

TRAVEL AND TOURISM

Paper 0471/01
Written Paper

Key Messages

- Candidates need to read the question carefully and respond in an appropriate manner, paying close attention to the context provided.
- Careful interpretation of the stimulus materials provided, particularly when the question clearly states the need to **identify**.
- Clearer and more specific use to be made of information relating to named examples with which candidates are familiar, which is essential when the question invites candidates to choose a destination.
- Greater precision needed when explaining the significance of particular factors, to avoid unsubstantiated generalisation.

General Comments

It was pleasing to see many candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted. Many candidates attempt to quote a range of examples but some choices were inappropriate to the context of the particular question.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	Nature of mistaken approach
1(c)	The valid methods were only the ones shown in Fig. 2
2(b)	The focus of the question was on room features and not the characteristics or advantages of self-catering.
2(d)	On the whole, there was a tendency to describe the usefulness of the Internet rather than the usefulness of the sources/types of information to be found there.
3(b)	Many candidates seemed to ignore the context in which this question was set and thus missed the point that tours were being sold by the hotels and cruise ships (retailers) having been created/supplied by local operators (wholesalers/providers).
4(e)	Many candidates were unaware that wedding services provided by hotels include the help of a 'planner', a venue for the ceremony, the catering at the reception, entertainment, flowers, decorations and photography.

There was evidence of poor exam technique when candidates attempt to answer the four 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/describes** some **valid** types/features/factors

Level 2 (3 to 4 marks) – the candidates offers **explanatory** or **analytical** comment about some of the **valid** types/features/factors that have been identified

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 and indicating why this is the case in context. The best answers will have a **reasoned conclusion**.

Comments on Specific Questions

Question 1

- (a) The Fig. 1 stimulus material was not interpreted very well and most candidates were unable to correctly identify all five items. This suggests that many individuals are unfamiliar with global features as outlined in the 0471 Syllabus. The correct responses were The Caribbean, Tropic of Capricorn, Madrid, Singapore and Equatorial.
- (b) There were some thoughtful responses but many individuals neglected to provide an adequate definition of each type of tourism. Furthermore, there was quite a lot of confusion as to what ecotourism actually involved. However, most candidates appreciated the fact that medical tourism involves travel to obtain treatment and that religious tourism involves people of faith travelling individually or in groups for pilgrimage or other devotional purposes. For the avoidance of any doubt, ecotourism usually involves 'responsible' travel to natural areas that conserves the environment and improves the well-being of local people. The accuracy of the examples quoted was quite variable but all valid **named** examples received credit.
- (c) As pointed out in the general comments section, many candidates made the mistake of not looking carefully at the Fig. 2 image. The key points to be identified were the rope around the statue and the walkway giving access to the site. These were the only valid responses. More thoughtful candidates clearly pointed out that the purpose of the rope was to discourage touching and that the pathway eased possible congestion and/or reduced footpath erosion.
- (d) Candidates were aware of several ways in which the sale of traditional craft items helped to promote the culture of a destination. Many responses clearly pointed out that the souvenirs would be taken home and put on view by tourists thus giving the craft item a wider audience. Others correctly suggested that the sale of such items would earn the seller money thus encouraging further supplies to be created. Similarly, these sales help boost the destination's cultural identity. Where such points were made due credit was awarded. However, some candidates had difficulty in expressing their ideas and when the meaning was unclear credit could not always be awarded.
- (e) There were some very good accounts about the reasons for pre-booking but some individuals wrote from the visitor perspective rather than from the attraction's point of view. The better responses clearly considered the need for attractions to operate efficiently and thus avoid operational difficulties caused by congestion and overbooking. Some attractions give time slots to large groups so that an even flow of visitors can be maintained and this will also mean that other visitors do not feel crowded out. Many answers pointed out that pre-booking will allow the attraction to have enough staff on duty to provide services such as guided tours. The topic was well understood and many answers were clearly stated and very much to the point.

Question 2

- (a) Candidates readily interpreted the Fig. 3 stimulus material and correctly identified skiing, ice skating and bike riding as the outdoor activities. Some candidates lost credit by quoting inappropriate activities such as 'après-ski' and 'bike storage'.
- (b) There were some issues with this and the majority of candidates had some degree of difficulty in stating four valid ways in which an apartment differs from a standard hotel room. Some individuals wrote about the characteristics of self-catering rather than concentrating on features of this type of accommodation. The better responses clearly stated that apartments were bigger, had both a lounge and kitchen, contained appliances and could accommodate more people.
- (c) Candidates did not always understand the concept of the restaurant being organised for the **service** of meals. There were many vague generalisations/descriptions which lacked details about the ways in which food might be served. Better responses clearly stated what happened during each meal service. For example, the breakfast buffet would usually involve guests helping themselves, only hot drinks being served at table; they have a choice of hot/cold items from

designated buffet stations etc. Dinner service on the other hand would likely involve waiter service, there would be 3 course menu choices, tables cleared after each course and there would be a bar service.

- (d) Many candidates responded to this question in an inappropriate manner. The question was about the advantages of using the Internet but about the sources of information that can be found there. It was only the more thoughtful individuals who pointed out things like the Internet containing travel reviews and commentaries from travellers, up-to-the-moment live reports and such items represent the most accurate travel/destination details available. Here, travellers can read about specialist topics, ask questions and many travel blogs allow readers to join in the conversation. Furthermore, Internet information comes in a range of formats (text, images and video) and therefore will be much more detailed than brochures/guidebooks etc.
- (e) The level of detail provided about the ways in which the chosen destination extended the tourist season was extremely variable, even from candidates writing about the same location. Better responses usually began with a simple statement pointing out the seasonal nature of tourist visits. Traditionally, Alpine ski resorts have their high season in mid-winter as do destinations in the Caribbean and desert locations such as Dubai. These better responses then went on to point out how tourists are attracted to the destination in the summer months. Weaker responses failed to do this clearly and even more thoughtful answers sometimes lacked precise details of what had been put in place to attract visitors in the traditional low season. The weakest responses made the mistake of saying that the chosen destination attracted visitors for various reasons, completely ignoring the seasonality issue. Such responses could not be awarded any credit.

Question 3

- (a) The Figs. 4 and 5 stimulus materials were not always well used and many candidates made the mistake of writing about things that were not clearly shown in the two images provided. The more observant candidates were able to correctly identify the member of staff helping a passenger board thus reducing the chance of them falling and being hurt. Similarly, on board signs informed passengers that life vests were carried in the event of an emergency landing at sea and that the safe way to exit was at the front. Credit was also awarded to those individuals who pointed out how seatbelts and/or headphones might improve passenger safety during the flight. No other responses were awarded any credit.
- (b) The focus of this question was on the chain of distribution. However, candidates were clearly instructed to apply this to the context of St. Lucia. Many individuals received only minimal credit because this context was ignored. The better responses clearly pointed out that tours were being sold by the hotels and cruise ships (retailers) having been created/supplied by local operators (wholesalers/providers). Additional credit was then usually achieved for pointing out the benefits to each party of such an arrangement.
- (c) (i) Most candidates were able to correctly identify all three items (Martinique, 1783 sq. m and 280 seats) thus obtaining full marks.
- (ii) Similarly, the majority of answers were able to comment appropriately about the ferry terminal's accessible location (taxi/parking/drop off) and comfortable environment (spacious arrival lounge, air conditioning, restaurant and bar and seating). However, weaker responses lacked any explanatory comment relating to the aspects that had been correctly identified.
- (d) There were some very thoughtful responses but valid negative sociocultural impacts were rarely illustrated with appropriate details pertaining to the chosen destination. For example, there was frequent reference to culture clash and the demonstration effect. However, it was not always clear what exactly the host population was copying, what was being rejected and what exactly the clash involved. Far too many responses listed particular negative impacts without supplying illustrative detail from the chosen destination. Better responses clearly commented how aspects of western behaviour (dress, language, morals) contrasted with the established norms of the host destination. However, few answers considered what were the most significant issues, let alone how such issues might be managed. Thus, there was very little opportunity for marks in Level 3 to be awarded.

Question 4

- (a) The Fig. 7 stimulus material was usually very well interpreted and the majority of candidates were able to correctly identify and explain several ways in which the hotel might appeal to wedding and business tourists. It was common to see reference being made to facilities such as the grand ballroom (conferences), rooftop garden (events), 7 meeting rooms, Internet access and the advantages of the location in the heart of Pudong. This was one of the best answered questions and it was pleasing to read the many lucid accounts.
- (b) There were several very sound attempts to answer this but even the better responses were frequently limited by a failure to make reference to a particular type of training. Far too many responses described skills instead of suggesting what front line staff might be appropriately trained to do and why. There were several interesting comments about different types of training such as induction, on the job and off the job. However, even these neglected to say what was delivered and why it was appropriate for a front line employee. For example, the role of a receptionist could have been used to illustrate the following: use of the reservation system would require appropriate ICT training; dealing with overseas customers would require foreign language training to improve communication and training in operational procedures would be needed to handle and record guest complaints appropriately. Many individuals lost the opportunity to gain additional credit by failing to clearly match a type of training with a particular aspect of a front line job role or function.
- (c) Many individuals correctly commented on this issue and it was pleasing to read a variety of appropriate strategies such as apologise, check with the chef or offer an alternative. Some candidates were also aware of the Jumeirah customer service philosophy – never say no to a guest. Full marks were frequently awarded for such responses.
- (d) Answers usually scored well and most candidates readily identified never argue, listen carefully to the guest, offer an apology and agree a solution with the guest.
- (e) In many ways this question was poorly attempted by the majority of candidates. More thoughtful individuals looked to the Fig. 7 stimulus material for some clues and comments about venues for the wedding service and facilities for the reception received appropriate credit. However, such responses were in the minority as most accounts tended to focus on hotel facilities rather than on the services that might be provided to the couple getting married. One or two individuals were familiar with the concept of a wedding planner and then commented on different aspects of the role. Furthermore, very little attempt was made to provide an assessment of the services/facilities mentioned. Which was most important and why?

TRAVEL AND TOURISM

Paper 0471/02
Alternative to Coursework

Key Messages

The paper comprises four questions, each based around a short piece of stimulus relating to marketing and promotion of travel and tourism products and services. Candidates are given the opportunity to demonstrate their knowledge and understanding of key marketing and promotion concepts within the travel and tourism industry through the four subsets of questions which make up this paper.

Candidates usually score well in the short answer questions, where information can be taken directly from the stimulus material. The higher order skills of explanation, analysis and development are also often evident in the responses made by the most able candidates. Candidates should be encouraged to put into their own words some of the key aspects of the syllabus, when using them to 'explain', for example, the reasons why marketing and promotion are important for travel and tourism organisations.

General comments

Candidates within this cohort performed across the whole ability range; weaker candidates sometimes did not answer all of the questions, whilst those performing at the highest level were able to offer carefully considered responses to the majority of the questions. Those questions, which required extended responses, were often answered well, with weaker candidates scoring some level 1 marks, through basic identification or description, as well as the more able candidates scoring across all levels for interpretation, evaluation and their ability to present a considered justification.

Some aspects of the syllabus seemed more familiar to candidates than others. Factors of location posed some difficulty in **Question 1 (d)**; methods of promotion did not always seem well known in **Question 2 (b)**; many overlooked the requirement to discuss pricing policies in **Question 3 (c)**, often electing instead to demonstrate excellent understanding of supply and demand, without actually answering the question; and in **Question 4 (d)** the term 'public relations' was often confused with 'promotion' in very general terms.

Candidates were supplied with a separate Insert containing all of the stimulus material for these questions. **Question 1** was a press release about a waterfall attraction in Brazil. Candidates seemed generally able to access the key information from this source document, with which to attempt the subset of questions based around it. **Question 2** was a news item about the European low-cost airline market. Candidates used this information effectively in answering the short answer questions in this subset.

Question 3 featured an advertisement for a new resort holiday in Sri Lanka; candidates were again able to interpret this information appropriately, in order to answer the subset questions based around this advertisement. **Question 4** presented the results of a situation analysis carried out by tourism authorities in South Korea; the majority of candidates used the details of these results to answer the corresponding subset questions at an appropriate level.

Comments on specific questions

Question 1

The Giants' Waterfall Cave, a natural feature which had recently been developed as a tourist attraction in Brazil formed the basis of the case study material for this subset of questions.

- (a) (i) Candidates were sometimes unsure of the term 'target market' in this question; features of the attraction were commonly given as an incorrect answer to this question. It is important that

candidates are able to distinguish one target market from another as part of this course. Candidates were able to distinguish between target market classification (demographic, psychographic etc.) or by example (here – family, overseas tourists).

- (ii) Better performing candidates were able to distinguish between those services provided for general use (cafe, car park, adventure playground) and those catering specifically for overseas tourists (language guides, audio tours, airport shuttle bus).
- (b) This question clearly discriminated between those candidates who had learned this aspect of the syllabus by rote and those who could explain the meanings of the syllabus content in their own words, with full marks being accessed by those able to interpret this information themselves.
- (c) Responses to this question were very varied. Weaker candidates demonstrated some understanding of certain pricing policies but were not always able to name these; at the top end, candidates selected appropriate pricing policies and explained how these policies operate, giving specific examples within the applied context of this visitor attraction.
- (d) Candidates were expected to consider a range of the factors of location learned from the syllabus content here, within the applied context of the Giant Waterfall Cave attraction. Weaker candidates often focused only on accessibility, despite the question asking for factors other than this. Level 2 marks were often awarded for those candidates who provided a generic response to this question; describing some of the factors in general terms rather than exemplifying them within the context of this attraction. The best responses were those which considered whether a locational factor had any real bearing on this type of attraction, thus marks were awarded for a consideration of the requirement of nearby staff to act as tour guides, as well as the availability of other tourist infrastructure (hotels etc.).

Question 2

This subset of questions took a short news article concerning trends in the European low-cost airline market as its focus.

- (a) (i) Candidates were asked to give two reasons why the European low-cost airline market is considered to be at the maturity stage of the product life cycle. Weaker candidates often selected irrelevant information from the article in response to this question, with reference to the number of business customers given, but not contextualised. The best answers identified key characteristics of this stage of the life cycle – falling numbers of customers and high levels of competition – in order to score maximum marks here.
- (ii) This question was intended to be a simple recall of vocational knowledge; candidates are expected to know the key characteristics of all of the stages of the life cycle model. This question tended to be answered well.
- (b) This question acted as an effective discriminator. Better performing candidates were able to identify **and** explain two appropriate methods of promotion used low-cost airlines to raise awareness. Weaker candidates should be encouraged to distinguish between a promotional method and a pricing technique – special offers and discounts are actually pricing techniques used as a form of sales promotion and as such did not gain accreditation in this question.
- (c) The majority of candidates understand the term direct selling. Weaker candidates tended to offer those benefits to the customer as their response and could not gain credit here. Candidates are to be encouraged to identify the key beneficiaries targeted by such questions; in this instance only those responses which focused on the benefits to the provider (the airline) were credited.
- (d) It is quite customary for candidates to be set a question on the use of the marketing mix by a given organisation or section of the industry. As a result candidates should be familiar with the requirements of these types of questions. This question acted as a good discriminator: weaker candidates were not always able to identify correctly the 4 P's. Those answers which did correctly identify at least three elements of the marketing mix were able to score level 1 marks here. Candidates, who explained generically a key aspect of each of these elements, were often awarded level 2 marks. The best answers were those where candidates took each element of the marketing mix and carefully considered its application within the low-cost airline industry. For example, 'place' was considered as the destination airports served by the airline; not an office

location selling tickets. 'Product' was considered in terms of the quality of customer service and the overall customer experience from check-in to disembarkation etc.

Question 3

The stimulus material for this question featured an advertisement for a new holiday resort offered by Vacation Water Sports, a global tour operator.

- (a) Best answers identified the 24/7 freephone facility from the advertisement, and used their own words to explain why each of these were of benefit to the customer.
- (b) This question acted as a good differentiator. Weaker candidates ignored the question stem guiding the candidate to avoid mention of the AIDA principle. These types of response gained no credit. The best answers were those which considered the factors of cost, timing or target audience and exemplified two from these within the context of this tour operator.
- (c) This question was not answered well. Candidates understand the factor of seasonality and the basic theory of supply and demand. Candidates should be encouraged to read all aspects of the question carefully, as this question required a consideration of the types of pricing policy that might be used to offset the issues caused by seasonality. Those answers that cited 'high season, high price; low season, low price' concepts could not gain credit as no specific pricing policies were named.
- (d) Some candidates misread this question and considered all aspects of the marketing mix for the new Vacation Water Sports resort, instead of considering the suitability of the product/service mix for the family market. The best answers did not merely list each feature of the holiday; an assessment was offered as to why (or why not) these features were particularly appropriate for the given target market. At the top end, level 3 marks were awarded to those candidates making value judgements such as 'jet skiing and sailing are not suitable activities for small children and might better suit the adventure market'.

Question 4

Candidates were provided with the results of a situation analysis carried out by tourism authorities in South Korea as the stimulus material for this subset of questions.

- (a) Candidates are familiar with the format of this type of question. The majority scored 3 marks; many found it difficult to correctly identify the 'social' aspect from the statements given.
- (b) There were mixed responses to this question. Candidates clearly understand the acronym SWOT. The best answers not only identified which were the strengths, weaknesses, opportunities and threats to business tourism development in South Korea, but were also able to explain how these details could be used to South Korea's advantage in marketing business tourism. Many scored the identification mark but were not able to gain credit for explanation of these points.
- (c) Candidates in previous sessions have shown a good understanding of brand image. This question seemed to have been misinterpreted by many candidates, who explained 'why' brand image may be created by the Seoul Convention Bureau, rather than explaining 'how' a brand image may be created. Generic answers about the use of advertising to create brand awareness were not allowed here.
- (d) This question was not answered well by the majority of candidates. Candidates seemed unfamiliar with the term 'public relations' as part of the promotion element of the marketing mix. Weaker candidates tended to provide a general discussion of the different methods of promotion that the Seoul Convention Bureau could use to encourage business tourism to South Korea. Some candidates were able to identify at least one form of PR and offered a basic definition of a press release, for example. The best responses were those in which candidates considered a range of different PR activities and gave specific examples of how these might be used by the SCB to target an increase in business visitors.

TRAVEL AND TOURISM

Paper 0471/03

Coursework

Key Messages

Candidates carry out an investigation into the visitor service provision of a chosen destination or organisation. Group work is allowed during the research stages of the investigation; however, candidates are required to produce an individual write up of the investigation, which includes an individual summary of the group work and individual presentation of the results of any data collected.

Teachers may provide ongoing guidance throughout the investigation, but must not contribute to the written evidence submitted for assessment, beyond offering advice regarding layout, content etc.

The most important aspect in preparing candidates for this coursework investigation is the selection of an appropriate hypothesis. Candidates from the same cohort may all work on the same hypothesis or may choose different hypotheses. It is important to make the focus of the study accessible to candidates; using the tourism environment most local to the candidates usually works best. This may involve the study of visitor service provision in one small destination or for a local tourism provider. Hotels, tourist information Centres and visitor attractions work particularly well. Food and beverage outlets such as McDonalds are not suitable as the study focus for this coursework. Large destinations and multi-national tour operators do not allow candidates the opportunity to demonstrate sufficient depth of study, especially given the requirement to carry out primary research as part of the investigation.

Candidates must carry out 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. It is equally acceptable to arrange for a guest speaker from an appropriate local tourism organisation to speak with the candidates in class.

Candidates should be guided to produce a written report of approximately 3000 words, which contains evidence of data collection, presentation and interpretation.

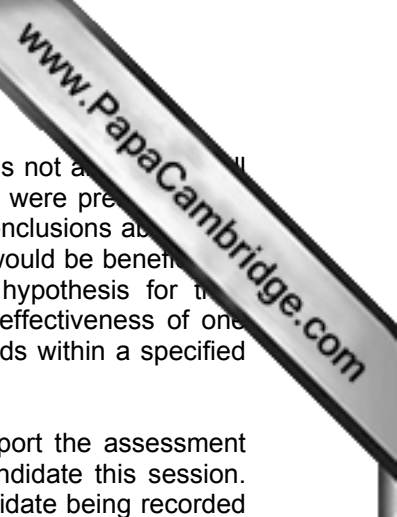
General comments

The majority of candidates in this cohort selected interesting and appropriate focus organisations including hotels and tourist information Centres. There was in fact no evidence this session, as has been the case previously, of candidates using major food chains such as KFC, where marketing and promotion of information to inbound visitors is often hard to come by.

All of the coursework sampled was presently professionally and formally. There was good evidence of candidates having carefully planned their work and outlines of intended methodologies were often present in the best pieces of evidence. Candidates were clearly well-motivated by their work and understood the purpose of the investigation. Vocational knowledge of the main marketing and promotion techniques used in the travel and tourism industry was sometimes weak; candidates should be encouraged to make more specific reference to the types of promotional activity carried out by their focus organisation.

As is always the case in a mixed ability cohort of this nature, data presentation skills were variable; many of the candidates demonstrated very high levels of skill in the use of Information Communication Technology in presenting their final written reports. There were some excellent tables, charts and graphs, making excellent use of software programmes such as Microsoft Excel. At the lower end, candidates were not always able to provide accurate data labels, or titles to enable the reader clear access to the data presented.

There was evidence of some excellent primary research having been carried out; industry personnel had been drafted in to speak with candidates about their marketing efforts or tourists had been enlisted to



complete some well-considered questionnaires. The analysis of the data collected was not always fully executed across the whole cohort. The higher order skills of analysis and evaluation were present in the best pieces of coursework, demonstrating how candidates are able to draw relevant conclusions about how well an organisation caters to the specific information needs of its inbound visitors. It would be beneficial to encourage all candidates to attempt making a judgement based on the original hypothesis for the investigation. The skill of evaluation could similarly be targeted by considering the effectiveness of one promotional technique over another, or the organisation's satisfaction of customer needs within a specified target market.

Centres seem well versed in the completion of the necessary documentation to support the assessment process. Individual Candidate Record Cards were submitted accurately for each candidate this session. There was good evidence from most Centres of the total mark achieved for each candidate being recorded on these record cards, which greatly aided the external moderation process. Most Centres used appropriate annotation at the point of achievement to show where assessment decisions had been made. This is also hugely beneficial to the moderation process.

There was limited evidence of Centres having carried out internal moderation as entries this session per Centre were relatively small and did not necessitate internal moderation. Even in these circumstances it is always good practice to show evidence of standardisation; for example asking a head of department to validate the assessment decisions made for a small sample of the candidates is often mutually beneficial in determining the accuracy of a Centre's internal assessment.