

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, both text and images, is needed particularly when the question clearly states the need to **identify** directly from the insert.
- Information relating to named examples with which candidates are familiar is essential for answering some of the questions, candidates should make sure the examples they use are appropriate and relevant to the question.
- Generalisations and vague comments tend to limit the number of marks available to a candidate, responses must be specific to the question.

General Comments

It was pleasing to see many candidates making positive attempts to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted. It is important that candidates pay close attention to the precise wording of particular questions.

Candidates should be made aware of the following levels of response criteria which are applied to the more open-ended questions. The best responses provide valid evaluative comments and a reasoned conclusion.

Level 1 (1 to 2 marks) – the candidate identifies/describes some valid types/features/factors

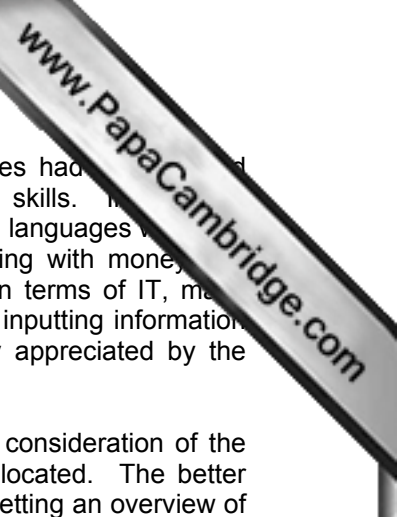
Level 2 (3 to 4 marks) – the candidates offers explanatory or analytical comment about some of the valid types/features/factors that have been identified

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 correct identifications were as follows:
- Baltic = D
 - Fiords = C
 - Caribbean = A
 - Mediterranean = B.
- (b) Many individuals came to the correct conclusion that Cape Town had a temperate climate and that local time in Dubai was behind Singapore and that July was high season for cruise arrivals in St. Petersburg.
- (c) Candidates were very familiar with a range of positive economic impacts. Good responses linked their chosen positive effect to either the cruise vessel or the visiting passengers contained therein. The most thoughtful candidates pointed out things like more jobs supplying goods and services to visitors, this demand generating a multiplier effect amongst local businesses and increased foreign exchange receipts as international visitors would change their money into the local currency.



- (d) There were some excellent responses to this question and many candidates had a good understanding of the need for a ticket office employee to have the three skills. The most popular lines of approach. Numeracy was deemed to be vital when dealing with money, and accurate calculation was frequently used by way of illustration. Similarly, in terms of IT, many candidates recognised the importance of booking online, printing tickets and inputting information required by the organisation. These customer service issues were clearly appreciated by the majority of candidates.
- (e) There were very mixed responses to this question. The question invited a consideration of the appeal of attractions that provided a view of the area in which they were located. The better responses offered comment on aspects such as seeing a lot in a short time, getting an overview of the destination, taking photographs and the fact that they were centrally located and thus easy to find. Those responses that explained why international tourists might want to visit the chosen attraction, rather than destination, scored the most marks.

Question 2 start here

- (a) Most candidates were able to interpret the Fig. 2 stimulus material correctly and identify China as Myanmar's second largest market, the 28.75% increase and 225,381 visitor arrivals.
- (b) The better ideas involved the prevention of negative socio-cultural impacts such as reducing a source of potential conflict with the host population thus avoiding culture clash, and the idea of educating visitors into local cultural norms of behaviour so that they would behave more responsibly. This was also further developed in terms of minimising the demonstration effect – if visitors behave as locals then members of the host community were less likely to be influenced and so traditional culture would be maintained. Candidates presenting valid reasoned arguments were suitably rewarded.
- (c) The focus of the question was about damage to historic visitor attractions. The best responses identified three risks and then explained how each risk could be minimised. Ideas included guides, barriers, alarms and signage. A significant minority of candidates misread the question and identified risks to the local environment, rather than the attraction, these kind of responses did not score many marks.
- (d) This question proved to be challenging for candidates. Responses were often vague. The main suggestions were as a conference venue or for meetings. Other valid suggestions would have been the use of grounds for holding events such as photo-shoots, great halls for exhibitions, use of catering facilities for holding dinners and revenue generation.
- (e) This question proved challenging for the candidates. Better responses clearly analysed ways in which the chosen attraction met the needs of visiting family groups by offering such things as combined entry tickets, play areas, mother and baby facilities, child menus, child-friendly attractions and special events.

Question 3

- (a) The Fig. 3 stimulus material was well used and most candidates were able to correctly identify route N1, the Du Toitskloof Mountain and the 11km distance saved.
- (b) The correct responses were as follows:
- door to door travel
 - departure time of your choice
 - can stop and break journey at any time
 - can carry more luggage
- (c) Many candidates were able to score full marks on this question and there were many very good responses. Arrangements for obtaining car hire are clearly well known. The more popular choices were using the internet to make on-line bookings, going to a travel agent or phoning the rental company directly. Valid reasoning for using each booking method was usually very clearly stated.

- (d) There were some very thoughtful responses but valid methods of congestion management were not always well known. The better answers considered actual strategies such as parking, ring roads, pedestrian centres, bus lanes and congestion charges. The very best responses made clear how potential traffic congestion had actually been minimised as a result.
- (e) This question was not always well answered and far too many candidates simply itemised bus, train and taxi with varying amounts of descriptive detail about each. The key point was the degree of accessibility provided by different transport mediums and many candidates were unable to provide much in the way of accurate detail. In contrast, comments about Dubai Mall and Sentosa Island in Singapore frequently provided excellent illustrations of the topic. However, even these better responses were lacking in evaluative comment that should have allowed the answer to progress into Level 3.

Question 4

- (a) The majority of candidates were able to interpret Figs. 4(a) and 4(b) correctly and thus identified December, 8.0% and May.
- (b) There were some thoughtful responses but very few candidates made any direct reference to Fig. 4(a) and thus the seasonal pattern of arrivals was rarely explained in full context. Responses should have matched a valid factor with a particular trend in the data provided in 4(b).
- (c) There were several very good attempts to answer this and many candidates were able to comment about valid differences between meetings and conventions. Essentially the key aspects were the number of attendees involved, the relative sizes of the venues used together with both the duration and purpose of the events. Candidates that considered at least two valid aspects in comparative detail obtained full marks.
- (d) More thoughtful responses clearly explained a range of pre-boarding services including limousine transfer, fast check-in, lounge access and early boarding call readily obtaining maximum marks. Some individuals misread the question and gave examples of cabin services, which were not appropriate to the question asked. Similarly, many candidates wrote exclusively about lounge services and facilities which limited the number of marks that could be awarded as lounge services is only one example.
- (e) This question was rather poorly attempted and a significant number of candidates wrote about the reasons why people travel to visit friends and relatives rather than explaining why there has been an increase in the amount of VFR travel currently taking place. The best responses explained that the increase in VFR has been fuelled in MEDCs by retirement overseas, expatriate employment and second home ownership whereas in many LEDCs it has been driven by the migration of labour. In both MEDC and LEDC cases, rising levels of disposable income and the availability of cheap transportation have facilitated the increased VFR movement.

TRAVEL AND TOURISM

Paper 0471/02
Alternative to Coursework

Key Messages

- Candidates need to read questions carefully; there was much evidence of candidates explaining **why**, when they were asked to explain **how**.
- The specific context of the case study material should be used to respond to the questions set; it is acceptable to refer to other, relevant examples within an answer. However, candidates should ensure that the examples they use are appropriate to the question set.
- Specific reference is required to the stimulus materials provided, when the question states the need to **identify**.
- Answers need to be tailored to the specific focus of the question. For example, this session candidates commonly avoided the direct marketing focus of **Question 1 (d)** and wrote at length about other promotional techniques.

General comments

Candidates seemed to find the case study materials accessible and most attempted all of the questions in the time allowed. **Question 1** presented the results of a SWOT analysis of tourism in Ghana to candidates; the format of this posed no difficulty for candidates, who were familiar with the task of interpreting the strengths, weaknesses, opportunities and threats from the statements given. **Question 2** provided information about fly-drive holiday packages to Iceland; candidates were confident in using the term 'package holiday' and understood the main influences on tour operators in putting together such a package. The stimulus material for **Question 3** focussed on the development of the business tourism market in Malaysia. The majority of candidates appeared familiar with the importance of marketing travel and tourism products/services to the business tourism market. An advert for a water park in Australia was provided as the stimulus for **Question 4**. Whilst the context here was clearly very accessible for candidates, it was within **Question 4** that the majority of mistakes were made in reading the questions carefully; this may have been caused by the pressure of time.

There were some very good answers to many of the questions with the majority of candidates clearly having worked hard to prepare well for the examination. Many key vocational concepts were understood, for example most candidates have a good grasp of the marketing mix, the product life cycle model and a range of different pricing techniques. There were some aspects of the syllabus which posed more of a challenge for a significant number of candidates, for example 'direct marketing' as a promotional method, which was often confused with the 'direct selling' distribution channel; other methods of promotion – trade fairs, public relations and incentives – were not explained well; and the contribution of brand image to the production of effective promotional materials was not always mentioned. Therefore candidates might be encouraged to study all aspects of the 'promotion' element of the marketing mix in more detail.

Comments on specific questions

Question 1

A situation analysis of Ghana was provided as the stimulus for this question. The subset of questions focused on the marketing of Ghana as an international travel and tourism destination.

- (a) Candidates are generally familiar with the format of this type of question. It is imperative that only one answer is given under each heading as no credit can be given for a correct answer in the midst of several incorrect answers for each category.

- (b) This question clearly discriminated between those candidates who had a good understanding of the purpose of a situation analysis and those who knew only what the acronym stood for. The best answers were those which identified and exemplified how a destination could be promoted using the information to best advantage.
- (c) Most candidates were able to explain at least one reason why an ecotourism product in Ghana would require intense marketing. Responses that tended to be repetitive, using the same argument in two slightly different ways, did not score many marks.
- (d) Candidates were expected to consider the suitability of direct marketing as a means of promoting Ghana to potential tourists in the USA. Many candidates seemed unfamiliar with the concept of direct marketing. The best responses suggested that emailing a list of existing customers would not be the most effective method of attracting customers. Weaker responses tended to discuss the merits of advertising to attract customers from the USA and as such did not answer the question, thus limiting their access to the marks available for this question. As mentioned in the general comments section, candidates should be encouraged to study all aspects of the 'promotion' element of the marketing mix in much more depth, to better prepare them for these types of questions.

Question 2

This subset of questions was introduced through a short piece of information about fly-drive packages to Iceland.

- (a) (i) Candidates were confident in being able to identify two valid components of the advertised holiday package.
 - (ii) This question was intended to be a simple recall of vocational knowledge; candidates are expected to know the advantages of buying a holiday package as well as the advantages of selecting a tailor-made holiday.
- (b) This question acted as an effective discriminator. Better performing candidates were able to identify and explain how each of the three stated factors affected the price set by a tour operator. The best responses were those that made specific reference to pricing techniques with an explanation of how this was most appropriate in dealing with the stated factors of customer numbers, competitors' prices and seasonality. Weaker candidates tended to answer why these factors affected prices.
- (c) There were a number of responses here which indicated a lack of understanding of how a scheduled airline differs from a chartered airline; this required transference of knowledge from the core module to the context of this question. With this gap in knowledge, it was difficult for candidates to answer this question appropriately.
- (d) It is usual for candidates to be set a question on the use of the marketing mix by a given organisation or section of the industry as was the case here. Candidates were familiar with the requirements of this type of question. The majority of candidates were able to identify the four elements of the marketing mix, and most were able to explain generically a key aspect of each of these elements, which gained these types of response a Level 2 mark. The best answers were those where candidates took each element of the marketing mix and carefully considered its application within the fly-drive market. For example, 'place' was often considered as the destination airports served by the scheduled airlines as well as the office locations selling tickets. 'Product' was considered in terms of the type of car and accommodation offered as part of the package. It would have been beneficial for more candidates to offer a judgement as to which one element plays the most important role in the marketing mix for the fly-drive package, in order to gain access to the Level 3 marks for this type of question.

Question 3

The stimulus material for this question featured information about the growth market of business tourism in Malaysia.

- (a) (i) Candidates were generally able to explain the term 'secondary research' satisfactorily.
- (ii) Most answers scored only one mark here. Many candidates saw secondary research as being a cheap option; this contradicts the traditional viewpoint where a membership subscription is required to access important research statistics; such memberships are customarily of high cost.
- (b) This question proved challenging and had one of the highest omission rates on the paper. Better responses often provided a generalised description of what a trade fair is. Few were able to identify the advantages of this form of promotion to a tourism organisation. Fewer candidates were confident in offering a description of public relations and incentives; there is clearly a need to encourage all candidates to ensure they are familiar with each of the different forms of promotion listed in the syllabus.
- (c) This question was also proved challenging. Candidates recognised that India has a high population and thus often made a tentative connection with the potential for business tourism here. The better performing candidates understood that Tourism Malaysia sought to attract these business tourists to Malaysia. Candidates should be encouraged to make better use of the information provided in the case studies; in this instance there is clear reference to the potential for India to become an important growth sector in MICE tourists, which many candidates did not mention.
- (d) Candidates are generally familiar with the format of this type of question. Most candidates were able to gain Level 1 marks for the identification of why marketing and promotion is important within a general context. Those candidates who used the skills of application were able to gain Level 2 or Level 3 marks, for using exemplification of why marketing and promotion is especially important to business tourism providers. It would be beneficial to help future candidates better prepare for the examination by considering the context for this type of question; to whom is the marketing and promotion of the products and services important and why?

Question 4

Candidates were provided with an advertisement for a water-based fun park in Australia for this subset of questions.

- (a) (i) Candidates experienced no difficulty in identifying different aspects of the Water Park's product which attracts the family market.
- (ii) The responses to this question demonstrated the strong technological understanding of candidates; there was excellent knowledge of why hyperlinks are commonly used.
- (b) There were mixed responses to this question, depending on how well the candidate had read the question. Where candidates gave specific examples of **how** the two pricing policies could be implemented, candidates gained access to full marks. Weaker responses often gave the reasons **why** these two pricing policies are commonly used, which did not answer the question, thus limiting access to the marks.
- (c) The term 'brand loyalty' seemed to cause some confusion amongst candidates here, where many were more familiar with the concept of 'brand image' rather than 'brand loyalty'. Answers tended to be repetitive and generic rather than specific to the context of the water park.
- (d) Candidates are clearly very familiar with the concept of 'brand image' and understand its importance in the 'big picture' of making a product stand out from its rivals. The majority of responses were out of context, however, and this meant that they made no reference to why brand image is important in the process of creating promotional material, which was the actual focus of the question.

TRAVEL AND TOURISM

Paper 0471/03

Coursework

Key Messages

Coursework assignments must be the candidate's own write-up of an investigation into the marketing and promotion of visitor services within a travel and tourism context. Candidates may work as part of a group to collect data as evidence towards the research element for the coursework. However, the assessor must be certain that the evidence presented for submission is that of the individual candidate.

The choice of the coursework hypothesis is an important one in ensuring that candidates can fully access the assessment objectives for the syllabus. Access to the full range of marks for this module may be limited where candidates offer either a theoretical perspective or a practical perspective only. The best pieces of coursework are those which offer an understanding of the principles of marketing within the specific context of a focus organisation.

Centres should allocate sufficient curriculum time in which to carry out both the research element and the write up of their coursework evidence. The 'backing up' of electronic files is recommended to ensure that candidates' final submission is not impeded due to technical issues.

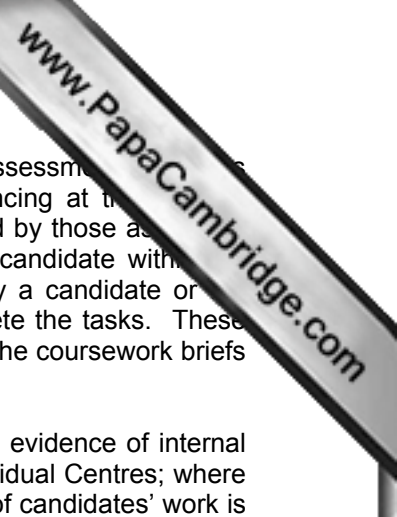
General comments

A wide range of contexts was covered this session by the coursework investigations, including using an airport, a resort and a cruise ship port of call as different focuses. Candidates appeared to have been well-prepared to carry out their investigations. It appears to be common practice to adopt a whole-class approach in collecting primary research data, often including a trip to the focus organisation. Interviews with travel and tourism personnel and market surveys with visitors to the destination are also commonly used in helping candidates obtain relevant research data. There was also often excellent photographic evidence to support the primary research aspect of the investigations.

Secondary research is more variable; many candidates make good use of internet-based resources and understand the importance of source-referencing materials accessed in this way. There was also some evidence of candidates using more generic resources, often to back up the reference to marketing theory.

Many pieces of coursework this session show candidates' understanding of presenting evidence as a formal, structured report. Hypotheses are proposed, methodologies are explained and data is presented and interpreted. Candidates' use of ICT is commendable; many of the submissions are presented to a very high standard, befitting of those already working in the industry. There was some evidence of candidates from this cohort having limited access to computers or the necessary ICT skills with which to produce charts and graphs. There were also several instances reported of electronic coursework files becoming corrupted or lost, thus leaving candidates with little to show for their work. It is advised that teachers in Centres ensure regular back up of files take place to overcome such issues.

The higher order skills of data analysis and the evaluation of the success of the investigation were evidenced to a high standard across the work of candidates in several Centres this series. Candidates clearly understood the importance of relating their findings back to the original objectives of their investigation, and maintained good relevancy to the context of the role that marketing and promotion play in the travel and tourism industry. It would have been beneficial for the majority of candidates to include more direct reference to marketing materials; some of the higher scoring pieces of coursework included screen shots of the marketing materials used by their focus organisation. The majority of candidates made reference to such materials, but did not include them with their evidence.



The majority of assessors make good use of annotation to communicate their assessments concisely to the Moderator. There is good evidence of assessment criteria referencing at the accreditation, which is excellent practice. The best assessment practice was observed by those assessors who also provided additional written feedback on the evidence presented by every candidate within a sample; this feedback offered an essential insight into the difficulties encountered by a candidate or the extent of teacher input where weaker candidates required guidance on how to complete the tasks. These sorts of comments help the Moderator to contextualise the circumstances under which the coursework briefs were completed.

Centre documentation was completed accurately for the most part. There was limited evidence of internal moderation having been carried out due to the relatively small size of entries from individual Centres; where internal moderation has been carried out, it is requested that the Moderator's annotation of candidates' work is completed in a different coloured pen to ensure that these stand out clearly from those of the assessor. Centres are also reminded that the internally moderated mark should be the one entered onto the mark sheet (MS1).