieving Distinction 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. It should be noted that theory should be related to the organisation of a specific event.

Comments on specific questions

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 the general theory of event planning. Candidates should include a completed feasibility study and business plan as outlined in the syllabus.

In AO2 candidates should apply their knowledge and understanding of different promotional techniques and materials to consider the most appropriate one for their chosen event. Candidates need to justify their chosen materials which must include some type of brochure and also explain the reasons for advertising their event.

In AO3 the demonstration of effective selling skills needs to be evidenced, this could be through witness testimonies from colleagues or teachers. This should also cover the three A's of attitude, appearance and acknowledgement. An explanation should be given for the choice of dress code and the use of any images chosen in association with the event.

In AO4 criterion needs to be established for evaluation of the event, then resources devised to enable efficient analysis of the data collected, e.g. questionnaires, mail shots, one to one interviews. The resources devised must be used in order to complete the analysis of the event.

Teachers should ensure that all Assessment Objectives have been fully met before submitting candidates work.

Centres should advise candidates that whilst the actual event is very important, and their pictorial evidence supports the facts that they have participated in the planning and promotion of an event, their written report demonstrating knowledge and understanding of event planning and promotion is vital in order for them to obtain a Pass or higher.

TRAVEL AND TOURISM ADVANCED LEVEL

Paper 8958/5265

Applied Customer Service

General comments

There were comparatively few entries for this and most of the work seen was quite well tailored to the demands of the module. However, certain improvements need to be made before candidates can be awarded the higher levels of attainment.

Centres are strongly advised to carefully follow the guidance provided in the Syllabus document. One of the assessment objectives clearly states that candidates must have had real or simulated workplace experience and three pieces of evidence relating to this hands-on delivery of customer service are required. Centres must therefore make sure that each candidate has had suitable opportunity to have first hand experience of working within an appropriate travel and tourism front line environment. It is suggested that any or all of the following should be made use of:

- The individual candidate's own part-time employment;
- A work placement arranged by the Centre;
- A period of work-shadowing arranged by either the candidate or the Centre;
- Participation in a centre-based simulation exercise.

If witness statements are used it must be quite clear what exactly the individual candidate has done to warrant the demonstration of excellent customer service.

In order to achieve the higher grades for this Module, it is expected that candidates will have done the following:

- Produced a clearly structured portfolio/report with precise information relating to each of the assessment objectives.
- Provided a clear explanation of the importance of customer service to all travel and tourism organisations.
- The work will have included full details of the products and services made available to the customers of **two** clearly identifiable travel and tourism organisations and there will have been appropriate comment to show how these products and services meet the needs of **different** customer types.
- There will have been a clear explanation of the ways in which **one** organisation uses new technology to provide improved customer service.
- The candidate will have provided detailed evidence to demonstrate their delivery of excellent customer service and there will be clear evaluative comment to support the **three** aspects.
- The information sheet relevant to AO5 will have been carefully and thoughtfully produced and be supported with a wide variety of comments to justify the content.
- A variety of methods used to assess customer satisfaction will have been investigated and evaluative comments about each will have been provided.