TRAVEL AND TOURISM

| Paper 7096/01 |
| Paper 1 |

Key messages

Candidates should read the wording of the question carefully to avoid producing answers which are not fully valid and which result in only limited credit. This was quite common in answers to:

- **Question 1(d)** – the use of ground services and facilities rather than in-flight ones
- **Question 3(e)** – the incorrect use of coastal examples
- **Question 4(b)** – selecting impacts at the national rather than the local scale.

Candidates should exercise a degree of selectivity rather than simply listing points. Candidates should be encouraged to reflect on the most important factors and then offer some explanatory or analytical comment to illustrate their opinions. This is particularly true for the six-mark 'Level of Response' answers:

- **Level 1 (1-2 marks)** will **identify** up to two appropriate types of feature/factor/reason, providing some detail but will be mainly descriptive.
- **Level 2 (3-4 marks)** can be awarded for an **analysis** of selected features/factors/reasons, clearly indicating how they apply in the context of the question.
- **Level 3 (5-6 marks)** can be awarded for **evaluative** comment about the significance or importance of particular features/factors/reasons. The better answers will have a **reasoned conclusion**.

General comments

It was pleasing to see that there were many candidates who were able to demonstrate a sound understanding of the international travel and tourism industry at a variety of scales. These individuals were usually able to provide many accurate references to appropriate tourism developments in a variety of locations and the best answers quoted precise evidence and exemplification either from the local area or from case studies with which they were familiar.

Centres are advised to take note of the following key points relating to candidates' performance in the Travel and Tourism Core Module.

Many candidates do not read the wording of the question properly and thus produce answers, often quite well known, which are not fully valid and result in only limited credit. This was quite common in answers to:

- **Question 1(d)** – the use of ground services and facilities rather than in-flight ones
- **Question 3(e)** – the incorrect use of coastal examples
- **Question 4(b)** – selecting impacts at the national rather than the local scale.

Far too many candidates tried to list points and such an approach does not always work to the individual's advantage. Candidates should be encouraged to reflect on the most important factors and then offer some explanatory or analytical comment to illustrate their opinions. This is particularly true for the six-mark 'Level of Response' answers:

- **Level 1 (1-2 marks)** will **identify** up to two appropriate types of feature/factor/reason, providing some detail but will be mainly descriptive.
- **Level 2 (3-4 marks)** can be awarded for an **analysis** of selected features/factors/reasons, clearly indicating how they apply in context of the question.
- **Level 3 (5-6 marks)** can be awarded for **evaluative** comment about the significance or importance of particular features/factors/reasons. The better answers will have a **reasoned conclusion**.

Comments on specific questions

Question 1

(a)   Most candidates were able to interpret Fig. 1 and identify the correct answers.
- Number of foreign tourists = 1.7 million
- Percentage of leisure tourists = 13.6%
- Most popular month for domestic tourists = December
- Average amount spent on hotel accommodation = US$68.

(b)   A variety of valid reasons was offered. Candidates should provide development, illustration and amplification of the reason stated. Better answers made simple points of comparison between foreign and domestic visitors and such an approach gained appropriate credit. Valid responses tended to make reference to factors such as the need to pay for accommodation as nowhere to stay, costs of long-haul travel encouraging greater lengths of stay, wealthier Europeans having greater levels of disposable income and foreigners buying souvenirs and going on tours whereas locals less likely to do these things.

(c)   Most candidates were able to identify correctly bus, air and car as being the three most commonly-used forms of transport.

(d)   The wording of the question was quite specific and candidates had to restrict themselves to what is usually on offer **within** the business class cabin of most international long-haul carriers. Comments about products and services available to business class passengers were only credited if they were available in-flight. Better answers considered the provision of flat bed seats, Internet availability, on-demand meals and high passenger/crew ratio and then offered an explanation as to why such services were appropriate for business passengers. Weaker answers offered little in the way of reasoning and the weakest answers made reference to inappropriate services.

(e)   Candidates needed to provide accurate details of road, bus or rail services to their chosen airport. The key factor was accessibility and answers offering a valid analysis of various methods of transport were suitably rewarded.

Question 2

(a)   Most candidates were able to identify correctly Germany, Italy and the UK as declining European markets.

(b)   Most candidates were able to write validly about discounting in order to maintain visitor market share.

(c)   Candidates were expected to use Fig. 2 as a guide and many answers looked at aspects of the global economic slump. Better responses considered related ideas, such as lessening of demand, changes in consumer spending habits, tourists avoiding high-cost long-haul travel and competition from other destinations.

(d)   Many candidates did this question well, using the appropriate terminology. Mauritius has a tropical climate, local time is behind Singapore, December is summer and cyclones are a seasonal hazard in such latitudes.

(e)   Candidates needed to select impacts to do with watersports. Better responses clearly itemised and explained the various negative environmental impacts that can occur and there was frequent reference to issues such as divers damaging coral reefs, jet-ski noise pollution and water pollution from engine oil spills.

(f)   There were some very good answers to this question and many candidates showed a sound understanding of the issues surrounding hotel leisure service provision. The better efforts clearly explained how hotels seek to widen their appeal, meet customer expectations, differentiate themselves from their competitors and generate additional revenues by providing such facilities. Weaker answers tended to offer simple statements and were lacking in explanatory development or analytical comment.

Question 3

(a)   Candidates should understand the definition of a package holiday. A package is defined as follows:
- The service must cover a period of 24 hours, or involve overnight accommodation.
- The service must consist of a pre-arranged combination of at least two of these components: transportation, accommodation, other tourist service which forms a significant proportion of the package (e.g. excursions, entertainment).
- This service must be sold at an inclusive price.

Many answers concentrated on describing the various activities on offer but such responses were limited to two marks.

(b)   Weaker candidates described the appeal of the promotional leaflet rather than the appeal of the package. Better answers clearly pointed out that children would enjoy certain activities and credit was given for any Fig. 3 activity if it was properly explained.

(c)   Most candidates were able to identify correctly brochure, telephone and Internet website.

(d)   Candidates need to be aware of ancillary services. Better answers clearly commented on things like car hire, insurance, private airport transfers, pre-booked excursions and foreign exchange.

(e)   Most candidates were able to offer some valid suggestions but weaker candidates did not have the detailed factual knowledge required. Coastal areas were not credited but there were some very good answers based on Lake Kariba, Dubai Creek and selected rivers. The key to a good answer was an explanation of two or three developments that had taken place in the named area and an explanation of how tourism had changed as a result. A valid conclusion might look at which development had resulted in the most significant change for their chosen location.

Question 4

(a)   The Fig. 4 photographs were usually correctly identified and most candidates were able to obtain full marks.

(b)   There were some very good efforts and many candidates were aware of a variety of positive impacts related to the sale of souvenirs. However, not all ideas were related to the local host community and comments about effects on the country were not strictly appropriate in this instance. Better answers clearly pointed out that a source of income would raise standards of living, employment opportunities and make the local area more attractive, that traditional craft skills would not be lost and that this would strengthen the local cultural identity.

(c)   Candidates were familiar with the Demonstration Effect but found it challenging to explain what the negative impacts on the local host community would involve. Answers tended to state issues rather than offer an explanation of their socio-cultural impact. However, there were some very positive attempts to answer the question.

(d)   There were many good answers and the better responses clearly itemised two valid control methods and then offered an appropriate explanation as to how congestion might be relieved or avoided in each case.

(e)   Candidates appeared to have been very well prepared for this type of question. Weaker answers tended to be a long list of different skills and qualities with little attempt to explain why such characteristics might be important within a front-line customer service environment. Better responses concentrated on two or three valid skills and clearly examined the ways in which these increase operational efficiency. There were various valid comments about foreign language skills helping customers' understanding, the handling of complaints in an empathetic way and having first aid training to cope in an emergency.

TRAVEL AND TOURISM

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

Key messages

Each of the four questions uses a short piece of relevant stimulus material as the focus for the subset of questions which follow. Candidates need to develop further the skills of application and analysis required to answer these context-based questions. Examples cited need to be related specifically to the travel and tourism industry.

General comments

Most candidates were able to demonstrate some marketing knowledge within the short answer/recall type questions. Better-performing candidates used the higher level skill of applied understanding in order to provide analytical and evaluative responses to the extended answer type questions.

Stimulus material was not always used effectively by candidates in response to the more demanding questions. At the lower end, candidates tended to copy out sections of the text, which often limited access to the marks available for these types of question. In order to gain further credit, candidates needed to provide their own interpretation of the information.

Each of the questions has a travel and tourism industry focus. Rural tourism in Northern Cyprus provided the stimulus for **Question 1**. Candidates understood the concept of rural tourism well and often made appropriate links within their answers to the development of eco-tourism packages in this area.

The 'Treasures of Brunei' marketing campaign in **Question 2** appeared less familiar to candidates, with some misunderstanding of the use of tourism brands demonstrated. Candidates need to appreciate the benefits of destinations using specific brands in marketing themselves. **Question 2(d)**, which required an evaluation of the marketing mix used by this destination, was often poorly answered, with many weaker candidates writing out the stimulus text.

Medical tourism provided the context for **Question 3**. Most candidates appeared confident in defining this niche market. Candidates needed to be more familiar with how markets are segmented and the characteristics of a typical medical tourist, as many did not score well on these types of question. Distribution channels were also tested in this section of the Question Paper, which is another area where candidates appeared less confident in their understanding.

Question 4 was loosely based on the development of a new ferry service and required candidates to consider the elements of promotion and place from the marketing mix, within the context of selecting where to locate the new service and how it could best be promoted to customers. Many candidates demonstrated a good understanding of these aspects of the syllabus.

Comments on specific questions

Question 1

This series of questions was based on stimulus material relating to the SWOT and PEST analysis of rural tourism in Northern Cyprus.

(a)   There was some confusion between 'strengths' and 'opportunities' within this question. Candidates needed to remember that strengths are internal, i.e. within the control of the destination, and opportunities are external, i.e. beyond the control of the destination. Thus a global increase in demand for rural tourism products constitutes an opportunity for northern Cyprus, not a strength.

(b) Many candidates were able to use their understanding of the importance of marketing and promotion in order to identify ways in which tourism providers in Northern Cyprus could benefit from a global increase in demand for rural tourism products.

(c) (i) The identification of specific characteristics of different stages of the product life cycle was not clear. Candidates should have focused on concepts such as value or volume of sales, costs to the tourism providers in terms of advertising, levels of competition. Weaker candidates here used undifferentiated characteristics across all stages and thus limited their access to the full range of available marks here.

(ii) This question allowed candidates to apply their understanding of the product life cycle within context. This was done well, with good justification of the reason(s) why rural tourism in northern Cyprus is at the introduction or growth phase.

(d) Weaker candidates often relied heavily upon the stimulus material and, as a result, did not demonstrate any applied understanding of why marketing and promotion might be important in developing the rural tourism market in northern Cyprus. Candidates needed to consider the context of the question. The stimulus material tells us that other areas of Cyprus are dominated by the mass tourism market and, as such, the development of rural tourism could be used to rejuvenate Cyprus's position in a highly competitive market. Identifying the reasons why marketing and promotion are important within the travel and tourism industry, as listed in the syllabus, will gain marks at Level 1. Candidates needed to use this knowledge to give their own interpretation of why this is important in the case of Cyprus, in order to progress to the higher levels of marks available.

Question 2

This subset of questions took the recent 'Treasures of Brunei' marketing campaign as its focus. Candidates were provided with key information about the marketing mix adopted by the Brunei Tourism Authority with which to answer the questions that followed.

(a) Target markets were clearly given in the stimulus and the question was intended to be a simple identification of these market segments from the text. Candidates needed to be more familiar with the specific terminology of 'market segments', in order to understand better what this type of question requires.

(b) (i) Again, this question required recall of vocational knowledge. Candidates were expected to know the key components of a package holiday. It is important that candidates understand that ancillary products and services are not an integral part of a package, nor are the services of a tour guide.

(ii) The concept of brand image was understood well, in terms of the reasons why brands are used to attract customers. The focus of this question was not the reasons why, but specifically how brand image can be used, so candidates also needed to be able to provide specific examples of the ways in which brand image can be created to market products.

(c) (i) Many candidates appeared less confident when answering questions referring specifically to distribution channels. This is an important aspect of industry practice for the travel and tourism industry – candidates must understand the role played by tour operators and travel agents, as well as recognising the importance of technology in distributing travel and tourism products and services.

(ii) Candidates should recognise that the more layers involved in the distribution process, the more costly the end product will be for customers.

(d) Weaker candidates often scored Level 1 marks for the basic identification of the four elements of the marketing mix. Better-performing candidates were able to apply the marketing mix to the scenario of 'Treasures of Brunei', in order to assess how effective the mix is. Weaker candidates often identified that all four elements are covered, thus assuming that the mix must be effective. Better-performing candidates recognised the narrowness of the target market or the mismatch of pricing policies used – discount prices within a luxury market might cause mistrust in the quality of the product – and were therefore able to use the real skill of evaluation in response to the stimulus material given.

Question 3

Candidates were provided with information about the development of medical tourism packages as a niche market.

(a) (i) The majority of candidates were able to provide an accurate definition of the concept of medical tourism.

(ii) Market segmentation here was clearly understood. Candidates sometimes did not access all the marks as they gave two examples from the same segment, for example, age and income as examples of demographic segmentation.

(iii) The concept of customer profiling seemed to cause some confusion here. It would appear that some candidates misread this question. Answers tended to focus on the components of the package, rather than the characteristics of the customer profile.

(b) (i) Candidates were largely familiar with different pricing policies used within the travel and tourism industry. Candidates needed to be able to choose the most relevant examples for the context of the question (in this case, medical tourism), or understand better how specific policies actually work. For example, vouchers and free gifts are part of promotional pricing, not discounting.

(ii) Many candidates recognised a range of external factors which affect the price of travel and tourism products and services. Candidates were sometimes confused by the use of the word 'external' here and made specific reference to the external influences on the marketing environment of a PEST analysis. It is important that candidates read questions carefully, in order to be able to distinguish correctly which aspect of the syllabus is actually being tested.

(c) (i) Candidates seemed to be uncertain about the concept of distribution channels. This is an important aspect of the syllabus and may require further clarification within the teaching and learning for this module.

(ii) The majority of candidates were able to consider the advantages of accessibility and cost of the Internet as a means of advertising and distribution. It is important that candidates are also made aware of the issues of specialised/niche markets and the need for specialists in distributing products such as a medical tourism package. Direct methods remove the chance of misinterpretation by the intermediary in such cases.

Question 4

This question used information about the development of a new ferry service as its focus. Many candidates appeared to be unsure about what a ferry provides, so found some of this subset of questions difficult.

(a) Candidates needed to know what a ferry is and what it provides for customers. There was some confusion here, with some candidates giving answers more appropriate to a cruise liner, e.g. swimming pools, room service etc.

(b) (i) This was intended as a simple identification of promotional methods used in the travel and tourism industry. Candidates needed to be able to differentiate between promotional pricing (an example of a pricing policy) and the use of sales promotion (a promotional method).

(ii) Performance on this question was dependent on the response made to the previous question. Many candidates were familiar with a number of promotional methods used in the travel and tourism industry. The question required an explanation of how two such promotional methods could be used. Many candidates responded with why these promotional methods may be beneficial, rather than specific examples of how they can be used.

(c) (i) Candidates were clearly familiar with the AIDA principle. This question used a slightly different approach – rather than needing to identify what the acronym stands for, candidates were presented with each aspect and needed to give a specific example of how each could be applied. Candidates needed to be more familiar with this applied context, as many repeated the meaning of the acronym and were not able to provide any relevant examples of how this could be put into use.

(ii) This was answered well. Candidates recognised factors that needed to be considered in putting together a promotional campaign.

(d) Many candidates understood the importance of choosing the right location for a business. Weaker candidates listed the factors which influence the choice of location, as given in the syllabus, and could only achieve Level 1 marks for their responses. Better-performing candidates were able to consider each of these factors in turn, providing an applied context, such as the need for a well-developed harbour or port to site the ferry. At the highest end, candidates were also able to rank the relative importance of each factor, evaluating the likely impact of each factor on the future success of the ferry operator.

TRAVEL AND TOURISM

Key messages

It is important that candidates choose the best local example of visitor service provision for their coursework investigation. In choosing a focus organisation, it is essential to consider the types of products and services offered. A hotel, a tourist information centre, or a local tour company often make excellent case studies, given the range of marketing materials that they adopt for their products and services. Evidence of both primary and secondary research is required in order to fulfil the assessment objectives for this unit of study. An interview, a survey or an observation of visitor traffic can be organised by the Centre, in order to ensure that candidates produce the necessary supporting evidence for the primary research aspect.

General comments

Candidates are required to conduct detailed research into the effectiveness of marketing and promotion of visitor services either within a selected destination or for a chosen travel and tourism organisation. Upon completion of the research, candidates must produce an individual written report of their findings of approximately 3000 words.

Global fast food chains (McDonalds, KFC and Pizza Hut) were often selected by candidates as the focus of the coursework. These types of organisations are not truly representative of the travel and tourism industry, in terms of the visitor services they provide. Tour companies, hotels, visitor attractions etc. tend to make a better focus for this coursework, if these types of organisations are locally available. Candidates who relate the products/services of their chosen organisation to specific travel and tourism target markets tend to meet the assessment objectives for this coursework well. For organisations such as the global fast food chains mentioned above, it is more difficult to target products towards the tourism market segments of business or leisure travellers. There were some excellent examples this session of the marketing and promotion techniques used by some of the focus organisations, with website screen shots, information leaflets etc.

The majority of coursework assignments were presented professionally and adopted a formal style, often following the guidelines issued. For the most part, candidates use a logical sequence for presenting their investigations. Candidates should be encouraged to convey the purpose of their investigation: the aims and objectives for the investigation should be clearly stated at the beginning of the written report. Where no aims or objectives were given, it was difficult to assess whether the overall research findings actually met the original aims of the investigation. Candidates should be encouraged to present their research data in a meaningful way and should draw valid conclusions from the data they obtain. Some candidates seemed to find it difficult to make the links between the information they gathered and the original objective in carrying out the research.

This session, candidates generally demonstrated a good level of understanding of the learning content for this unit. Candidates from most Centres produced strong supporting evidence in the form of signed witness statements or completed survey questionnaires to show the primary research that was conducted. As is usually the case, the majority of candidates seemed able to gather relevant secondary source materials, often via the Internet, to support the secondary research requirement for the coursework. It is important to remind all candidates that they must provide appropriate referencing for all these source materials. The standard Harvard referencing model should be encouraged, as this provides a lifelong learning skill and better prepares candidates for future research assignments carried out in further and higher education settings.

The higher order skills of analysis and evaluation were attempted by a large number of candidates presenting coursework evidence. Centres might also like to consider encouraging the higher order skill of synthesis, in order to ensure that candidates understand the difference between copying out retrieved

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information and drawing out an independent interpretation from information found on the Internet, for example.

Centres generally carried out assessment of this coursework module effectively, with the assessment grid from the syllabus being used to record marks against each assessment objective. It is especially helpful when Centres annotate each individual candidate's work, for example by writing 2B, Level 1 in the right-hand margin on the page within the coursework which relates to the collection of primary and/or secondary research data. There was limited evidence of any work having been annotated against the assessment objectives this session.

There was good evidence of Centres carrying out internal moderation. Please note that the internally moderated marks need to be transferred to the MS1 (Marksheet) and must match the marks recorded on the individual candidate record card.