

TRAVEL AND TOURISM

Paper 0471/01

Written Paper

General comments

It was pleasing to see that the majority of candidates were able to attempt all four questions within the time available and that most scripts contained four balanced answers. The better scripts usually contained some reference to industry examples and there was the accurate use of appropriate terminology. However, many candidates did not appreciate the wording of particular question sub-sections and, thus, did not fully address the issue that was being asked. On the whole, the stimulus material supplied with each of the four questions was well interpreted and many candidates were able to write with a degree of authority. However, far too many candidates resorted to copying sections of supplied text without proper reference to the precise wording of the particular question.

All Centres are advised to give emphasis to the following as part of their final revision preparations.

The examination will involve candidates answering four structured questions in two hours. Each question will be based around at least one piece of original vocationally relevant stimulus material, specifically selected to reflect key aspects of the Paper's content. The structured questions, based on each of the four pieces of stimulus material, will show an increase in degree of difficulty and the following command verb hierarchy will be customarily used:

- Identify/Name/List
- Describe briefly/State
- Describe fully/Outline/Explain
- Compare
- Discuss
- Evaluate.

Centres are strongly advised to make the following '**Key Word**' definitions part of their examination preparation sessions:

Key Word(s)	Meaning/expectation
Identify	Simply name, state or list.
Describe	State the characteristic features of something.
Explain	Make the meaning of something clear by providing appropriate valid details.
Outline	Set out the main characteristics describing essentials only
Compare	Point out similarities and differences.
Discuss (including 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 expected to present arguments and evidence to support particular points of view and to show where they stand in relation to topic. The candidate is expected to look at different interpretations or approaches to the issue.
Evaluate	To judge from available evidence and arrive at a reasoned conclusion. The candidate is expected to present a number of factors or issues and weigh up or appraise their relative significance or importance.

Comments on specific questions**Question 1**

This was set in the context of international tourism development. The stimulus material used for the question merely helped to set the scene and it was surprising to see some candidates presenting their answer without any particular regard for the precise wording of the individual sub-questions.

- (a) Many candidates stated three impacts but, often, these were not appropriate to guests staying at the hotel shown in photograph A. Better responses simply stated that there would be noise, the view would be restricted and that windblown dust might be a problem.
- (b) This was poorly answered. Few candidates were able to identify simple ideas about the new properties under construction and develop them well. Very few mentioned the obvious that both photographs were taken around the Dubai marina development and that the tower blocks would provide good views. Very rarely was mention made of having a holiday home or buying property as an investment for the future. The possibility of rental income was also largely ignored. Generalisations about Dubai did not answer the question and thus received little, if any, credit.
- (c) (i) This part of the question was well understood and usually scored well. A minority of candidates did not make the distinction between transport to the destination and transport to place of accommodation (transfer). Furthermore, insurance and car hire are **not** usually included in the price of a package holiday.
- (c) (ii) Ancillary services appear to be not well known but there were a few outstanding answers. Candidates obtained credit for identifying any four appropriate services and car hire, insurance, foreign currency, excursions, attraction tickets and visa/passport information were all popular valid choices. However, few individuals were able to provide much in the way of descriptions for some of their choices and credit was often limited, particularly where inappropriate choices had been made.
- (d) This proved to be a good differentiator and many candidates made a positive, if somewhat limited, attempt to answer the question. Much emphasis was given to disabled travellers and there were some excellent answers. However, all special needs were credited if they were correctly identified and illustrated. Weaker answers tended to stray into services provided on board the aircraft and to simply list airport service provision without explaining how and why they were appropriate to passengers with a particular special need.

Question 2

This was set in the context of Australia's Gold Coast and the stimulus material provided tended to be interpreted very well. This resulted in some very good scores for many candidates and it was pleasing to see such a consistent level of performance.

- (a) (i & ii) Generally very well answered in both parts and the vast majority of candidates were able to interpret the stimulus material correctly.
- (b) This was not well answered and most candidates failed to explain three appropriate advantages of hiring a car. There was frequent reference to convenience and flexibility but these were seldom contextualised. Furthermore, the advantages of door-to-door transport and cost savings for family transport tended to be rather neglected.
- (c) (i) This was badly answered with only a minority of candidates scoring higher marks. Preservation and conservation of the fauna and flora were not appreciated. There was little reference to sustainability and the educational function of such developments. Answers tended to be very superficial.
- (c) (ii) This was also poorly attempted with most answers vaguely stating litter/pollution and hinting at congestion. Only the better candidates were able to explain why their chosen problems caused damage to the environment. There were, however, some excellent answers about the disposal of waste and footpath erosion but these were very much in the minority.

- (d) This tended to be quite limited and many candidates remained within Level 1 for their methods of promotion. Some were able to explain why a new tourist facility might be used and thus got into Level 2. Answers at Level 3 were rare as there was very little evaluation offered and far too many candidates were talking about the National Park rather than the particular activity/organisation/business contained therein.

Question 3

The focus of this question was an advertised package to the historic city of Beijing and the stimulus material contained text that needed careful interpretation. Many candidates paid little attention to the clues contained in the stimulus and there was frequent copying of material with little thought being given to the demands of the particular sub-question.

- (a) The vast majority of candidates were able to correctly identify all five attractions.
- (b)(i) The correct price was readily identifiable.
- (b)(ii) Surprisingly, a significant minority of candidates were unable to recognise Dubai as the departure airport.
- (b)(iii) Most candidates knew that local Beijing time was in advance of time in Dubai.
- (b)(iv) Both items were correctly identified by the vast majority of candidates.
- (b)(v) This question tended to be very poorly attempted and candidates had only limited ideas why such a package would be introduced in the U.A.E. There were very few references to high GDP, high disposable income, a large potential market and the area being a tourist generating region.
- (c) This was a poorly answered question; most candidates did not seem to realise that the question was asking about the advantages of flying business class and there was often blind copying of irrelevant text. The better answers simply explained three features of business class service provision.
- (d) Most answers were limited and many candidates had little idea about vertical integration. There was some appreciation of economies of scale and the chain of distribution but very few managed or even attempted to contextualise this in terms of China Southern Airways. The level of explanation offered was quite limited in many cases and therefore most answers remained within Level 1.

Question 4

The Orlando stimulus material was quite well interpreted and there were some very good answers to this question.

- (a) Most candidates were able to score well and four valid products/services were clearly identified.
- (b) Answers to this question tended to be varied in quality. Many candidates appeared not to understand fully what appropriate **skills** were and there were often generalised comments offered. Few answers made specific reference to the visitor centre context and many answers were very superficial. Valid structured responses scored well for example linking languages/overseas visitors, numeracy/selling merchandise, ICT/making reservations, literacy/following office procedures and communication/clear advice.
- (c) (i & ii) Both sets of answers tended to ignore the sub-tropical climate context and few candidates could itemise accurate seasonal differences. Only the minority knew that low season is associated with high humidity, rain and the threat of tropical storms. Similarly, few recognised that high season is the opposite and that December is northern hemisphere winter so there is demand for winter sun during the Christmas and New Year holiday season.
- (d) From the nature of the answers supplied, many candidates appeared to be unsure about what a convention centre actually is, therefore were unable to contextualise how visitors might make use of the one located in Orange County. Credit was given for appropriate business use, but little emphasis was ever given to the size of such venues and the fact that they are purpose built.

- (e) There were many very good answers. The concept of economic impact is well understood and it was pleasing to see frequent accurate reference to the multiplier effect. Answers were thus good value for full marks Level 3.

TRAVEL AND TOURISM

Paper 0471/02
Alternative to Coursework

General comments

It was pleasing to see entries for this new module from a range of Centres around the world. The performance of candidates was spread across the ability range as would be expected. On the whole, candidates were able to demonstrate their knowledge and understanding of the principles of marketing and promotion and had been adequately prepared for the demands of the examination paper.

The examination was divided into 4 questions, each worth 25 marks. Each sub-set of questions within the four main questions was based upon a case study scenario. **Question 1** used the Maldives as a focus. **Question 2** examined tourism issues in the Arabian Gulf, whilst an investigation into the product portfolio of the airline Air New Zealand formed the basis for **Question 3**. A promotional campaign from the UK tested candidates' skills in **Question 4**.

There was good evidence to show that many candidates were able to transfer knowledge acquired in the classroom and use it in an applied manner through these case study type questions. The majority of candidates, who sat this examination, appeared to have sufficient time in which to answer all of the questions. It was also pleasing to note that the majority of candidates were able to use the space provided in the question paper for their answers, without needing to continue on additional pages. Certainly the intention is that the space allowed should act as a guide to candidates to the expected length of response.

Comments on specific questions

Question 1

The scenario for this set of questions was the Maldives. Candidates were provided with brief promotional materials from two accommodation providers.

- (a) (i) Candidates were asked to identify one common product that both providers offered tourists. Most candidates were able to choose appropriate examples from the stimulus.
- (ii) A number of candidates seemed a little unsure of the differences between products and services, when providing examples of services from one of the resorts in the Maldives. There were many instances where candidates used overlap products already cited in the previous question.
- (b) Generally, most candidates were able to use the stimulus material to find the market segment targeted by both of the accommodation providers.
- (c) This question required candidates to explain three reasons for the marketing and promotion of the 80+ island resorts in the Maldives. The majority of responses were able to identify more than three reasons why this is important but weaker candidates were then not able to give a fuller explanation, thus restricting their marks for this question.
- (d) This question caused some difficulty for candidates. They were asked to explain the term 'perishable' and to give two examples from the tourism industry to illustrate the perishability of tourism products. Better performing candidates scored well here, using examples such as flight seats and theme park rides to illustrate their responses. However, a significant number of candidates could not explain the term correctly and, therefore, used inappropriate examples within their responses.

- (e) This level of Response question was attempted well by the majority of candidates and answers were largely focused either on a variety of promotional methods which could be used to raise awareness of the tourism offerings of the Maldives to a wider audience, or on a range of differentiated products which could be offered to lure different market segments. Both types of answer were accredited and the best answers incorporated both of these strands to achieve the highest grade for this question.

Question 2

The series of questions within this sub-set were based around the stimulus material on tourism in the Arabian Gulf. Candidates were provided with data from a situation analysis, which they needed to interpret, in order to answer questions about a PEST analysis and a SWOT analysis of this area. Further questions then used the Emirate airline to examine candidates' understanding of distribution channels and locational factors in the travel industry.

- (a) Performance in the PEST analysis task was variable. Many candidates were able to achieve full marks, by correctly identifying two positive and two negative influences from the statements listed. However, several candidates used all of the statements to complete the table, often more than once, thus making it difficult to judge how effectively the candidate understood the process of PEST analysis. In questions where a specific number of influences is requested, candidates should be advised not to exceed this number, as no additional credit will be awarded.
- (b)(i) – (iv) This series of questions required candidates to specify which statement showed the greatest strength, weakness, opportunity and threat – in other words, candidates should have used the statements to carry out a SWOT analysis. Unfortunately, this caused some confusion and the majority of the candidates scored either 0, 1 or 2 marks for this task.
- (c) Most candidates were able to achieve maximum marks for the diagram they drew of the channel of distribution used by the Emirate airline. There was some evidence of links within the chain appearing in the wrong order – e.g. travel agents selling to tour operators rather than the other way round.
- (d) This follow-on level of response question tested candidates on their knowledge of the reasons behind having a choice of distribution within the travel industry. Responses were of a variable standard here, as would be expected. Weaker candidates tended to repeat information from their diagrams to explain what the choices are, rather the reason behind having such a choice. Better performing candidates identified cost, scale of operation and scope as the main reasons.
- (e) This question tested candidates' understanding of factors of location within the specific context of Emirates. It was answered well by a small number of candidates and badly by the rest. Those who had rote-learned information from the assessment objectives from the syllabus were not always able to apply the factors to this given context and, thus, did not always achieve high marks. It is the ability to consider the factors from the specific viewpoint of the airline, such as demand and gaining competitive advantage that gained higher marks in this instance.

Question 3

This question used a comparison of airline fares on a specified route as its stimulus. The following sub-set of questions then focused on pricing policies, market research, the marketing mix and brand image set within the context of one of the airline principals listed in the table.

- (a) This question asked for general reasons why the price of seats varies from airline to airline. In effect, this question was testing candidates' understanding of external influences on price. This was answered reasonably well by most candidates.
- (b) Candidates were invited to explain two pricing policies relevant to the airline industry in this question. It was disappointing to note how few candidates were able to name the policies they were describing. Thus, full marks were achieved by a relatively small number of candidates.

- (c) (i) and (ii) These two questions required candidates to demonstrate their knowledge of the research process. The first sub-question tested knowledge of research techniques, which was generally answered well and the second tested knowledge of segmentation characteristics, which was answered less well. It would appear that some candidates did not understand the term 'characteristics' despite this being an integral part of the assessment objectives within the syllabus.
- (d) This level of Response question provided a wide range of responses. Candidates were asked to discuss how the marketing mix may be developed to meet different market segment needs. At the top end, candidates were able to identify each of the four elements of the marketing mix and use these within the specific applied context of airline products and services, looking closely at price, promotion, place and product for each of the three named market segments. To achieve the highest grade, candidates needed to attempt a conclusion or judgement about which element of the marketing mix needed most development, in response to the command verb 'discuss'. There was limited evidence of this happening. At the bottom end, candidates were credited for correctly identifying the elements of the marketing mix.
- (e) This level of Response question was generally poorly answered. Previous experience shows that candidates often find questions on branding and brand image difficult. Weaker candidates gave a basic definition of the term brand image, with little further exemplification. Better performing candidates also provided the definition and then often made an attempt to apply this – often using examples other than Air New Zealand. However, few candidates were able to explain the full range of concepts that make up the brand image of an organisation, from corporate communications through to the uniform worn or the company's logo.

Question 4

This question used the 'Totally London' marketing campaign as its stimulus. Questions within this sub-set were based on marketing communications and promotional techniques used in the tourism industry.

- (a) Candidates were generally able to use the stimulus material to correctly identify at least two examples of marketing communication for this question.
- (b) This level of Response question was answered reasonably well by most candidates. The emphasis is on the fact that a national newspaper campaign will only target potential customers in the UK. Many candidates assessed the impact of all of the promotional materials by making specific reference to the other techniques being used by the campaign, but could not gain credit for this as this was not required by the question set. The best performing candidates were able to identify the fact that only a small number of overseas visitors would have access to British newspapers abroad to gain access to this form of advertising.
- (c) Candidates clearly understood the appeal of using mobile technology to market travel and tourism products, but few could actually put into words the nature of the appeal. Words such as interactive rarely appeared in responses but credit was given for descriptions, which made an attempt to determine the youth market.
- (d) This question required candidates to identify the factors affecting the production of any form of promotional material. Responses were variable. A small number of weaker candidates tried to evaluate the success of the mix of techniques being used by the campaign, but could not be credited as this did not answer the question set. Better scoring candidates identified cost, timing, brand image and target audience, with one or two also identifying the AIDA principle as being important. What most responses lacked was the analytical element required by the command verb for this question. Responses tended to be simple lists rather than an analysis of why each of these factors is important. This limited the marks achieved for this question.
- (e) This last question on the paper offered candidates a second opportunity within the question paper to apply their knowledge of the marketing mix to the specific product – here, London as a tourist destination. Responses tended to either list the four elements of the marketing mix with no attempt at application or they made a good attempt at application, discussing London's appeal but without making direct reference to the elements of the marketing mix. This again restricted the scores for this question.

TRAVEL AND TOURISM

Paper 0471/03

Coursework

General comments

This module comprises the coursework component as an alternative to the examination module, through which candidates have an opportunity to produce an in-depth investigation into the provision 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. This coursework is then assessed internally by Centre staff and submitted for external moderation by CIE Examiners.

It is pleasing to be able to report that the coursework produced by this cohort was of a very high standard. Candidates had clearly been taught the learning content well for Unit 6 of the syllabus prior to beginning their coursework investigations. They were generally able to demonstrate a high level of knowledge across the range of assessment objectives for Unit 6. Candidates were also clearly familiar with the range of research techniques that could be employed, in order to gather data and information towards their assignment.

There was evidence to show how candidates had been organised into small groups within Centres, in planning and carrying out primary research, to interview professionals from the tourism industry. This enabled candidates from the same Centre to gain first hand contact with tourism experts, without placing an onerous burden on these industry representatives. This is an example of good practice. Additional primary data sources, evidenced within the assignments seen as part of the moderation process, included numerous photographs taken in the field and questionnaires used with visitors to the area. These additional sources were generally well referenced by candidates within the assignment evidence they produced.

Evidence of the range of secondary research carried out by candidates from this cohort was extensive – there were examples of marketing literature collected during field visits to tourism providers and from tourist boards and tourist information centres, newspaper articles relating to tourism service provision and website print-outs of resources used, together with lengthy reference lists and bibliographies to support this aspect of the investigations. These sources were not always utilised as fully as they might have been, appearing on occasions as appendix materials but not referenced by the candidate in any other way. Good practice would be to incorporate relevant examples from such source materials within the main body of the report, but ensuring that candidates extract relevant information and represent this in their own words, thus avoiding issues such as plagiarism.

It was pleasing to note that whilst there was evidence of the research element of the investigation having been shared as a group exercise, candidates followed the requirements for this module and went on to produce very individualised write-ups of their own investigations into the visitor service provision in their local area. The majority of reports provided good insight into how tourist boards and tourist information centres operate in the chosen locality, including the range of products and services offered by a variety of providers of visitor services. Most common forms of providers covered include hotels, travel organisations, tour organisers and guiding services. Most candidates were able to show a good level of understanding of the basic principles of marketing and promotion, using applied examples from their selected destination. Similarly, the majority of candidates were able to differentiate between business and leisure travel services provision and, generally, chose one focus organisation to demonstrate how these different market segments are catered for.

The assignments that were submitted for external moderation adhered closely to the guidelines in the syllabus regarding good practice for report generation. The reports were professionally presented, well organised and the assessment evidence clearly referenced, which aided both the internal assessment process and that of external moderation. Candidates had been guided well by their teachers in adopting standard report formats for their investigations, with the majority having introductions, a synopsis of the aims of the investigation being carried out, a statement explaining the research methodology adopted and the findings given both in diagrammatic form and analytical form. Most candidates attempted a conclusion, but these were only evaluative where better candidates made judgements of how effectively the original aims of their investigations had been achieved.

Candidates had selected a wide range of assignment focuses, the majority of which provided excellent opportunities for candidates to examine in detail the marketing and promotion function of tourism providers within a chosen locality. Many candidates were able to demonstrate high-level skills in communicating the purpose of their investigation and in representing data in numerical form, where appropriate. There was good evidence of candidates using objectively the information they had gathered in order to present their findings into the scale and scope of visitor service provision in their selected destination.

Centres were generally well versed in the assessment arrangements for this coursework module; teachers were able to use effectively the assessment grids from the syllabus to record their internal assessment decisions, against each of the identified assessment objectives. It was particularly pleasing to note the honesty and accuracy of the assessment decisions made in Centres. Annotations were used on individual candidate assessment records which aided the external moderation process, especially in pinpointing specific page number references against each of the assessment criteria. It would be useful for assessors to annotate candidates' reports at specific points where evidence has been accepted towards each of the assessment objectives writing, for example, 2B Level 1, in the right hand margin, at the point within the report which denotes the collection of primary and/or secondary research data.

The internal moderation process was rarely needed for this cohort of candidates given the small number of entries from any one Centre. However, it is worth stressing the requirement for Centres to use internal moderation where more than one teacher has been involved in the assessment process, in order to ensure fairness and that common standards are achieved; this requirement is detailed in Section 4.14 of the CIE Handbook for Centres.