

TRAVEL AND TOURISM

Paper 0471/01

Core Paper

Key messages

- Candidates need to read the question carefully and respond in an appropriate manner, paying close attention to the context provided.
- Careful interpretation of the stimulus materials provided is required.
- Candidates should relate their answers to chosen destinations when asked to, this can be any destination the candidate feels is appropriate to the context.
- Candidates should try to avoid generalisations when the question is asking about a specific context.

General comments

It was pleasing to see many candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted. Many candidates attempt to quote a range of examples but careful thought should be given to whether the example is appropriate to the context given in the question. This was particularly the case for **Questions 2(e) and 4(e)**.

Comments on specific questions

Question 1

- (a) The Fig. 1 stimulus material was interpreted very well and many candidates were able to identify correctly all three methods of transport (train, bus and taxi).
- (b) Many responses discussed methods of transport rather than the interchange itself, which did not answer the question. One important aspect was increased accessibility, both in terms of access to central areas and also to wider locations not served by the rail network. Choice of transport and the opportunity to park and ride were other clear advantages.
- (c) The best responses commented on a range of strategies including:
- pedestrian zones allowing traffic-free environment creating more space for visitors, shoppers and workers avoiding congestion within the central areas
 - ring roads keeps through traffic out of the central city and allows vehicles to move at higher speeds
 - one way systems reduce congestion by diverting traffic
 - park and ride schemes help to keep cars out of central areas.
- A few responses made only limited reference to the city centre context and thus credit was limited.
- (d) This question proved challenging for some candidates. Better responses appreciated that the question was asking about strategies used by visitor attractions and there were a variety of valid suggestions. The idea of pre-booking was popular and candidates went on to point out that this allows the venue to stagger arrivals and avoid entrance queues. The use of barriers to hold visitors was also frequently mentioned, pointing out that this will keep areas free. Other valid ideas suggested limiting groups such as having coach parties only at certain times and having more staff at busy times. Weaker responses focussed on the attraction rather than the destination and provided suggestions that were more appropriate to question (c).

- (e) There were many good responses and the majority of candidates were able to offer a range of appropriate complaint handling actions. Weaker responses simply listed valid points such as listen carefully, apologise, let the customer know that the matter will be fully investigated, never argue, refer the issue to a manager if needed and agree the solution with the customer. Such responses did not give an explanation of why any of these actions were carried out. The better answers explained that such actions were important because they allowed the customer to be fully aware of what will happen and that they are given the opportunity to give basic approval to the solution, thus resulting in a more satisfied customer. The best responses accessed Level 3 credit by offering some evaluative comment and reaching a valid conclusion. Overall, this topic was well known and understood.

Question 2

- (a) The Fig. 2 stimulus material was not always interpreted very well and some candidates were unable to correctly all three features. The correct identifications were as follows:
- A = South America
 - B = Australia
 - C = Pacific Ocean.
- (b) Climatic conditions in Singapore are equatorial and not tropical. Auckland is in the southern hemisphere and thus July temperatures will be lower than in January. Most candidates correctly stated that local time in Berlin is in advance of local time in Rio de Janeiro. The Maldives are at risk from tropical storms between May and November.
- (c) There were some good responses to this question. The key point was to offer some valid explanatory comment in each case. Jamaica's geographical position in the world was not always explained properly and a significant minority of responses did not include nearness to North America, which would mean easy access from USA and Canada. The best responses mentioned that Jamaica was a destination on Caribbean cruise circuits and that many such cruises start from Miami. Jamaica's climate is Tropical and this attracts North Americans wanting to escape from the harsh continental winter. The island has a year-long season, with discounts attracting visitors during the wetter summer and hurricane season. The fact that Jamaica is a less economically developed country means that its currency is weaker than the US\$ and so the exchange rate makes it cheap for North Americans to go there and so it is a value for money destination.
- (d) Responses to this question tended to vary. Some responses did not demonstrate knowledge of appropriate tourist board roles. The better responses clearly itemised three valid roles and gave suitable explanatory comments on each such as attending Trade Fairs, running advertising campaigns, maintaining a website, having overseas offices and the hosting familiarisation trips for key agents.
- (e) This question proved challenging for most candidates. There were frequent references to desert adventures with camel rides, feasts and belly dancing. However, to gain further credit, responses needed to include some assessment of the appeal of these activities. The best responses included further explanatory points as to why these types of cultural performances would appeal to visitors.

Question 3

- (a) The correct responses were:
- No. of African destinations = 26
 - No. of seats = 12,200
 - No. of Dubai-Lagos flights = 4
- (b) Candidates tended to make a good attempt at this and the features of business class travel are generally well known. There were good descriptions of the cabin's flat-bed seating, check-in and boarding procedures, lounge access and even private airport transfers. The topic is clearly well known and understood.

- (c) Understanding of the concept of a hub airport was not always demonstrated in responses to this question. The advantages to passengers of making their international journeys via a hub include having a stopover and making their trip into a twin centre one. It may be more convenient as services to a hub operate regional departures and it may be a cheaper option. Furthermore, it is an opportunity to break long haul journey and gives passengers the chance to visit the Duty Free as they wait for their connecting flight.
- (d) Better responses clearly matched a particular type of training with a likely customer benefit. Popular valid choices included first aid (help attend an ill customer), health and safety (customers not at risk), ICT (operating with little delay) and numeracy (providing accurate figures). Weaker responses gave vague types of training. For example, the term 'communication skills' is too vague whereas foreign language training allows staff to communicate effectively with international guests.
- (e) Many responses identified valid promotional methods. Weaker responses tended to be vague about how these low cost flights were actually promoted to customers. Brochures, website, window adverts and press adverts were common suggestions and most answers gained some credit. The benefits of each method were not often discussed. Evaluative comment or conclusion were rarely seen.

Question 4

- (a) There were some good responses identifying special interests such as ecotourism, adventure tourism, cultural tourism and film tourism which gained full credit. Direct lifting of phrases from Fig. 4 were not given credit.
- (b) There were many good responses although some did not use the Fig. 4 information very clearly. There were only two valid ways in which the tour vehicles were suited to the local climate and these were:
- open-sided to keep passengers cool in desert heat
 - equipped with large transparent flaps to keep out rain/dust.
- (c) Some responses offered valid suggestions though many responses did not make appropriate reference to the Fig. 4 stimulus material. Credit was given for pointing out that the tours raise awareness of the Navajo and their lives, helping to preserve their culture. They are also a source of local employment and this helps to strengthen Navajo cultural identity and raises their income/standard of living.
- (d) This question was about the accessibility of a natural landscape feature and a variety of valid ideas were given in response. Many responses mentioned building access roads, car parks, pathways, the creation of trails and the placing of signage. Credit was awarded for all valid infrastructure additions to the natural location as long as they had a part to play in increasing accessibility to a particular site. Weaker responses tended to lack this focus, instead mentioning the use of guides which was not appropriate as this did not improve existing level of accessibility.
- (e) This question proved to be challenging for many candidates. Responses that mentioned a variety of shopping area types, such as city centre stores, malls, traditional markets, souks, bazaars and souvenir stalls were given some credit. The best responses gave some analysis, indicating how each type appeals to and attracts groups of tourists. Evaluative comment was limited or not present. The weaker responses gave a simple description of shops available within a mall, rather than considering other types of shopping area.

TRAVEL AND TOURISM

Paper 0471/02
Alternative to Coursework

Key messages

- Four scenario based questions test candidate's understanding of key marketing concepts within the context of travel and tourism
- Candidates should use the stimulus material as a basis for their answers, giving specific examples of marketing practice
- Questions should be read carefully to ensure that answers are relevant and appropriate to the question set
- It is important that candidates apply their knowledge and understanding to the context of the questions, for example, in **Question 1(b)** features of the area for a sailing Centre, candidates needed to make reference to the need for a coastal location, whereas many talked about low crime rates in the area only.

General comments

The question paper followed the standard format with four pieces of stimulus contained in the Insert, and a series of sub questions on each piece of stimulus.

Question 1 was based on a press release about Sarandsail, a sailing Centre in Auckland. Candidates were able to use key information from the resource to answer the questions.

Question 2 was introduced through an advertisement for a holiday resort in the Gambia. The stimulus was accessible to the majority of candidates, in identifying the key components of the resort's product/service mix.

Question 3 presented candidates with the results of a situation analysis of tourism in Norway. Although the resource itself was understood by the majority of candidates, the context of adventure tourism in this subset of questions appeared to be less familiar.

The information from the final piece of stimulus caused the most difficulty of the four resources, perhaps because it was the longest in terms of text. In **Question 4**, many responses did not make it clear how the rail product had been adapted to the needs of cultural tourists and did not contextualise how the product service mix here could be augmented to become more competitive.

The majority of candidates from this cohort were able to attempt all of the questions within the allocated time. As was to be expected, weaker candidates tended to score most of their marks from the **(a)** and **(b)** questions, which tended to require simple recall of facts or which allowed for a reliance on the stimulus material. Only the very best responses demonstrated the higher order skills of analysis and evaluation, required in the **(c)** and **(d)** questions.

Comments on specific questions

Question 1

- (a) (i)** Candidates are familiar with the concept of target markets, with many able to use the extract to identify key target markets for this organisation.
- (ii)** Most candidates were able to differentiate between products and services offered by the Sarandsail Sailing Centre.

- (b) Factors of location was a familiar concept for the majority of candidates, with some excellent answers at the top end. Weaker responses did not apply points to the type of organisation at the focus of this question but rather listed the generic features and characteristics from the syllabus.
- (c) This question acted as a good discriminator, with many answers describing the features of each method of promotion. The best answers were those which used the higher order skills of analysis to consider how appropriate each method might be for a new organisation such as Sarandsail.
- (d) Candidates are familiar with the format of this type of question, with many responses giving careful consideration to each of the 4Ps. The best responses used evaluative language and drew conclusions about which of the elements might be most important to the organisation, in order to capture more customers from its target markets.

Question 2

- (a) (i) Responses here were varied. Those with a good understanding of the differing needs of a range of customer types were able to select specific features of the resort for the eco-tourist market. Weaker responses tended to list generic features which would appeal to all visitor types, such as the restaurant.
- (ii) Most candidates were able to differentiate between products and services offered at this resort.
- (b) This question acted as an effective discriminator. Better responses accurately described a range of different characteristics of the growth stage of the product life cycle. Weaker responses tended to give a general description of the life cycle model.
- (c) This question was not answered well. Candidates were required to identify any two of the reasons why marketing and promotion are important from **section 5 (a)** of the syllabus, and then explain what these mean in their own words. Many responses listed all of the reasons without any explanation or application to the context of this resort and so were only given limited credit.
- (d) This question acted as a good discriminator. Familiarity with the abbreviation AIDA was not always demonstrated in responses to this question. Many excellent responses, which summarised the strengths and weaknesses of the advertisement, could not gain credit because there was no reference at all to the AIDA model. The best answers came from those who understood how to apply the AIDA model and who were able to use the higher order skill of analysis and evaluation effectively within the context of the question, in order to make specific judgements of the advertisement and to make recommendations for its improvement, within the context of AIDA.

Question 3

- (a) Responses to this question were variable. Candidates should be advised not to waste valuable examination time writing out the statements in full and that only one statement number should be used under each heading, as only the first answer will be marked.
- (b) This question proved the greatest challenge on the question paper and was, in general, poorly answered. Many responses were descriptive, giving specific examples of promotion techniques or pricing policies but without making any link to the development of a specific brand image for adventure tourism.
- (c) This question was also not answered well. Many responses just gave a description of the existing features of Norway – lakes, mountains, ice hotels – without explaining how these features could be specifically adapted to cater for adventure tourists.
- (d) Responses here were varied. The best answers were those which discussed the broad range of factors which influence pricing decisions, and reached a judgement about which of these factors exert the most influence. At the lower end of performance, candidates instead discussed the range of pricing policies that Norway's tourism providers might use, which could gain little credit here as this was not the emphasis of this particular question.

Question 4

- (a) (i) The better responses used the case study to identify appropriate cultural product offerings.
- (ii) The majority of candidates were able to correctly identify two competitors to rail travel, and although 'flying' and 'driving a rental car' are not actual competitors (actual competitors would have been airlines and hire car companies), these were credited.
- (b) There were mixed responses to this question. Given the fact that rail travel in the USA is not a new method of transport, penetration and market skimming pricing were not accepted. Candidates should be encouraged to consider carefully the context of the question, before making their selection of pricing policies.
- (c) Answers here were variable. Many responses did not demonstrate full understanding of distribution channels. Most answers here tended to describe the distribution channel, rather than consider the advantages of the channel to a transport provider. Most responses showed understanding of the concept of direct selling but many did not demonstrate such understanding of the role of a wholesaler.
- (d) The term 'product-service mix' still causes some confusion, with many responses relevant for a full marketing mix question. There were some good answers demonstrating understanding and some excellent suggestions of how the railway could become more competitive by putting together specific rail tours for different market segments.

TRAVEL AND TOURISM

Paper 0471/03
Coursework

Key messages

The coursework module provides candidates with an opportunity to carry out a practical investigation into visitor services provided in their local area. The brief requires candidates to conduct both primary and secondary research and to present their findings. The research may be carried out in small groups, however each candidate must present an individual report for assessment.

The focus of the investigation must be the **marketing and promotion of visitor services**, either within a selected destination or for a chosen travel and tourism organisation. Please ensure that candidates are familiar with the learning content for Unit 6 of the syllabus before beginning this work, as there should be clear reference within the final reports to the specific target market/s for the destination or organisation.

Assessors are kindly requested to write the final total mark for each candidate on the Individual Candidate Record Card to assist in the administration of coursework moderation, and to carefully check their additions.

General comments

It is very important that Centres encourage candidates to choose an appropriate focus for their investigations. Many choose to compare provision between two organisations operating within the travel and tourism industry. Please help candidates to scope their investigations, and ensure any coursework brief that is issued breaks down the tasks to make the investigation accessible to candidates of all abilities.

Coursework should clearly evidence the various types of research that have been carried out. Whilst it is not necessary to include every completed copy of a questionnaire used as part of a survey, it would be beneficial to include at least one completed copy to authenticate the research process. Similarly for secondary sources of information, it would be advantageous to include some marketing materials collected or appropriately identified research evidence from the Internet.

The coursework samples this session used an appropriate range of focus organisations. Research skills were variable across the ability range but all coursework evidence was presented to a professional standard. This included good use of subsections, headings and page numbering. At the top end of performance, candidates stated clear aims and objectives, closely linked with the hypothesis.

The majority of the cohort used ICT to a very high standard in presenting their final reports, incorporating a range of data presentation techniques effectively. Whilst there is no requirement for candidates to use ICT to facilitate their work, it is always pleasing to see how well developed these transferrable skills are.

At the top end of performance, candidates were able to reflect back over their findings to draw conclusions and to make specific recommendations for improving the marketing efforts of the destination.

Assessment of this coursework module is generally conducted efficiently, with Centres completing the documentation correctly. It is especially helpful when Centres annotate individual candidate's work e.g. by writing '3 (a) Level 2' against the evidence of where a candidate had attempted to explain the organisation's marketing mix. This allows the internal/external Moderator to clearly see where assessment decisions have been made. Please see the earlier comment about cross checking the addition of total marks, as several arithmetical errors were detected this session.