

TRAVEL AND TOURISM STANDARD LEVEL

Paper 8957/5250

Travel and Tourism Core Module

General comments

There was a medium-sized entry for this examination session and it is pleasing to note that candidate performance continues to reflect the advice given to Centres in previous reports. Candidates are increasingly able to demonstrate both an understanding and an appreciation of the international Travel and Tourism industry at a variety of scales. It was pleasing to see accurate reference being made to developments in a variety of locations, particularly the candidate's own local area. There were some very good scripts but there is still a wide variation between Centres in terms of the level of candidate performance.

There are still many instances of candidates ignoring the precise wording of individual questions and more specific comments will be made in the following sections. However, many candidates still appear to struggle with the actual requirements of particular questions and Centres are now once again encouraged to make the following "Key Word" definitions part of their examination preparation sessions.

Key Words	Meaning/expectation
Identify	Name, state or list.
Describe	State the characteristic features of something.
Explain	Make the meaning of something clear by providing appropriate valid details.
Discuss (includes the ability to analyse)	Provide evidence or opinions about something arriving at a balanced conclusion. The candidate is being asked to consider an issue and is thus expected to present an argument, with evidence, to support a particular point of view and thus come to a conclusion .
Evaluate (this also includes the ability to analyse)	To judge from available evidence and arrive at a reasoned conclusion . The candidate is expected to present a number of factors or issues and then weigh up their relative significance or importance.

Candidates who are unable to respond in an appropriate way to these command verbs will always have difficulty in obtaining the higher marks for questions that are assessed by means of levels of response mark schemes. There was sometimes little evidence that candidates were making an effort to end their answers to the last part of each of the four questions with any form of **conclusion**. A **valid** conclusion, based on the previous points made or considered, is evidence of evaluation taking place and will thus usually warrant a score in Level 3 (5-6 marks).

Most candidates were able to answer all four questions within the time available.

Comments on the individual questions

Question 1

- (a) The interpretation of the photograph produced a clear differentiation with many candidates identifying obvious features. For example, an uncrowded, clean, wide sandy beach with sun loungers and palm tree shaded areas.
- (b) Again, the interpretation of the photograph produced a clear differentiation. The most common features commented on were - waiter service, seated at table and umbrellas for shade, away from sand etc.

- (c) The vast majority of candidates were able to suggest four appropriate skills/qualities but the level of explanation offered for each was variable. For example why are language skills appropriate? So that overseas guests can make themselves more easily understood etc.
- (d) Most candidates wrote about methods of promotion rather than appropriate ways in which such promotional offers might be brought to guests' attention. Only the more thoughtful responses suggested valid ideas such as leaflets in rooms, posters around the hotel and adverts on the internal TV channel etc.
- (e) This is a well known topic but answers were usually descriptive, with little analysis and virtually no evaluative comment. Which impact(s) were most severe/significant and why? There were too many vague generalisations (litter and pollution) and little attempt to quantify the environmental impacts caused by the development of large coastal resort properties.

Question 2

- (a) Most candidates were able to score full marks but a minority did not read the question carefully enough and quoted Malaysia.
- (b) Again, many candidates did not do what the question asked and simply copied from the Fig. 2 stimulus material. Jobs and poverty reduction were two key ideas, correctly identified by many candidates. However, little thought was given to explaining how tourism development might bring each of them about.
- (c) (i) Only a minority of candidates thought Malaysia had an equatorial climate but credit was also given for tropical.
(ii) Most candidates were aware that local time was in advance.
(iii) Not all candidates were able to appreciate that $7-2 = 5$ degrees.
(iv) Far too many candidates thought that Kuala Lumpur was located south of Singapore.
- (d) Only a minority of candidates were able to suggest four appropriate methods and, as was the case with **Question 1(c)**, the level of explanation offered for each was extremely variable. Too many candidates do not really appreciate the role of National Tourist Boards and many thought that reducing the price of package holidays was an appropriate function. The better candidates made valid reference to running promotional campaigns in target markets, attending Trade Fairs, hosting familiarisation visits etc.
- (e) This was not done well and many candidates had difficulty in talking about a known city destination. Indeed, few could provide accurate details about a known business hotel. Answers tended to be quite generic and superficial, there was limited analysis and virtually no evaluative comment about which features/facilities were most significant and why. Thus, there was very little to warrant a Level 3 mark. To help Centres clarify what is expected, the following account would have earned a Level 3 mark:

Dubai combines the facilities and services of one of the world's major international business centres with all the attractions of a top destination. For example the city now hosts more than 60 major exhibitions annually. There are a range of business facilities available including major hotel venues (such as Jumeirah's Emirates Towers and Burj Al Arab) and the Dubai World Trade Centre's 36,000 square metres exhibition hall. This means that organisers and delegates alike can count on staging effective and successful events in purpose-built surroundings. However, because Dubai is such an important business destination, the business tourist is very well supported by major local companies, such as Net Tours and Arabian Adventures. These companies help business delegates by providing a full destination management service covering things like hotel bookings, airport transfers, ground transport and a daily programme of tours and activities with multi-lingual guides. The most important factors are quality and reliability and further expansion of business tourism will come with the opening of the Business Bay complex.

Question 3

- (a) The vast majority of candidates were able to identify the four locations correctly.
- (b) Although most candidates were able to identify three valid aspects of the market's appeal from the Fig. 3 stimulus material, these were not always explained well. In this respect, candidate performance was similar to **Questions 1(c)** and **2(d)**. For example 'the oldest town in the region' would be likely to appeal to *cultural tourists interested in history* and the fact that there were 60+ stalls would give visitors plenty of choice etc.
- (c) Most candidates scored quite well and it was interesting to see a range of valid examples. Credit was given to all appropriate food and/or drinks.
- (d) Many candidates struggled with this question and most individuals tried to talk about visiting different restaurants. The question was simply asking how are excursions organised and only one or two candidates were able to offer appropriate ideas such as sold at hotel tour desks, collected by coach, guide to visit site and return.
- (e) Very few candidates were able to demonstrate knowledge and understanding of any cultural visitor attraction. Most answers were superficial and few made any real attempt to analyse or even explain the visitor appeal. There was a lack of evaluation and no attempt was made to say which aspects of the attraction were most appealing and why this was the case. Better attempts used valid attractions such as the Great Wall of China and the Guggenheim in Bilbao.

Question 4

- (a) Although most candidates were able to correctly suggest three reasons for taking the City Bus Tour, these were never really properly developed. There was too much copying from the Fig. 4 stimulus material and valid ideas were usually only briefly stated. In other words, the chosen reasons were not explained well enough to earn additional credit. In this respect, candidate performance was similar yet again to **Questions 1(c)**, **2(d)** and **3(b)**.
- (b) This question was not well answered and most candidates had some degree of difficulty in explaining the use of their chosen sources. Weaker responses tended to copy directly from Fig. 4 and Internet websites were thus repeated three times. Many individuals mentioned TICs but these were irrelevant because the question was asking about doing research prior to travel and not after arrival in Seoul. Thus, candidate performance was similar yet again to **Questions 1(c)**, **2(d)**, **3(b)** and **4(a)**.
- (c) Most candidates were able to identify valid services but there tended to be a certain amount of repetition such as blankets/pillows, headsets/videos for which only single credit was awarded.
- (d) A number of candidates were unable to recognise Dubai, Singapore and Hong Kong as being important stopover destinations for passengers travelling from Europe to Australia.
- (e) Air-side facilities are a well known topic but answers were usually descriptive, with little analysis and virtually no evaluative comment. Which facilities used by in-transit passengers were most significant and why? There were too many vague generalisation with little attempt made to explain why the chosen services were of use. Such an approach means that candidates are not able to access Level 3.

TRAVEL AND TOURISM STANDARD LEVEL

Paper 8957/5251

Travel and Tourism Core Module

General comments

There was a medium-sized entry for this examination session and it is pleasing to note that candidate performance continues to reflect the advice given to Centres in previous reports. Candidates are increasingly able to demonstrate both an understanding and an appreciation of the international Travel and Tourism industry at a variety of scales. It was pleasing to see accurate reference being made to developments in a variety of locations, particularly the candidate's own local area. There were some very good scripts but there is still a wide variation between Centres in terms of the level of candidate performance.

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Candidates who are unable to respond in an appropriate way to these command verbs will always have difficulty in obtaining the higher marks for questions that are assessed by means of levels of response mark schemes. There was sometimes little evidence that candidates were making an effort to end their answers to the last part of each of the four questions with any form of **conclusion**. A **valid** conclusion, based on the previous points made or considered, is evidence of evaluation taking place and will thus usually warrant a score in Level 3 (5-6 marks).

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- (b) Again, many candidates did not do what the question asked and simply copied from the Fig. 2 stimulus material. Jobs and poverty reduction were two key ideas, correctly identified by many candidates. However, little thought was given to explaining how tourism development might bring each of them about.
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- (b) This question was not well answered and most candidates had some degree of difficulty in explaining the use of their chosen sources. Weaker responses tended to copy directly from Fig. 4 and Internet websites were thus repeated three times. Many individuals mentioned TICs but these were irrelevant because the question was asking about doing research prior to travel and not after arrival in Seoul. Thus, candidate performance was similar yet again to **Questions 1(c)**, **2(d)**, **3(b)** and **4(a)**.
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TRAVEL AND TOURISM STANDARD LEVEL

Paper 8957/5252
Marketing and Promotion

General comments

As is expected at this stage in the qualification's life cycle, the number of entries from this cohort have fallen off, with some Centres having already made the move to the IGCSE qualification. On the whole, candidates had gained a satisfactory level of understanding of the principles of marketing and promotional within the context of the Travel and Tourism industry and appeared to have been adequately prepared for the examination.

The examination, as is always the case for this module, comprised 4 questions, each of 25 marks. Each of the four questions is based loosely around unseen stimulus material. **Question 1** used a timeshare complex in Tenerife as its focus. **Question 2** had the development of the business tourism market between Canada and the United States as its stimulus, whilst tourism provision in Kerala formed the basis for **Question 3**. **Question 4** tested candidates' understanding of the market research process and its links with the price element of the marketing mix.

Many candidates were able to demonstrate knowledge gained in the classroom through their responses to the questions set in this examination and better performing candidates responded with the higher order skills of application and analysis through these vocationally contextualised questions. Most candidates had sufficient time in which to answer all of the questions within the examination as well as being able to use the space provided in the question paper for their answers, without needing to continue on additional pages.

Comments on specific questions

Question 1

The scenario for this set of questions related specifically to the timeshare product within a holiday complex in Tenerife.

- (a) (i) The majority of candidates were able to correctly differentiate between the products and services offered by this provider to score maximum marks.
- (ii) Many candidates experienced some difficulty explaining the timeshare product but were able to score two marks for their explanation of a package holiday.
- (b) Most responses selected an appropriate stage of the product life cycle model for the timeshare product and offered valid reasons for its position in the market to score marks for this question.
- (c) (i) There was a wide variation in the responses to this 'knowledge' type question. The key verb 'identify' should have led candidates to the stimulus material to identify 'European families' as the main target segment – the follow on identification of geographical characteristics and demographic characteristics would have gained maximum marks. Weaker candidates missed out here, by repeating product or service features as per **Question 1 (a)(i)**.
- (ii) Many candidates were able to gain some marks from this Level of Response question. Candidates tended to identify different customer types and give examples of existing products to match these customers' needs, rather than considering product development as the question asked. Some candidates appeared confused by the term product portfolio and associated this with the term portfolio used in the context of a brochure. This limited the marks they could access.

- (d) This question caused some difficulty, with few candidates achieving maximum marks. Weaker candidates overlooked both the Tenerife reference and the repeat customer aspect, merely giving a generic response lifted straight from the assessment objectives for the importance of marketing and promotion for any tourism provider. Whilst some marks were awarded in such instances, it was difficult to give full credit where responses did not really answer the question. Better performing candidates attempted to pick up the Tenerife link and/or the repeat business aspect, although many responses lacked depth of vocational understanding here.

Question 2

This series of questions used the Canadian Tourism Commission and its business tourism programme as a stimulus.

- (a) (i) Good examples of primary research techniques were cited by the majority of candidates.
- (ii) Most responses showed clarity of understanding of the problems caused by using secondary data sources in the market research process, thus scoring maximum marks here.
- (b) (i) It was disappointing to note how few candidates were able to correctly name the two aspects of place covered by the syllabus. Most scored for location but a very small number gained credit for their identification of channels of distribution here.
- (ii) As this question followed on from **part (i)**, many candidates were limited to discussing the location aspect for this question. There were several exceptional responses, which demonstrated the clarity of understanding and contextualisation that this question relied upon, namely proximity of US to Canada as a market. However, the majority of responses were poorly constructed repeats of locational factors lifted straight from the syllabus and lacked any relevance to the question.
- (c) (i – iv) There were 8 straightforward marks available across this sub-divided question for those who had closely followed the syllabus to learn these key promotional methods. Unfortunately only a very small number of candidates appeared to be familiar with all four methods, despite their place in the syllabus. Trade shows were not generally well understood nor were familiarisation tours. Many candidates confused direct response advertising with point of sale – rather than promotional vouchers and codes. It was clear that while most candidates could give examples of sponsored events, few of these were relevant to the travel and tourism industry and fewer still could explain the term without using the word sponsor, thus failing to achieve the marks here.
- (b) Many candidates answered this question on corporate image in a generic fashion, talking more about marketing and advertising in general, rather than focusing on the specific ways in which an organisation can enhance its image e.g. through the use of logos, company uniforms etc.

Question 3

This question used tourism provision in Kerala as a focus, requiring candidates to consider SWOT and PEST analyses within a real context, as well as looking at marketing communication within promotion.

- (a) The majority of candidates scored maximum marks for this 'give-away' question, which required them to identify the two marketing analysis tools used to carry out a full situation analysis.
- (b) (i) This question was generally answered well, with the majority of candidates selecting appropriate positive influences from those listed.
- (ii) Most candidates made a good attempt in explaining how positive influences from PEST can be used to help promote tourism. Examples were often generic which restricted access to higher grading for this answer.
- (c) This question required candidates to consider how a tourism development priority can benefit from marketing and promotion. Most answers showed some understanding of the issues involved in establishing market position and raising awareness with target customers, although only the better performing candidates could give contextualised exemplification to access the Level 3 marks for this question.

- (d) (i)** Most candidates were able to correctly define the term brand slogan to gain the mark available for this question.
- (ii)** This question caused some difficulty for many candidates. It required them to assess the range of product tools used in marketing communications – few even mentioned the more obvious AIDA principle as anticipated. Instead, a common approach taken to this question was to list reasons why brand image is important, rather than explain how this could be achieved.

Question 4

This question was unlike the others for this paper, as it did not have an industry scenario as a focus. Instead, candidates were required to discuss aspects of the market research process and the price element of the marketing mix.

- (a) (i)** Better performing candidates correctly completed the table to show their knowledge of the advantages of using qualitative data in market research. There were a large number of candidates who omitted this question, perhaps because they did not understand the instruction to complete the boxes in the table.
- (ii)** Responses to this question varied. Many candidates were able to demonstrate a basic level of understanding about why quantitative data is easier to interpret than qualitative. The question really required an examination of the characteristics of both data types.
- (b)** This question was generally answered well. The majority of candidates were able to explain how market research aided organisations in the task of setting prices, based on an applied knowledge of the use of surveys and questionnaires.
- (c)** As on previous occasions where a question has been set asking candidates to select suitable pricing policies for travel and tourism products, it was disappointing to note that many candidates write about any pricing policy they know about rather than select the most appropriate policies. Similarly, it was disappointing to note that a small number of candidates could not recall the names of any pricing policies.
- (d)** The context of this question stems from external influences on price. It required some transfer of knowledge from the core module regarding public and private sectors and the concept of profitability, however, strongly linked to the price aspect of the marketing mix. However, few responses achieved the Level 3 grade, as candidates wrote at a simplistic level about organisations needing to make money. There were few vocationally relevant examples quoted here to support responses.

TRAVEL AND TOURISM STANDARD LEVEL

Paper 8957/5253

Travel Organisation

General comments

The paper differentiated well, however most candidates were able to demonstrate some knowledge and had benefited from studying the module. From able and well prepared candidates there were some excellent scripts, showing a thorough knowledge and understanding of the subject content. Such candidates wrote fluently, in detail and with confidence. In contrast weaker candidates displayed little knowledge and understanding of the topics tested or demands of the question, producing brief lists of ideas, often poorly expressed with no attempt to fit their answers to the required context.

All candidates were able to finish in the time allowed.

Comments on specific questions

Question 1

- (a) Most candidates made a good attempt to complete the Customer Requirements and Travel Details Form with the information provided. Though the quality varied from candidate to candidate, most had clearly practised this activity and filled it in with care and accuracy as recommended in previous Examiner reports.
- (b) (i) The question asked why Global Tourism wants to know if the customer has booked with them before – some candidates correctly suggested that this would mean they were able to bring up and amend previous customer details on their data base, however others wrongly suggested that this would indicate they were satisfied with the previous trip. Whilst this may be true it would not be a reason for asking the question.
- (ii) This question required candidates to consider why travel agents and tour operators ask about special requests and specific needs of passengers. It produced the full range of answers. At a basic level candidates merely stated that 'it helps them to provide a better service', or that 'it would help them to provide customers with what they wanted', however those candidates who developed their answers, explaining fully by reference to their own examples produced impressive answers.
- (c) This differentiated well, there were some excellent answers to both parts, and even weaker candidates were able to suggest a limited number of ideas. Typically answers about health precautions related for the need to investigate whether vaccinations and courses of tablets (e.g. for malaria) would be required or not, clearly for the Canary Islands they are not required, however if candidates referred to checking if they were needed this idea was credited. Well prepared candidates usually developed these ideas fully, along with other health precautions which would be necessary when travelling to the Canary Islands, such as the need for sun screen/wearing a sun hat and/or advice relating to drinking bottled water rather than tap water.

Many candidates were aware of the need to have an up to date passport and check visa requirements, again in the case of the Channel Islands visas would not be necessary for German visitors, though the idea of checking was credited.

Question 2

- (a) (i) This was well answered with many candidates gaining full marks.
- (ii) 'Scheduled flights' was a term which was well known by most candidates, though significant numbers struggled to define 'regional airports' and 'return transfers in Mauritius', which was surprising.
- (b) Generally this was well answered, with candidates suggesting a variety of correct ideas, such as more legroom, departure lounges and better quality food. A few candidates were unable to be more specific than stating 'better facilities/services' which was too vague for credit.
- (c) This was well answered, with most candidates suggesting the need for the credit card number, type of credit card or the expiry date.
- (d) Many candidates were able to explain the differences between a tour operator and a travel agent, at least in simple terms, by referring to the fact that a tour operator creates the package whilst the travel agent sells it. Better prepared candidates could develop their answers by referring to other functions of the travel operators, such as producing the brochures and having reps in place in resorts, and of travel agents, such as helping customers book the holiday, and providing information and ancillary services.
- (e) Most candidates showed their awareness of what is meant by the term 'stopover', and many could at least briefly comment on their advantages and disadvantages. As usual the key to success in such extended answers was to provide a reasonable balance between positive and negative points, developing points made beyond simple statements, and exemplifying wherever possible.

Question 3

- (a) (i) Most candidates were familiar with the idea of a 'chartered flight' and attempted to explain the term. Some candidates lost marks by repeating the word 'charter(ed)' or by making one very simple statement, typically about such flights not running to a timetable. Some candidates outlined their perceived advantages of charter flights (e.g. low cost) rather than explaining what was meant by the term.
- (ii) Generally this was not well answered, though there were a few references to charter flight users such as package tourists and sports teams. There were many weak references to tourists of different types (e.g. businessmen) or ages (e.g. candidates) which had no links to the use of charter flights – such groups could use chartered or scheduled flights.
- (iii) The Internet was correctly mentioned by many candidates as a source of information which travellers can use before visiting a destination. Some mentioned other possibilities, such as guide books and promotional leaflets, along with ideas such as asking at a travel agents or watching a travel programme on TV. Reference to the use of 'newspapers', 'books' and 'magazines' needed to be qualified for credit. Some candidates lost marks by stating that they could use a TIC, which would be more appropriate to use on arrival at the destination. Therefore, unless reference was made to emailing/writing to or telephoning, this idea was not credited.
- (iv) Most candidates were able to suggest three methods of payment, local currency/Euros, credit/debit cards and travellers cheques being good choices. Some candidates lost marks by a lack of precision – stating 'cheques' and 'cards' without any further elaboration.
- (v) This was a topic which had been well rehearsed by candidates, and many gave excellent, detailed answers. As always the key to success was in developing points made beyond simple statements. The answers which follow exemplify the qualities of answer expected at Levels 1 and 2. For Level 3 candidates needed to give a balanced response by considering, in detail, both the advantages and disadvantages of using the Internet to make accommodation bookings.

Level 1

Advantages such as:

You can book from the comfort of home.
You can get cheaper prices.
You can be competitive and shop around.

Disadvantages such as:

You cannot ask for help face to face.
Some people may not trust paying over the Internet.

Level 2

Advantages such as:

You can easily access a vast amount of detail giving you the opportunity to shop around and get the best deal, all from the comfort of home.

It means you get instant results with no waiting around or holding over the telephone while a travel agent deals with your request.

Discounts are offered by many organisations for booking online, this is an incentive to travellers as it would mean extra spending money.

Using the Internet takes away all the hassle – you can get instant results and responses from the touch of a button.

Disadvantages such as:

Some people, particularly the old may not be able to use the technology required/access the Internet and may not be able/willing to pay using a credit card over the Internet

You cannot discuss requirements face to face with an expert and ask their direct advice.
etc.

- (b) (i) Most candidates could identify some of the advantages of hiring a taxi from the airport to their hotel, such as the speed of the journey, the availability of taxis at airports and the fact that taxis provide a door to door service for people and their luggage. There were some references to cost, however 'cheaper' was only credited if this was compared with the use of a hotel limousine. Vague answers Using words like 'easy' and 'convenient' needed to be elaborated for credit.
- (ii) Many candidates were well prepared for this and there were some excellent responses. With the focus being on public transport the answers needed to focus on this rather than on car hire. Good answers were characterised by the inclusion of both advantages and disadvantages, and the full developed of points, rather than writing just a list of simple statements. The following extract from the mark scheme indicates the difference between the rewards obtained for simple and developed statements. The examples are not exhaustive, the merely serve to illustrate different quality of responses.

Level 1

Simple statements about advantages and/or disadvantages.

*E.g. Public transport would take away the hassle of driving.
Public transport may be cheaper.
Public transport may not take them 'door to door'.*

Level 2

Developed statements demonstrating sound understanding of the advantages or disadvantages.

E.g. Advantages such as:

*people would be able to relax more by using public transport.
they would see and enjoy more as they would not have to worry about driving and navigating on unknown routes.
they would not waste time as they would need to stick to the printed times of public transport timetables.
they would be able to drink alcohol and travel on public transport/avoids risk of drinking and driving etc.*

Disadvantages such as:

they would have less flexibility.

they might not get to remote places as public transport would be more likely to stick to popular areas.

public transport could be crowded and uncomfortable at certain times of the day.

Question 4

- (a) This was generally well answered and many candidates were familiar with advantages, such as the speed of using computerised reservation systems, the fact that 'real time' searches can be made, and the ability of such systems to search great quantities of information within seconds. A number of weak candidates did not understand that it would be the travel agents using the systems, thus wrongly referring to making bookings from home.
- (b) This discriminated well between those candidates with detailed knowledge and understanding of both baggage allowances and check-in procedures and those who could do little more than make vague and often inaccurate statements. Credit was not given for any procedures which passengers undergo beyond the check in desk.

The following extract from the mark scheme illustrates some of the details with which candidates need to be familiar.

Baggage allowances

Ideas such as:

20/25 kg hold baggage;

Usually 2 pieces maximum; accept correct references to dimensions for development mark;

1 piece of cabin baggage/5 kg max;

One smaller item/Handbag/Camera case/Briefcase/Laptop computer

Check in procedures

Ideas such as:

Check in at least 1.5/2 hours before flight;

Identify correct check in desk;

Present tickets;

Show passport;

Have luggage weighed/check in luggage;

Ensure it is within baggage limit/pay excess;

Get boarding pass etc.

- (c) Almost all candidates were able to suggest types of insurance which are important for travellers, though a few focused on general types of insurance (e.g. life insurance, car insurance) rather than insurance for a trip. The most basic correct answers simply listed one or two insurance types, such as medical cover, accident cover and cover for loss or damage to property, with the reasoning being little more than repetition (e.g. cover for loss of baggage....in case their baggage is lost'). At a higher level candidates were able to demonstrate a sound understanding of the various reasons why insurance is important, and add appropriate reasoning to their responses (e.g. cover for loss of baggage....to obtain monetary compensation in case their baggage is lost').
- (d) (i) Weaker responses did little more than repeat the information in the question, that ferries were used to make journeys to islands. However many others were able to identify features such as the fact that they run to a timetable and often provide facilities to transport vehicles, they are relatively cheap, serve food and drink on board, and sometimes offer accommodation and entertainment. Candidates should be encouraged to write fully about the features rather than write lists of single words such as food, drink and cars which could be interpreted in different ways.
- (ii) Most candidates could identify some of the advantages and disadvantages of using the ferry to travel between Athens and Crete, rather than travelling by air, and the most successful candidates gave balanced answers, developing their ideas as shown in the extract from the mark scheme which follows. The examples are not exhaustive, they merely serve to illustrate different quality of responses.

Level 1

Simple statements that identify advantages and/or disadvantages.

E.g. Ferry would be cheaper.

Ferry would enable them to sightsee;

Ferry would be relaxing;

Ferry takes longer;

Seas might be rough;

Ferry be not be comfortable etc.

Level 2

Developed statements relating to the advantages or disadvantages with sound understanding demonstrated.

*E.g. **Advantages** such as:*

Ferry would be cheaper saving them 125 Euros.

Ferry would enable them to sightsee beautiful coastal scenery as they leave Athens/approach Crete.

Ferry would be relaxing as they could read/sleep for 8 hrs whilst travelling so be refreshed when they arrive.

***Disadvantages** such as:*

Ferry takes longer and this would reduce the time they have to sightsee in Crete.

Seas might be rough and they may suffer sea sickness;

Ferry be not be comfortable, especially if they are on deck for 8 hrs.