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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned**.

UNIVERSITY *of* CAMBRIDGE
International Examinations

TRAVEL AND TOURISM

GCE Ordinary Level

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Paper 7096/01

Paper 1

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General comments

For the October 2005 examination it was pleasing to see that the majority of candidates were able to attempt all four questions within the time available. Most scripts contained four balanced answers and frequent reference was made to appropriate industry examples. However, a minority of candidates did not appreciate the wording of particular question sub-sections and thus did not fully address the issue that was being asked. On the whole, the stimulus material supplied with each of the four questions was very well interpreted and most candidates were able to write with a degree of authority. It was only a small minority of individuals that resorted to copying sections of supplied text without due reference to the demands of the particular question.

Comments on specific questions

Question 1

This was set in the context of Tunisia as a holiday destination and there were several outstanding answers. Almost all candidates were able to identify the number of UK visitors asked for in part **(a)(i)** and the appeal of Tunisia was equally well identified in part **(a)(ii)**. The main problem was the inability of candidates to explain the appeal that was identified. The question asked for an explanation of each type of appeal and it was expected that answers would be based on the stimulus material for three appropriate identifications and that some appropriate reasoning would accompany each statement. Not all candidates were able to supply this e.g. "sapphire seas" being very good for watersports such as jet skiing. The vast majority of candidates were able to identify three components of a package holiday for **(b)(i)** but there were major problems with **(b)(ii)**'s ancillary services. Very few candidates were familiar with the term 'ancillary service' and answers tended to be very poor. This was surprising because if the same question had been asked within a travel agency context then many individuals might well have suggested car hire, airport transfers, foreign exchange, excursions and theme park tickets. These are exactly the types of services that major resort hotels will arrange for their guests. Answers to part **(c)** tended to be vague and, passports/visa apart, few candidates could offer much in the way of difficulty. The news is frequently full of stories about travellers caught up in natural disasters (tsunamis, earthquakes and hurricanes) as well as terrorist explosions. The role of the embassy/consulate in such circumstances is thus of major significance. However, answers to part **(d)** tended to be much better and most candidates were well aware about the positive and negative socio-cultural impacts that tourism can cause. There were some excellent answers to this particular question and the topic is clearly well known.

Question 2

The majority of candidates had very little difficulty in correctly identifying part **(a)**'s four adventure tourism activities. However, very few individuals were able to correctly state part **(b)**'s five characteristics of a scheduled flight. Timetable, load factor and class of travel were common but very few individuals provided details of in-flight services, ground arrangements (check-in, lounges, baggage allowances etc.) or ticketing flexibility. Answers to part **(c)** were often characterised by the same mistake that was made with **Question 1 (a)(ii)**. The question asked for an explanation of each type of conference organiser advantage; it was expected that answers would be based on the stimulus material for three appropriate identifications and that some appropriate reasoning would accompany each statement. Not all candidates were able to supply this, e.g. the range of 5* hotels would have rooms/facilities that would be appropriate for the needs conference organisers/delegates. Answers to part **(d)** tended to be vague and many candidates were unable to describe how a particular strategy would work to effectively reduce particular environmental threats. The majority of candidates were unable to appreciate the significance of the "short break" mentioned in part **(e)**. Most did not mention that this term applies to stays of less than seven nights and the fact that many international leisure travellers are cash rich but time poor. The key points were that destinations like Oman are readily accessible and that they contain more than enough attractions to occupy visitors for a short period of time.

Question 3

Part **(a)** tended to be well done by the majority of candidates and the stimulus material was particularly well interpreted. There were many full mark answers to parts **(i)**, **(ii)** and **(iii)**. Part **(b)** was a little more demanding and the degree of explanation offered was not always convincing. Candidates were expected to say why a particular approach was undertaken by the guide and it was surprising to see only a few answers making reference to customer service and health and safety issues. There were some very good answers to part **(c)(i)** and some candidates clearly appreciated the need for hotels to fill their rooms and to generate a constant revenue stream. Similarly, the majority of candidates were well aware of how complaints should be dealt with and there were many full mark answers to part **(c)(ii)**. There were two key issues with answers to part **(d)** – a known visitor attraction and its appeal to different types of visitor. Candidates were given the opportunity to show off their knowledge about a local attraction and illustrate the ways in which it appeals to different visitor types but this was rarely done effectively. There were some very good answers but they tended to be in the minority. It was expected that details would be provided about:

- leisure versus business visitors
- singles/couples/families/groups
- children/adults/OAPs
- special interest groups.

Each identified category of visitor would then be matched with a particular aspect of the chosen attraction's operation. However, many answers were vague and a large minority of candidates did not clearly identify the attraction about which they were writing. It was thus inevitable that the amount of credit awarded was going to be limited.

Question 4

This was set in the context of an adventure tourism cruise. Part **(a)** tested aspects of worldwide destinations and many candidates were unsure about key terms. Most were able to identify **(a)(i)**'s ocean but the appropriate climatic term for **(a)(ii)** was rarely known. The correct answer was cold temperate or arctic. Candidates are expected to know the main climatic types. Similarly, a large minority thought Chile's time zone was in advance of GMT but the majority could identify icebergs as a hazard and thermal baths as the attraction. Part **(b)** saw similar confusion and many candidates thought southern hemisphere winter was in fact the summer, something that made nonsense of the reasoning that often followed. However, there were several good answers to this sub-section where candidates pointed out that severe winter conditions would make the cruise dangerous. Part **(c)** was attempted better and most answers correctly commented on improved customer service and the ease of movement/use of facilities with only 74 passengers on board. The failings associated with answers to **Question 1 (a)(ii)** and **Question 2 (c)** were also evident with responses to part **(d)**. Many candidates were able to identify three types of training but only the minority of answers provided any justification for their choices. Candidates must offer appropriate reasoning when the question invites such a response. Answers to part **(e)** tended to lack depth but there were some very impressive accounts. This is very clear evidence that time management is not an issue for this particular examination. Better answers always kept in mind the 'overseas' focus of the question and it was pleasing to read many valid comments about Internet bookings, attending trade fairs and working with outbound tour operators.

> **Paper 7096/02**
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> **Alternative to Coursework**

General comments

Many candidates had made adequate preparations for this examination and some demonstrated a good level of understanding of the principles of marketing and promotion. Candidate performance was spread across the range of marks and better performing candidates applied their knowledge of the syllabus through contextualised responses to the questions, whilst weaker candidates relied heavily on citing certain aspects of the syllabus without demonstrating their full understanding of the concepts covered by the questions. Whilst the syllabus clearly provides the learning framework for this module, teachers are advised to ensure that full coverage of the required topics is provided, in order for candidates to be able to engage successfully with the examination questions. For example, the majority of candidates struggled to answer a question on sampling in market research, which should be covered within the teaching of primary research techniques.

Comments on specific questions

Question 1

Questions within this subset focused on the market research carried out by the Australian Tourist Commission (ATC). These questions required candidates to apply their knowledge and understanding of the market research process and the reasons why travel and tourism organisations such as the ATC conduct market research.

(a) Most candidates were able to correctly identify the research technique as a primary technique, although some tried to guess how exactly the research was carried out, giving questionnaire as their response.

(b)(i) As mentioned within the general comments for this paper, this question was clearly not understood by the majority of candidates. Whilst the syllabus does not make specific reference to "sampling methods", it is anticipated that teaching of primary research techniques includes an identification of how respondents to a questionnaire or in a telephone survey are selected. Candidates need to understand that primary research cannot be carried out with every member of the target market for a travel and tourism organisation for reasons of practicality. It was disappointing to note the small percentage of candidates who had gleamed this understanding from their coverage of the syllabus.

(ii) As with the above question, very few candidates were able to identify characteristics of specific sampling methods.

(c)(i) Most candidates were able to achieve maximum marks for this question, which required a simple identification of the four sections of a SWOT analysis. (It was surprising that not every candidate could actually correctly identify all four sections.)

(ii) Responses to this question varied with the ability level of candidates. The weakest candidates reiterated the four aspects of SWOT, making vague reference to the need to strengthen strengths, lessen weaknesses, make the most of opportunities and avoid the threats, which did not answer the question. Mid-range responses then exemplified these, drawing upon the ATC scenario to give emphasis to their responses. However, there were some better candidates who were able to clearly identify the marketing objectives of an organisation such as the ATC and apply their understanding of the SWOT analysis process to these objectives.

(d) Candidates were required to categorise the PEST analysis results as positive or negative. This format has been used on regular occasions within the examinations for this module. However, several candidates do not identify the statements in any way, instead inserting only ticks in the table. These responses cannot be accredited.

(e) Most candidates were able to explain the importance of marketing and promotion in general terms. Better performing candidates were able to apply this specifically to Australia as a tourist destination. Weaker candidates referred to the organisation rather than the country.

Question 2

Questions within this subset were based around the Sandals and Beaches resorts in the Caribbean.

(a)(i) Many candidates confused market skimming with prestige pricing in this question.

(ii) There was a great deal of variation in candidates' understanding of the concept of supply, demand and pricing strategies. Few were able to bring the supply side into their answer, although many implied this. A large number of candidates saw this question as an opportunity to demonstrate their understanding of different pricing policies, but did not make specific reference to demand.

(b) Responses to this question were either very good or missed the point completely. The syllabus requires candidates to understand the range of external factors that affect price determination. A large number of candidates referred only to specifics of the holiday booking that affect price, e.g. number in party, star rating of accommodation, meal type, etc. thus answering this question on a completely different level to the expected response.

(c)(i) Most candidates picked up on family or couples as the segment, rather than the all-inclusive luxury element of the resorts. The correct answer here was life style and not demographics.

(ii) There were many appropriate responses to this question. Most recognised that resorts for couples are romantic or linked to the honeymoon market.

(d) This question was intended as an easy way for candidates to demonstrate their understanding of how tourism providers differentiate their products to meet the needs of different target markets. However, the response to this question was almost unanimously disappointing. Weaker candidates saw products and services in the stem to the question and wrote everything they knew about the generic differences in terms of tangibility, etc. This did not answer the question and scored no marks. Other misinterpreted Beaches as any beach holiday rather than a named resort. Only a relatively small number of candidates actually provided a detailed account of how the product/service mix for these two different resorts differed.

Question 3

Questions in this subset were based around the South African Eco-tourism brand.

(a) Brand logo as a concept was broadly understood but many candidates used both *brand* and *logo* in their definitions, thus rendering them unacceptable as a definition.

(b) The product life cycle model was applied appropriately by the majority of candidates.

(c) Many candidates made a valiant attempt to explain how brand images are used to attract more custom. Many responses looked at a range of ways in which brand images could be used. Weaker candidates discussed any marketing strategies that are used to attract more custom, thus scoring poorly on this question.

(d) It was disappointing to note the number of incorrect responses to this basic question which required candidates to correctly identify the acronym AIDA.

(e) Few candidates were able to cite specific direct response methods used in marketing, e.g. website visit counts, coupons, coded telephone reservations, etc. Most responses were generalised – looking at increases in sales, which was accepted.

(f) Most candidates correctly identified the range of promotion that SATO could use, however, only the better candidates made an attempt to evaluate the effectiveness of different methods, e.g. mass media reaches a bigger audience but is too expensive for non-profit making organisations to use extensively.

Question 4

(a)   Many candidates approached this question about the advantages and disadvantages of different distribution channels from the perspective of the customer rather than from the perspective of the provider. Most scored reasonably well on this question.

(b)(i)   CRS was often defined as Central Reservation System. Whilst this is sometimes used, the correct original industry definition was Computerised Reservation System, which is the answer accredited for this paper.

(ii)   Few candidates were able to actually name specific examples of CRS.

(iii)   Responses to this question were varied. Weaker candidates thought that CRS were used to contact the pilot with weather reports, etc. However, better responses correctly described the function of a CRS in making airline reservations.

(c)   There have been several instances where a similar question to this one has been used in previous examinations. However, despite this fact, the majority of responses to this question were lifted almost directly from the syllabus and were not applied to the context of the question in any way. Better candidates recognised the need for a ski resort to be located in snowy and mountainous regions, but few were then able to connect this with other relevant locational factors. Many responses listed low crime rates as a major factor – this would be true of any tourism destination.

(d)   This final question required candidates to contextualise the marketing mix for a ski resort. Responses tended to be split two ways. They either identified the 4 P's on a basic, generic level, or covered one of the 4 P's in detail but overlooked the others. There were some extremely good ideas relating to how the product/service mix could be enhanced, but candidates needed to respond across all elements to achieve the higher levels for this question.