TRAVEL AND TOURISM

| Paper 7096/01 |
| Core Module |

Key Messages

Candidates should:
- carry out close inspection and careful interpretation of the stimulus materials provided, particularly the images
- read the question carefully and respond in an appropriate manner
- make clear and specific use of information relating to named examples with which candidates are familiar
- use precision when explaining the significance of particular factors, avoiding unsubstantiated generalisation.

General Comments

It was pleasing to see that many candidates made very positive attempts to address the various issues posed by the questions. Furthermore, candidates made use of the stimulus materials and much of the content contained therein appeared to be readily accessible. However, Centres should encourage candidates to carefully interpret the materials. For example, in terms of the world map, Centres are reminded that Unit 2 of the Core Module requires candidates to be familiar with:

(a) The location of major continental land masses, oceans and seas.
(b) The location of the world's major cities in relation to their importance as major transport hubs and destinations.

Similarly, photographs A, B and C and the Fig. 4 image all required thoughtful interpretation to identify key features and not all candidates were able to do this.

Candidates should be encouraged to quote a wide range of examples. Credit is always awarded where possible for the use of examples but only where and when they are appropriate to the question. Question **3(e)** invited candidates to explain the appeal of a business tourism venue with which they were familiar. If an appropriate example was lacking, the following answer could not be properly contextualised and so the response was limited to a maximum mark of 4 out of the six available.

Centres should encourage candidates to identify the focus of individual questions. Many individuals mistakenly tended to write about customer services skills rather than personal presentation in **2(e)** and the general role and functions of National Tourist Boards rather than their influence over tourism quality in **4(e)**.

All candidates should be encouraged to be mindful of their exam technique, particularly when attempting to answer the more open ended questions. Centres are once again reminded that candidates should make a positive attempt to structure their responses to address the following criteria:

Level 1 (1 to 2 marks) – the candidate **identifies** up to two **valid** types/features/factors
Level 2 (3 to 4 marks) – the candidates offers **explanatory** or **analytical** comment about one or two **valid** types/features/factors
Level 3 (5 to 6 marks) – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other. The best answers will have a **reasoned conclusion**.

Comments on Specific Questions

Question 1

(a) The Fig. 1 stimulus material was not always well used and many candidates identified tourist attractions in Rio de Janeiro rather than those located in the Santa Marta district. Better answers were able to focus on the samba school, the viewpoint, works of local artists and the place where Michael Jackson filmed a video.

(b) Candidates must be aware of the difference between social and economic conditions within destinations. Weaker answers simply contained extracts of Fig. 1. Better answers offered a variety of explanatory points including safety (removal of gangs), employment and training (guides) and improved image (via marketing and promotion). Credit was also given to ideas relating to improved infrastructure and community facilities.

(c) Many candidates did this well and clearly identified the Macao package as 'medical', the New Zealand package as 'adventure', the Bethlehem package as 'religious' and the Costa Rica package as 'ecotourism'.

(d) Candidates readily identified three valid outdoor recreational activities popular with leisure tourists. The extent to which the activity could be influenced by a particular set of weather conditions was not always made clear. Better responses simply named an activity and clearly stated how the weather influenced participation, such as water skiing being popular on calm days as high winds create too many waves making it both difficult and dangerous for beginners. Other popular choices included skiing with low temperatures so avoiding slushy conditions, and hiking and climbing being dangerous in wet conditions because of increased risk of slipping.

(e) The focus here was on the negative economic impacts associated with the development of all-inclusive resorts. Weaker answers considered tourism development in general and such responses gained little credit. On average, most all-inclusive package tours will only yield about 20% of travellers' expenditures going to local business within the destination. Furthermore, import leakage occurs when tourists demand standards of equipment, food, and other products that are not readily available in the host country. There are other negative economic impacts in destinations with many all-inclusive resorts as these can exert a clear restraining influence on local economies because local businesses cannot earn income from tourists when they remain for their entire stay at the same resort. Furthermore, major all-inclusive resorts also tend to import more and employ fewer local people and so a much smaller multiplier effect is felt within the local economy.

Question 2

(a) Candidates were expected to refer to Photographs A, B and C in order to identify three ways in which Mac Mac Falls had been developed for tourism. The most obvious illustrations were thus the car park, the signed pathway and the access stairs. Candidates must be able to identify signs of tourism development in given situations, such as the three photographs in this question.

(b) The concept of access for disabled visitors was quite well attempted and there were frequent references to flattening paths, ramps instead of stairs and the use of trained guiders to help. There were other suggestions such as audio tapes for the blind and the use of 'buggies' to cover longer distances. It was pleasing to see such a variety of valid responses.

(c) Candidates appeared to have some understanding of the positive environmental impacts caused by tourism developments in areas of outstanding natural beauty. However, it was important to state what development(s) had taken place and how positive impacts followed as a result. The better answers made a clear link between an action or policy and a particular environmental improvement. Valid illustrations included making pathways to avoid sensitive areas, visitor centres promoting environmental awareness and the use of guides/rangers to monitor visitor behaviour.

(d) The six information sources were generally understood but candidates did not always clearly state how a visitor might make appropriate use of the named source. Weaker answers merely contained a vague reference to information without any indication of the type of information supplied or contained within a particular source. Better responses clearly itemised how each information source might be of use, such as:

- Map – route planning
- Timetable – journey planning
- Leaflet – find details of products/services found at destination
- Guide book – can self-guide
- Staff – can answer questions/give advice
- Touch screen display – up to date images/data in convenient format.

(e) The focus of this was personal presentation and not customer service skills. Better answers were short and to the point emphasising that all staff act as representatives of the company and so they are expected to take pride in their personal appearance, dress and general grooming. Cleanliness and personal hygiene are job requirements to create a good first impression, not to offend customers and create an overall positive image of company/brand.

Question 3

(a) Accuracy using the Fig. 2 stimulus material was variable. Some candidates found it difficult to identify South America, the Atlantic Ocean and the Equator. Furthermore, although the location of the 10 airports was shown on the map, many individuals were unaware of both Tokyo and Dubai's global positions. Similarly, there was confusion regarding the fact that local time in Madrid is behind local time in Singapore.

(b) The focus of this was simply about reasons for the appeal of Europe to international travellers and candidates were rewarded for a variety of valid suggestions. Responses varied, and weaker answers were vague and rather generalised. More thoughtful candidates offered a range of possibilities including comments about hubs, low cost carrier networks, historic cities and business travel to Europe's financial centres.

(c) Many candidates correctly identified attending corporate hospitality, entertaining guests and hiring a meeting room as being activities usually associated with business tourists.

(d) Knowledge and understanding of airport business lounges was extremely variable and only a minority of candidates obtained full marks. Although features of such lounges were appreciated, explanation of the way in which a particular facility or service met the needs of business travellers was not always made clear, thus reducing the amount of credit that could be awarded. Better answers clearly explained that such lounges provided a quiet and comfortable environment in which to work, complimentary food and drink made the wait for a flight more pleasant and wi-fi Internet access allowed travellers to keep in touch with work.

(e) Candidates could select a venue without restriction and credit was awarded to a variety of examples. However, simply stating the name of a destination is not the same as naming a particular venue located within a given destination. Similarly, writing the word 'hotel' is not choosing a venue; the name of a particular hotel is required to fully validate the answer. Candidates selecting Emirates Towers in Dubai or a similar establishment could then go on to discuss the products, services and facilities that were made available to meet the needs of visiting business tourists. There were many sound attempts but many individuals neglected to offer appropriate evaluative comments or come to any sort of conclusion about service provision at the chosen location.

Question 4

(a) The Fig. 3 stimulus material was readily interpreted by the vast majority of candidates to correctly identify Oman, Bahrain and Abu Dhabi as destinations featuring on Costa's cruise itineraries from Dubai.

(b) The seasonality aspect of this question was frequently overlooked and few comments were made about issues such as Dubai being too hot during the summer months or the idea that the Costa cruise vessels might be employed on other cruise circuits at other times of the year. However, there were plenty of other valid suggestions and many candidates correctly picked up on ideas of growth in demand and completion with other cruise companies. The better answers clearly explained the chosen reasons and it was this ability to develop a valid reason that usually determined whether all four marks were awarded rather than only two.

(c) There was some uncertainty with the benefits to the operator of using new and larger vessels. However, many candidates were able to mention valid benefits but these were not always properly explained. Better responses clearly offered a variety of benefits including ideas such as having more passengers thus increasing revenues, having more facilities thus gaining comparative advantage and meeting customer expectations thus gaining market share. It was also very pleasing to see some individuals correctly considering achieving benefits from economies of scale.

(d) There were some thoughtful answers based on Fig. 4. However, other candidates found it difficult to identify what was shown in the image. The river is being used for tourism in two main ways, by the cruise ship and by the smaller ferry or tour boat. The cruise ship is moored right by an historic site, thus passengers will disembark and tour or view the area. Some may take the ferry or tour boat to get a different view of the destination. Observations such as these were in the minority. Weaker responses considered ways in which any river might be used for tourism purposes, without making any reference to what was shown in Fig. 4.

(e) The concept of National Tourist Boards being able to influence the *quality* of a destination's local tourism industry was not fully appreciated and weaker answers made little attempt to address this issue and simply stated a range of Tourist Board functions. Previous examination questions have had a focus on promotional activities and many such examples were quoted in this context but gained little, if any, credit. More thoughtful responses suggested regulation and inspection and these ideas gained appropriate credit. However, few examples of quality control were offered and there was little mention of aspects such as the licensing of hotels, hotel apartments, tour operators, tourist transport companies and travel agents. For example, the DTCM in Dubai has a supervisory role that covers all tourist, archaeological and heritage sites, tourism conferences and exhibitions, the operation of tourist information services and the organisation and licensing of tour guides. Similarly, in Singapore, the STB operates training schemes and awards are given for exceeding set benchmarks. These were the types of issues that candidates were expected to address.

TRAVEL AND TOURISM

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

Key messages

Candidates can often use the stimulus material effectively to identify key information with which to answer the questions. All candidates should be encouraged to further develop their skills of explanation and analysis, in order to demonstrate better their understanding of some of the key marketing principles. When asked to provide named examples, candidates should carefully consider the vocational relevance of the examples they choose – for example, Coca Cola and Nike are not representative organisations of the travel and tourism industries.

General comments

Candidates were entered for this module across the whole of the ability range. The majority of candidates are well prepared for the type of questions asked and most attempted every question in the time allowed. Questions requiring simple recall or identified knowledge caused the fewest problems; those candidates able to demonstrate the higher order skills of applied understanding, analysis and evaluation scored the best marks, especially within the extended answer type of question.

Candidates should be encouraged to read the question carefully; this was particularly noticeable in **Question 3(d)** where a significant number of candidates discussed the advantages and disadvantages of an all-inclusive package, instead of the advantages and disadvantages of using a range of distribution channels to sell an all-inclusive holiday. Similarly, in **Question 4 (b)** weaker candidates provided advantages and disadvantages of the Internet as a distribution channel, rather than as a means of advertising as the question required. It would therefore be beneficial if candidates could be encouraged to read through the questions more carefully, so that these types of misunderstanding do not limit their access to the marks available for these types of question.

Each of the questions has a travel and tourism industry focus. A destination audit carried out by the Ministry of Tourism in Maldives provided the stimulus for **Question 1**. The majority of candidates understood the concepts of market research and the product life cycle model well. Most made a valid attempt to analyse the importance of branding to small island destinations such as the Maldives in the latter part of this question.

The 'Nepal Tourism Year 2011' marketing campaign formed the focus in **Question 2**. Candidates need to understand how a range of different methods of promotion can be used by a destination in marketing themselves. In **Question 2 (b)** many candidates were able to identify only a limited number of promotion methods and most were not able to explain how a national tourism board might make use of any of these methods. The majority of candidates did recognise the reasons why national tourism boards carry out marketing and promotion, although candidates should be encouraged to use analytical language (e.g. so that, in order to, because....) rather than purely descriptive statements within their responses to these types of question.

An information leaflet for the BusyBodies Resort provided the context of questions in **Question 3**. Most candidates appeared confident in explaining the difference in products and services within the industry context and the majority recognised how the advertised resort meets the needs of the family market in particular. The distribution channel question at the end of this set of questions showed some good differentiated answers; better performing candidates were able to evaluate the impacts on the resort owner of using one or more different distribution channels. Weaker candidates tended to draw out the distribution channel diagrams and identify one or two of the more obvious advantages or disadvantages of each distribution channel.

Question 4 was based on a newly emerged budget airline, Go Gansas. Candidates were required to demonstrate their understanding of pricing policies and the factors that influence these policies. **Question 4 (b)** also required candidates to consider the Internet as an advertising medium, whilst **Question 4 (d)** provided candidates with an opportunity to demonstrate their applied understanding of how an organisation can develop and use its marketing mix to attract more customers.

Comments on specific questions

Question 1

This series of questions was based around a short article about a destination audit being carried out by the Ministry of Tourism in the Maldives.

(a) (i)   Candidates must understand the difference between a research method and a research technique, with most answers being either 'primary research' or 'secondary research', rather than identifying the technique mentioned in the article.

(ii)   Those candidates who incorrectly identified "primary research" in part **(a) (i)** tended to answer this question more accurately than those who suggested secondary research, as they were able to recognise the likely benefits to the organisation of carrying out primary research methods.

(iii)   There was evidence to suggest good knowledge of all of the different stages of the product life cycle model by many of the candidates; the difficulty lay in the application of this model to the given scenario. Most candidates noted the drop in visitor arrivals mentioned in the article, with better candidates making the connection between this fact and the characteristics of the maturity stage. Credit was given for any mention of extension strategies or rejuvenation here.

(b)   As mentioned previously, the term 'natural feature' did not seem to be understood by all candidates, with many examples of art, culture and other man-made heritage sites being given. The best answers selected two very different natural features, not necessarily associated with the Maldives, (e.g. tropical island and rainforest). An appropriate, specific and different target market (e.g. honeymooners and ecotourists) was selected for each natural feature and a specific reason for the appeal of that feature to a definite type of tourist was then provided in the third part of the table (e.g. for romantic walks, to take part in a conservation activity). Weaker candidates should be encouraged to learn the difference between a target market (e.g. adventure tourists) and a segment classification (e.g. lifestyle), in matching tourism products to customer types.

(c) (i)   Candidates were required to identify two ways in which a brand image can be created by a destination. The best answers chose examples such as logos, or a corporate identity. Weaker candidates confused the concept of brand image with general promotion techniques that travel and tourism organisations often carry out.

(ii)   This question allowed candidates to apply their understanding of the importance of brand image within the context of a destination such as the Maldives. Most candidates recognised that establishing a brand image is important in differentiating one island destination from another, and better answers also developed the idea that brand image can build up a sense of trust between a customer and a destination, because of the association of the brand with quality of provision. The best answers also discussed the concept that brand image can lead to customer loyalty and that repeat business is an important economic factor for island destinations. Many candidates were able to access Level 2 marks for their responses here, with good explanations being made.

Question 2

This subset of questions took the 'Nepal Tourism Year 2011' marketing campaign as its focus. Candidates were provided with results taken from a recent situation analysis carried out by the Nepalese Government and the Nepalese travel trade.

(a) (i) Candidates were asked to complete a PEST analysis table based on the results of the situation analysis. This question was answered well by almost all candidates.

(ii) This question was intended to be a simple recall of vocational knowledge; candidates clearly recognise the acronym 'SWOT'.

(b) (i) Better performing candidates were able to identify and explain four appropriate methods of promotion used by a national tourism board to raise awareness. Candidates should be encouraged to consider to whom different methods of promotion are suitably targeted (e.g. trade fairs for tour operators and travel agents).

(ii) Many candidates understand the key principles of why travel and tourism organisations use marketing and promotion. Many responses identified the reasons from the syllabus content to score Level 1 but only the better performing candidates were able to access Level 2 or Level 3 marks for their developed and contextualised answers, which showed the skills of analysis and evaluation.

(c) (ii) The response to this question was dependent upon candidates' ability to correctly identify any distribution channel in the previous question. Candidates should recognise that the more layers involved in the distribution process, the more costly the end product will be for customers.

Question 3

Candidates were provided with an information leaflet advertising the BusyBodies Resort.

(a) (i) The majority of candidates were able to correctly identify the main market segment targeted by the resort.

(ii) Many candidates were able to identify from the information leaflet specific products and services offered by the resort matched to the target market. The best answers were able to explain how these products and services met the specific needs of the target market.

(b) The different characteristics of products and services were clearly understood by most candidates. Many responses presented a good definition of a product and a service and offered appropriate industry specific examples of each.

(c) Most candidates were able to give relevant examples of locational factors that an organisation would take into consideration when choosing a site for a new resort. Less able candidates tended to repeat information here, writing overlapping information about infrastructure and utility supplies in several parts of their answer.

(d) Some candidates misread this question and either provided advantages and disadvantages of all-inclusive holidays or identified the advantages and disadvantages to the customer of having a range of options for buying an all-inclusive package. The best answers analysed the reasons why organisations choose to use more than one distribution channel with many explaining the advantages and disadvantages of each distribution channels (often with diagrams). Level 3 candidates drew conclusions about the effectiveness of using a range of channels or of selecting just one channel (usually direct sales).

Question 4

This subset of questions is loosely based on the concept of a new budget airline.

(a) (i)   Candidates appeared unsure of the term 'pricing policies', and this was one of the few questions sometimes left unanswered on the question paper. It is important that candidates are familiar with the range of common pricing policies identified through the syllabus and are able to choose an appropriate policy for a given context.

(ii)   Better performing candidates were not only able to identify relevant examples of external factors influencing the price charged by budget airlines but could also explain the impact that these factors have upon the price passengers are charged. Candidates should be aware of the difference between factors within the control of the airline and those imposed by external market conditions.

(b)   Candidates clearly understand the role of computer technology within the distribution process. The best responses were able to differentiate between online sales and the use of the Internet specifically as an medium for advertising, as required by this question. These answers focused specifically on the merits and disadvantages of using the Internet over other advertising media. Candidates need to understand that not every question about the Internet can be answered through a generic approach i.e. citing 'quick and easy' as the advantages and 'hackers and fraud' as the only disadvantages.

(c)   Most candidates understand the term 'marketing mix' and are able to identify correctly the elements of this. A number of responses were also able to access the Level 2 marks, for the application and explanation of the marketing mix within the specified context of a budget airline. Candidates should be encouraged to draw a conclusion from these types of question, by considering whether one element of the marketing mix exerts more influence for the given organisation than the other elements.

TRAVEL AND TOURISM

Paper 7096/03
Coursework

Key messages

Candidates must produce an individual report of their investigation into visitor service provision in their local area. Whilst it is good practice to encourage candidates to carry out the research aspect of the investigation as a group work exercise, a group report is not acceptable evidence for this module.

Similarly, whilst it is good practice for teachers to provide guidance on how the individual report might be structured, it is not acceptable for teachers to provide a model answer or to allow candidates to produce identical evidence towards the introduction and conclusion to their work.

The choice of focus organisation/s for the investigation plays a crucial role in how well each candidate might meet the assessment objectives for this coursework. It is imperative that candidates choose the best local examples of visitor service provision. In choosing a focus organisation, it is essential to consider the types of products and services that are offered. A local hotel, tourist information centre or tour company often provides excellent opportunities for this investigation, given the range of publicity produced to market their products and services.

Candidates must demonstrate the skills of both primary and secondary research in order to meet the assessment requirements for this component. Interviews, surveys or observations of visitor traffic can be organised by the Centre, in order to assist candidates to access the required supporting evidence for the primary research aspect of their investigation.

General comments

The focus of this investigation must be the marketing and promotion of visitor services either within a selected destination or for a chosen travel and tourism organisation. Once the candidate has obtained the necessary research evidence, an individual written report of approximately 3 000 words must be produced to present their findings.

The majority of candidates used relevant and motivating examples of focus organisations ranging from destinations such as Kampong Ayer in Brunei, visitor attractions such as Casela Nature and Leisure Park in Mauritius to the Zimbabwe International Trade Fair and the Maanzoni Lodge in Kenya. There was some evidence again this session, as has been the case on previous occasions, where candidates did not choose the most appropriate example of a travel and tourism organisation. Whilst globally recognised fast food chains such as Pizza Hut, KFC and McDonalds do cater for tourists as customers, their marketing and promotion is not really targeted at inbound visitors in the same way that a tour company, a visitor attraction or an accommodation provider targets their marketing efforts. This often limits the nature of the evidence available to candidates who select one of these fast food outlets for their investigation.

Coursework was presented professionally and formally. Candidates used excellent organisational skills to carefully present their evidence in a logical sequence, and separated out each section using appropriate headings. The majority of candidates were able to convey the purpose of their investigation by stating the aims and objectives for the investigation.

Data presentation skills were variable across the cohort; some candidates are highly skilled in the use of a variety of Information Communication Technology software programmes to assist them in compiling some excellent charts, tables and graphs in a meaningful way. Weaker candidates sometimes struggled to include data labels on their charts and graphs, making it more difficult to draw relevant conclusions from the data they were using.

Many candidates carried out interviews with key industry personnel from their chosen organisations; this is hugely beneficial in helping candidates understand marketing and promotion in action. A significant number of the coursework investigations also bore witness to the well executed surveys designed and carried out by the candidates.

The higher order skills of analysis and evaluation were attempted by a large number of candidates presenting coursework evidence; drawing comparisons between the ways in which two similar T&T organisations use their marketing efforts to target different markets is a way in which candidates can be encouraged to demonstrate these higher order skills. Similarly, making considered recommendations about how an organisation might improve its marketing mix will help candidates achieve the skill of evaluation.

Assessment of this coursework module is generally conducted efficiently, with all Centres completing the Individual Candidate Record Card for each candidate. It would be helpful if Assessors could show the total mark achieved for each candidate on these record cards. 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 judgements have been made.

There was some evidence of Centres carrying out internal moderation; please note that the internally moderated marks must be transferred to the MS1 (Mark sheet) and must match the marks recorded on the Individual Candidate Record Card.