

TRAVEL AND TOURISM

Paper 7096/01

Written Paper

It was pleasing to see that there were many candidates able to demonstrate a sound understanding of the international travel and tourism industry at a variety of levels. These 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 the candidate was familiar. Some candidates were not able to quote appropriate examples and full explanations and needed to improve their knowledge and understanding of the topic under consideration.

Candidates need to learn to look at precise wording of individual questions and more specific comment will be made about that in the following sections.

Centres are once again encouraged to make the following “**Key Word**” definitions part of their examination preparation sessions.

Key Words	Meaning/expectation and advice
Identify	Simply name, state or list. Valid answers are to be found within the content of the stimulus material supplied.
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/assess (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 able to respond in an appropriate way to these command verbs will find it easier to obtain the higher marks for questions that are assessed by means of ‘Levels of Response’. It was important that candidates end their answers to the last part of each of the four questions with a **conclusion**. A **valid** conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus usually warrant a score in Level 3 (5-6 marks).

To help address the issue of candidates frequently not making the maximum use of the valid information included within their answers, it is worthwhile to consider the following illustration based on a 6-mark question from a previous examination.

Question: *With reference to examples with which you are familiar, assess the ways in which national tourist boards promote visitor arrivals.* (6 marks)

Commentary: This question seeks to test knowledge and understanding about the role of National Tourist Boards as stated in Unit 1 of the syllabus and itemised within **sections 1.1(a), 1.1(b), 1.3(a) and 1.3(b)**. The candidate should illustrate and exemplify their answers with reference to any known example(s).

Mark scheme: This is a familiar topic and the candidate is being given the opportunity to explain some of the roles of National Tourist Boards. Expect precise details of actual examples for the higher marks. Credit reference to the following: making information available to overseas markets, web-based services, offices abroad, travel shows and fairs, promotional campaigns, hosting familiarisation trips and distributing printed materials etc.

Use level of response criteria

Level 1 (1-2 marks) will be descriptive of some of the above and will be generalised. Credit can be awarded for **identification**.

Level 2 (3-4 marks) will **analyse** one or two of the above with details about an identifiable Board's activities.

Level 3 (5-6 marks) will provide **evaluative comment** about two or more of the above as demonstrated by particular Boards. There will be some form of conclusion about which functions/strategies generate most visitors.

Commentary: The command verb is to **assess** and so to obtain a mark in Level 3 the candidate is expected to:

- provide evidence or opinions arriving at a balanced conclusion;
- consider the issue and present arguments and evidence to support particular points of view and to show where they stand in relation to the topic;
- look at different interpretations or approaches to the issue.

Candidate response

National Tourist Boards such as the DTCM in Dubai use a variety of marketing and promotion methods. They have an extensive website (L1) which makes destination information available to the world thus maximising market potential (L2). Overseas offices make material available to key target markets (L1) so they will often run publicity campaigns to promote events and attend travel fairs to showcase tourist facilities etc. (L2). However, the fact that most boards such as the DTCM host familiarisation visits suggests that these are a very significant part of any marketing and promotion strategy (L3). Such visits will mean that overseas agents will have firsthand experience of the destination and it is they who will advise potential visitors about the destination and influence their choice (L3).

Commentary on the response

The answer is a very clear and well written response and the candidate has a very good command of written English. The answer is set in the context of a known example, the DTCM in Dubai. The answer clearly identifies ways in which the tourist board is able to promote visitor arrivals, thus obtaining credit with Level 1 (L1). The candidate provides clear analysis of some of the methods used and thus meets in full the requirements of the Level 2 descriptor (L2). Furthermore, the candidate clearly expresses an opinion and provides evaluative comment, reaching a valid conclusion as required by the Level 3 descriptor (L3). The answer clearly warrants the award of all 6 marks available.

Further advice and guidance to Centres

The substantial growth of tourism activity clearly marks tourism as one of the most remarkable economic and social phenomena of the past century. The number of international arrivals shows an evolution from a mere 25 million international arrivals in 1950 to over 700 million in 2002, corresponding to an average annual growth rate of 6.6 per cent. Europe and the Americas were the main tourist-receiving regions between 1950 and 2000. Both regions represented a joint market share of over 95 per cent in 1950, of 87 per cent forty years later and of 76 per cent in 2000. For example, according to the World Tourism Organisation, in 2001 the majority of international tourist arrivals corresponded to trips for the purpose of leisure, recreation and holidays (54%), reaching a total of 367 million. Business travel accounted for some 19 per cent of the total. Another 24 per cent covered travel for other motives, such as visiting friends and relatives, for religious purposes/pilgrimages, for health treatment, etc., while for the remaining 4 per cent the purpose of visit has not been specified.

Candidates should be aware how these trends have had an effect within their country. For example, they should know about the range of products, services and facilities made available by providers such as the following:

- a large hotel within the local area
- a local tourist information centre or office
- a major transport terminal (such as an airport or port)
- a local travel agency
- a local visitor attraction or destination venue



- a local tour operator.

The local area as a destination

Candidates should be able to identify and provide examples of the main travel and tourism industry component activities present in their **local** area. Candidates should be aware that it is possible to place these activities into categories, such as:

- Entertainment
- Travel
- Transport
- Catering
- Accommodation
- Sport and Leisure
- Other Visitor Attractions.

For any chosen destination, candidates should also be aware of how it has changed through time (at least for the last 10 years or so) in terms of:

- new building developments
- numbers of visitors (day visits, overnight visits and overseas visitors)
- new events
- new attractions
- variety of locations within the destination and their use.

Candidates should also be able to provide details of the following aspects of their chosen destination's appeal to visiting tourists:

- location (landscape features)
- climate
- natural environment
- accessibility (internal and external)
- accommodation
- attractions (natural and built)
- food, drink and entertainment
- culture (dress, arts and crafts, performance, language and religion).

Conferences, exhibitions and trade fairs are important components of the tourism economy of many international destinations. Furthermore, business tourism is growing at a faster rate than leisure tourism and, perhaps more significantly, the average conference delegate spends some 2.5 times more than the average holiday visitor. It is to be expected that many destinations will try to maximise their business tourism receipts. Candidates should have an understanding of how the needs of the business travel market are being met by providers in their area.

Finally, candidates should then be able to analyse the above factors' relative importance within the destination. In this way it will be possible to evaluate the appeal of the destination to different types of visitor.

The candidate's own experiences

Candidates should always make reference to their own experiences of the travel and tourism industry, where possible and appropriate to the question. For example, if the candidate has been on a holiday:

- Where did you go on holiday?
- Was it in your country or abroad?
- How did you travel?
- What type of accommodation did you stay in?
- What did you eat and drink?
- What activities did you do on holiday?
- How was the holiday organised/booked?

From the answers to the above questions candidates will have examples and illustrations of the following aspects of the Syllabus content:

- If the holiday was in your home country you were a **domestic tourist**, if abroad you were an **outgoing tourist**.
- The destination, if abroad, may have been **long haul** or **short haul**; at home it may have been a **short break** or **VFR**.
- Different methods of **transportation** by **land**, **sea** and **air** may have made up part of the holiday.
- They may have travelled using **principals** owned by large **private sector** companies.
- The **accommodation** used may have been **serviced** or **self-catering**, such as a **four star hotel** or a **camp site**, and they may have had **half-board** or an **all-inclusive** meal plan.
- Whilst on holiday they may have visited **natural** and **built tourist attractions** and used the services of a local **TIC** or **guide**.
- The holiday may have been booked through a **travel agency**, or **direct** with a **tour operator**.

Comments on the individual questions

Question 1

- (a) Many candidates were able to interpret Fig. 1(a) correctly and identify three features of an AR Tango Vacation. The focus was on activities to do with the Tango and candidates quoting three from private lessons, daily group lessons, Tango dance clubs, Tango Shows and events as well as their own personal host and dance instructor scored well. Weaker answers were copies of the stimulus material and needed to be Tango-specific to be credited for this generic holiday information.
- (b) The stimulus material emphasised the following points:
- Clients would be able to go through each detail of their proposed vacation step by step with an agent. They would be sent an itinerary that is a breakdown of the proposed trip day by day and only after they received all trip preferences would staff reserve flights and accommodation, thus meeting the client's individual requirements.
- Candidates needed to break down this sequence of events and comment on how a personal customised service was being delivered.
- (c) Some candidates were unfamiliar with the concept of an e-ticket included in Unit 3 of the Syllabus.
- An electronic ticket (ET or e-ticket) holds the information previously held on a paper ticket in an electronic format. The only paper international travellers now need is an itinerary receipt that confirms the detail of the ticket you purchased, e.g. flight numbers, departure times, destinations, ticket number and airport information. You should always keep your itinerary receipt with you when travelling just in case you need to show it to airport staff.
- Therefore candidates might have commented that e-tickets were more efficient and more convenient for passengers as their information will always be stored securely in an airline's computer system. Some candidates correctly commented that with an electronic ticket you do not have to go to an airline or travel agency office to pick up a ticket and any changes can be made immediately via the computer system.
- (d) Candidates needed to be aware that time in Argentina is in advance of Mexico and the climate of Argentina is Temperate. Buenos Aires lies on the Atlantic coast of Argentina.
- (e) This question was better attempted by the majority of candidates. The correct responses were:
- flat bed seats;
 - early boarding call;
 - lounge access;
 - fast track check-in.
- (f) Better answers clearly identified a particular upland area, such as Table Mountain in Cape Town, explaining how facilities had been built that allowed tourists to explore the area. Weaker answers named a mountain, such as Pieter Both in Mauritius, but needed to give details of what had been provided for the benefit of tourists.

Questions such as this are set to allow candidates to write about an example they are familiar with. To make perfectly clear to Centres what is expected, the following account would have warranted a mark in Level 3.

Villars-sur-Ollon is a traditional Swiss ski resort, set in the heart of the Vaudoise Alps some 60 km from Lausanne and Lake Lemman in the Canton de Vaud. Winter skiers have over 100 km of pistes to try out within the wider Villars region with 45 ski lifts and 43 identified ski runs. The ski runs cover valley slopes ranging between 1250 m and 2200 m and this variation in altitude will mean that some skiing is possible early and late in the season, thus extending the resort's operational dates. The resort has access to 44 km of cross country ski trails in addition to the downhill runs already mentioned. This choice of skiing widens the resort's potential appeal. In summer it is the natural scenic appeal of the area which attracts visitors, particularly those who enjoy exploring mountain and lake countryside.

Question 2

- (a) Most candidates clearly understood the question and some scored full marks. Others need to improve their ability to interpret data, such as that contained in Fig. 2. The correct responses were as follows:
- (i) 2 569 150
 - (ii) USA
 - (iii) Russia
 - (iv) China.
- (b) There were some excellent answers to this and the majority of candidates made at least one valid point. The better responses made reference to health (medical tourism), pilgrimages (religious tourism), sports tourism and education and training. Answers such as business, leisure and VFR or inbound/outbound/domestic etc. were not credited.
- (c) Some candidates did this exceptionally well and there were many instances of full marks being awarded. Valid reasons were offered such as to aid planning, identify demands on infrastructure, identify key markets, monitor the success of initiatives and to help make new policy decisions.
- (d) Positive economic impacts are a familiar topic and some candidates answered this question particularly well. Most answers contained two or three valid points but the level of explanation provided was rather variable. The better answers clearly explained how, for example, an increase in employment opportunities would result in increased standards of living, higher tax returns, a local multiplier effect and the funding of an improved infrastructure. The topic is well understood by the majority of candidates.
- (e) Most candidates described the chosen location rather than explaining the appeal to visitors. Some candidates selected inappropriate attractions because they did not appreciate what the term purpose-built means. Candidates needed to offer an assessment of the attraction's appeal and to be familiar with the features of the location. For example, if Disneyland were chosen candidates should be familiar with features such as named rides, the parades or the facilities provided within the resort's hotels. They also needed to point out how an identified feature within the attraction would appeal to a particular type of visitor.

Question 3

- (a) The vast majority of candidates were able to identify correctly Goa, Hampi and Kabini from the Fig. 3 stimulus material.
- (b) Candidates were required to point out the **facilities** offered by The Golden Chariot that would appeal to the luxury traveller. Some individuals wrote about the itinerary rather than the features of the train itself. The better answers clearly commented on cabin features, the spa and restaurants, with some individuals making very thoughtful and perceptive observations.



- (c) The majority of candidates were able to identify the correct features, although others needed to improve their overall climatic knowledge and understanding. The correct responses were:
- monsoon season;
 - high humidity;
 - low sunshine hours.
- (d) Suggestions such as waiter, cook and room boy were credited for this question.
- (e) This question invited candidates to comment on the ways in which Golden Chariot passengers had sight-seeing excursions organised for their convenience. Some candidates misinterpreted the question and spoke about how the train journey itself was organised rather than concentrating on the excursion elements. The Fig. 3 stimulus material indicated that passengers would be guided, meals were included and so were entrance fees and other charges. Candidates had to identify these aspects and comment on the relative convenience of the arrangements.
- (f) Some candidates described the chosen location rather than explaining the ways in which it is managed to avoid visitor congestion. Some candidates selected inappropriate locations because they did not appreciate what the term 'historic/cultural site' actually means. Candidates needed to offer an assessment of the ways in which an identifiable site was managed. Weaker candidates quoted strategies that were inappropriate for their chosen location. To help clarify what was expected from candidates and to exemplify further how such questions should be approached, the following response would have warranted a mark in Level 3:

Visitors to the Pyramids in Giza find themselves being managed in a variety of ways. An access stone walkway has been introduced to prevent erosion and to reduce visitors wandering around the site. Sensitive or dangerous areas are fenced off to limit risk of injury and the causing of possible further damage. A new access road for traffic is probably of greatest significance because coach parties can be better managed and guides pre-booked to meet and escort them around the site, helping to reduce congestion and overcrowding in popular areas.

Question 4

- (a) The instructions for this question were that with reference to Figs. 4(a) and 4(b) candidates should identify and explain and in order to do this candidates had to first identify something from the stimulus material. Many valid ideas about teamwork were known and understood but no credit could be awarded because the point under consideration was not set in the context of either Fig. 4(a) or Fig. 4(b). Better answers stated points such as needing two people to carry tables, the site being swept while lights were put up by someone else, waiting staff would bring crockery and cutlery while others set the table and the whole site would have to be cleared after the event.
- (b) Candidates often made valid suggestions (conference/meeting rooms, on-site IT support, fast check-in/out, Internet access etc.) but these were not always explained in the context of business needs which was required in order to gain maximum credit. However, the topic was well understood and many candidates managed to obtain a reasonable score.
- (c) Many candidates were able to identify all three aspects. The correct responses were:
- seasonal underemployment;
 - increased crime;
 - exposure to alternative lifestyle(s).
- (d) This question required knowledge of the advantages of serviced apartments to certain types of tourist. Some candidates suggested a variety of valid advantages to guests including:
- more space and privacy;
 - cost usually less than hotels of similar quality;
 - convenience and flexibility of self-catering;
 - apartments often nearer city locations allowing easier access.

- (e) Many answers contained a variety of points to explain why holiday travel arrangements are frequently made using the services of a local travel agency. Better answers explained the advice and guidance that is offered as well as the range of ancillary services that are available to customers. Valid ideas also included the nearby accessibility and the established reputation of such providers. Many answers obtained scores in Level 2 and, considering it was the last question on the paper, it frequently earned the candidate one of their better marks. The topic is clearly one that is known and understood by the majority of candidates.

TRAVEL AND TOURISM

Paper 7096/02
Alternative to Coursework

General comments

Better performing candidates demonstrated their understanding of the principles of marketing and promotion through the scenario-based questions and were able to provide relevant and appropriate travel and tourism examples to reinforce their answers. Weaker candidates were able to identify key aspects of the marketing process and sometimes used industry examples within their responses.

The question paper comprised four main questions, each worth 25 marks and each with an international travel and tourism marketing context. The four questions were broken down into a series of related, sub-questions, which allowed candidates the opportunity to demonstrate their local, regional and international travel and tourism knowledge.

As is the case with the Core Module, candidates sitting this examination were required to recognise and understand the key 'command' words used in the questions, in order to respond in an appropriate manner to the question set. The importance of these 'Key Words' and their meanings is explained in more detail in the Principal Examiner's Report for the Core Paper. Please refer to this information to help candidates prepare for future examinations.

In this examination, **Question 1** used the context of the marketing themes of the German National Tourist Board (GNTB). Candidates need to be familiar with the role and function of National Tourism Authorities in the marketing process and should understand the importance of using marketing materials to communicate with a specific target market. The sub-questions in this set made specific reference to the GNTB and its marketing of tourism.

Question 2 provided the results of a situation analysis of the hotel industry in China. Candidates needed to use these results in order to answer a series of sub-questions about the marketing of tourism in China, as well as about the product life cycle and its link to specific tourism brands, such as 'Look at Modern China' – the tourism brand used by the Tianjin Municipal Government in China.

Question 3 was introduced by a list of locational factors influencing the choice of Qatar as a business tourism destination. All sub-questions in this set related to the appeal of Qatar as a tourist destination to a range of visitor types and the role that organisations such as the Doha Convention Bureau may play in the marketing of business tourism.

The stimulus material for **Question 4** came from the results of an online survey about travel sales. Candidates need to be able to interpret information and data from market research sources such as those provided in this question, in order to understand distribution channels used by travel and tourism service providers. Questions in this sub-set also tested candidates' understanding of price within the marketing process.

Comments on specific questions

Question 1

Candidates were provided with the marketing themes being used by the German National Tourism Board between 2008 and 2012 as an introduction to this question. Candidates needed to understand the concept of market segmentation in order to achieve good marks across the sub-questions in this set.

- (a) (i) Candidates needed to identify the specific target markets that each theme from the table had identified – for example ‘Romantic Holidays’ targets couples or ‘Walking and Cycling’ targets leisure tourists. Responses to this were very varied – strong answers provided good examples of the target markets and weaker ones copied the marketing themes but could not give any visitor type to whom these holidays might appeal.
- (ii) Most candidates were able to provide an appropriate definition of the term ‘market segment’.
- (iii) There was some confusion about the form of segmentation used by the German National Tourist Board. Candidates need to understand the clear difference between geographic, demographic, and lifestyle segmentation in order to answer this type of question.
- (b) The question required candidates to provide a brief description of three common promotional methods used in the travel and tourism industry. Some candidates were unfamiliar with the terms ‘direct mailshot’, ‘trade fair’ and ‘press conference’ and did not respond to this question. Some candidates who attempted the question sometimes made it more difficult than the one that was asked, by providing the advantages of using these different promotional methods from the customer’s or the organisation’s perspective, and thus could not gain marks as they did not answer the question set.
- (c) Many candidates answered this question well. Most candidates demonstrated their understanding of what each type of promotional material is. The question required candidates to compare the use of printed brochures with electronic brochures as a form of promotional material. In order to gain maximum marks, candidates needed to use comparative language in their responses, e.g. ‘electronic brochures are better than printed brochures because....’, or ‘printed brochures are more accessible to a wider number of customers than electronic brochures because...’.
- (d) Some candidates confused this question with one on locational factors, and thus identified the range of factors from the assessment objectives, e.g. crime rates, availability of labour etc. These responses could not be credited as they did not answer the question set. It is therefore very important that candidates read all of the questions carefully.

Better-performing candidates were able to identify correctly the likely factors affecting the production of promotional material. To improve candidates needed to ‘evaluate’ which factors were most important, thus gaining access to the full range of marks for this question.

Question 2

This series of questions was introduced by the results of a situation analysis carried out about the hotel industry in China. Candidates need to be able to interpret such results to carry out SWOT and PEST analyses. They should also be familiar with how such results may help tourism organisations identify the position of their products/services on the product life cycle and must understand how this information may also lead tourism organisations into changing their tourism brand, in order to gain more market share.

- (a) The majority of candidates were able to identify correctly the political and economic statements from the results. Some were confused between social and technological aspects. Candidates need to understand that social factors are those often linked to employment in the travel and tourism industry or to the maintenance of traditional cultures and values, whilst technological factors tend to relate to infrastructure and changes in distribution methods.
- (b) (i) Most candidates were familiar with the product life cycle model and were able to identify correctly the first and last stages of the model.
- (ii) This question asked candidates to describe the market characteristics of the first and last stages of the product life cycle, therefore candidates needed to make reference to the likely sales volume,

number of customers, costs to the organisation etc. in each stage. Candidates who wrote, for example, that the first stage 'Research and Development' is where research is carried out to see if customers want the product needed to develop their answers further.

- (iii) Many candidates were able to identify the most likely stage in the product life cycle model for tourism in China and were able to use information from the preceding text to find justification for their chosen stage.
- (c) (i) Understanding of the term 'tourism brand' was weak in this question. Many candidates understood that it was to do with the 'name' given to a specific tourism product/service, but only the better-performing candidates were able to give a more contextualised response about a 'brand' being used to differentiate similar products/services in the same market.
- (ii) This question followed on from the previous one and caused some problems for candidates. Better-performing candidates were able to identify the use of uniforms, colour, logos etc. Weaker candidates used generic terms such as advertising in their response but needed to improve their understanding of how tourism brands are used to create brand image.
- (d) Candidates needed to discuss the advantages and disadvantages of branding tourist destinations. There were several excellent answers, in which candidates expressed the difficulties of remaining unique and living up to customer expectations as key issues in branding. Other answers were more limited than this and the many candidates wrote about gaining or losing customers without any real explanation as to how branding affects customers' perceptions.

Question 3

This question was based on information about why Qatar is a favourable business tourism destination. A list of locational factors was provided as a starting point for candidates.

- (a) The majority of candidates scored well in categorising the factors under distinct headings – e.g. access/transport links, adjacent facilities etc. Other candidates needed to use the stimulus material more effectively.
- (b) The question is a typical one asked on many previous papers, albeit always with a different organisational context. Candidates need to understand the role played by tourism organisations in marketing specific destinations to given target markets. Weaker candidates relied a lot on the stimulus material to answer this question and were unable to gain the development marks available for this question. Better-performing candidates were able to demonstrate their understanding of the roles and functions of marketing well through the applied context of the Doha Convention Bureau.
- (c) (i) The term 'multi-centre holiday' proved to be difficult to understand and candidates need to learn to use the stimulus to help them interpret what terms like this might mean.
- (ii) Some candidates attempted to identify a likely target market for the advertised holiday in this question, rather than using the stimulus material to suggest why the advertised holiday might be attractive for any tourists. This shows the importance of candidates reading the question carefully.
- (iii) Weaker candidates confused the phrase 'product/service mix' for the term 'marketing mix' and thus their answers gained few marks.

Those candidates who were able to focus on the 'product/service mix' tended to score well, providing good examples of a variety of additional products or services that tourism providers in Qatar could offer within tourism packages to attract a wider range of visitors.

Question 4

The stimulus material for this question comprised a mixture of statistical data, its graphical representation and factual information. The question required candidates to interpret the data and information about a specific piece of market research carried out in the travel industry, in order to answer questions about its meaning.

- (a) (i) Most candidates were able to identify correctly different types of online travel service providers from the text to score the marks for this question.
 - (ii) The majority of candidates clearly recognised what a market research technique was. Some candidates were confused between primary and secondary research in the responses to this question.
 - (iii) This was answered well in most cases. Candidates had a good understanding of why direct services are used rather than having to use an intermediary. Where asked for two reasons, candidates should take care not to be repetitive.
- (b) (i) Many candidates understood the association with time but were not always able to explain their understanding effectively to score both marks available here. Candidates need to be able to define key industry terminology such as 'perishable service'.
 - (ii) Candidates did not always use **travel** industry examples as asked for in the question. Specific tourism examples such as accommodation booking were not allowed.
 - (iii) The majority of candidates clearly understood what was required by this question. Some candidates needed to choose more appropriate examples of pricing policies and to be familiar with the name of the policies they were describing, in order to gain full marks here.
- (c) There were some excellent applied answers where candidates made specific reference to both internal and external factors that influence the final price paid by customers for specific travel products. Candidates need to understand that factors such as seasonality, government taxes or subsidies, profitability and competition will contribute to the pricing decisions taken by organisations and must not only identify these factors but also use their own judgement to decide which factor(s) may be most important in affecting the final price charged.

TRAVEL AND TOURISM

Paper 7096/03

Coursework

General comments

This module comprises the coursework component as an alternative to the examination module. It gives candidates an opportunity to produce an in-depth investigation into the marketing and promotion of visitor services in a destination of their choice. Candidates are required to produce an individual, written report of up to 3000 words based on their research findings.

The majority of candidates seemed to have an appropriate level of understanding of the assessment objectives for this unit of study and were able to employ appropriate primary and secondary research techniques to carry out their investigations.

Secondary sources of information are readily available to most candidates in the form of printed marketing literature and e-brochures, irrespective of which country they come from. It is important that all candidates provide adequate referencing to any secondary source materials they use. There was again good evidence this session illustrating how better-performing candidates are able to utilise these materials for the purpose of their own, individual investigations.

It is imperative that candidates are guided to choose an appropriate context for their coursework. This can be any travel or tourism provider and those candidates who study a hotel or a local tour operator often perform well, based on their ability to conduct personal research at such organisations. A diverse choice of contexts was selected by candidates this session. Those candidates who chose to investigate a food and beverage outlet such as 'McDonalds' tended to experience some difficulty in accessing the full range of marks across the assessment objectives for this module, given the limited nature of 'visitor services' offered by such organisations. Similarly, those candidates who choose a specific resort or destination, e.g. Mahebourg in Mauritius or Victoria Falls in Zimbabwe, rather than a whole 'country' for their investigation tend to score higher marks, because their report can be much more focused on specific examples.

Candidates can usually identify and describe the types of travel/tourism products and services available in their chosen destination and often provide detailed examples of how these products and services are made available to customers via their focus organisation.

The majority of coursework assignments follow the guidelines from the syllabus about how to present the completed report. It is important that all reports are well organised and professionally presented. It is helpful when candidates use titles and section headings etc. to help the Assessor and Moderator find evidence which matches the assessment objectives.

Candidates need to be able to communicate the purpose of their investigation, i.e. what they are hoping to find out through the research; they need to be able to present research data in a meaningful way and must be able to draw valid conclusions from the data they obtain. There was good evidence of the higher order skills of analysis, synthesis and evaluation within the best coursework investigations. Weaker candidates tend to use only the skills of identification and description and often find it difficult to draw together the separate tasks they have carried out to produce a cohesive final report.

Centres generally carry out assessment of this coursework module effectively, with teachers using the assessment grid from the syllabus in order to record marks for each of the assessment objectives. It is especially helpful when Centres annotate individual candidate work, e.g. 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.