

TRAVEL & TOURISM

Paper 7096/12
Core Paper

Key messages

Candidates should be familiar with the syllabus content to recognise exactly what is being tested by each question

There is a need for candidates to be aware of demands of the longer answer questions.

General comments

Awareness of the demands of the various question types and command words is an important skill for all candidates and should be encouraged.

The knowledge and understanding of most candidates is good and many candidates applied this knowledge successfully to various travel and tourism contexts.

Comments on specific questions

Question 1

The case study material in Fig. 1.1 gave information on Tourism in Barcelona. Most candidates found the information in the text easily accessible.

- (a) There were many responses demonstrating good knowledge of serviced accommodation. Some responses offered accommodation types that were not self-catering.
- (b) Many candidates identified advantages of staying in licensed accommodation. However, explanation of these advantages was often limited and there was evidence of some misunderstanding of the role of governments in licensing accommodation providers.
- (c) The best answers considered the context of the question, city destinations, and offered environmental impacts relevant to the context followed by good applied explanation of the environmental impacts. Weaker responses included generic environmental impacts and explanations that were not applied to the context. A few responses included an explanation of pollution; however, the type of pollution (air, noise, water) was not specified.
- (d) Many excellent answers contained explanation of the factors influencing tourist's choice that were clearly set in the context of the question, accommodation. Some responses focused on the choice of destination rather than choice of accommodation.
- (e) Many candidates identified and analysed economic impacts associated with high tourist numbers applied to the local population, with the most common answers being increase of jobs and income to the area. Few responses extended into evaluative comment of impact to the local population.

Question 2

The case study material in Fig. 2.1 gave information on the growth of international visitor numbers to Australia. Most candidates found the information in the text easily accessible.

- (a) Many excellent responses showed that candidates used the Insert material well and extracted the correct information. A few candidates did not offer the place value for the third part of the question.
- (b) This question was not well answered. Candidates should understand the relationship between geographical location and patterns of demand for tourism. This did not seem to be fully understood with many responses including no more that was already provided in the question and Insert.
- (c) There were many well-explained responses to this question and candidates clearly understood the appeal of Australia for tourists from the USA. In a few cases, responses included no more than was already given in the Insert, or gave specific features of the destination rather than offering explained reasons.
- (d) Candidates needed to consider the benefits to both or either destination of having unrestricted airline capacity, which was generally not done. Some candidates explained unrestricted airline capacity rather than reasons why the two countries have this agreement. In other cases, candidates were offered valid benefits but often the explanation was limited.
- (e) Overall, there was evidence of good knowledge and understanding of a tourist board's role in tourism. Most candidates discussed how tourist boards monitor the performance providing valid ways of how this is done. The best answers contained analysis the reasons for monitoring performance or what actions the tourist board might take in response to the information that they collect. Weaker responses explained the roles of tourist boards rather than how they monitor the performance of tourism in their country.

Question 3

Fig. 3.1 was a photograph of waiters preparing a dining table.

- (a) This question was answered well and candidates used the source material well.
- (b) There were many good answers to this question; candidates explained ways that restaurants can reduce the impact of leakage. Most candidates focused on import leakage for one answer and export leakage for the second answer.
- (c) This question was answered well; most candidates were able to offer three well-described ways that restaurants can support the culture.
- (d) Many excellent responses contained clear description of actions that waiters can take once guests are at the table. There were several incorrect answers that described personal presentation requirements of waiters instead of actions they should take.
- (e) There were many well analysed answers to this question.

Question 4

Fig. 4.1 showed information on the growth of air travel in Ireland.

- (a) This question was answered very well and nearly all candidates were awarded the full marks.
- (b) Most candidates answered this question well and it is clear there was a good understanding of business class air travel.
- (c) This question was answered reasonably well, however not all candidates explained three reasons for the growth in air travel.
- (d) This question asked candidates to apply their knowledge of environmental impacts in the context of air travel. Many candidates offered ways of reducing noise or air pollution, however, not all of these were realistic measures.

- (e) Some candidates successfully discussed the appeal of a multi-centre holiday; however, fewer offered analysis or evaluation of the appeal. Some candidates gave reasons why a destination would offer this type of holiday rather than the appeal to the tourist.

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Paper 7096/22
Alternative to Coursework

Key messages

- There are four travel and tourism scenario-based questions, each with a short piece of vocationally relevant stimulus material in the Insert. Candidates should use this material as a basis for their answers, to demonstrate their understanding of key concepts using contextualised examples of travel and tourism marketing practice.
- Candidates should be familiar with all of the learning content from Unit 5 in preparation for the examination – this includes having a good understanding of key marketing terminology and concepts. For example, candidates cannot gain marks for detailed descriptions of a pricing policy, if they cannot identify the policy by name.
- Candidates should be encouraged to read the questions carefully. For example, where questions ask candidates to explain two reasons for the appeal of a product for 6 marks, candidates should avoid giving multiple reasons without any explanation.

General comments

Question 1 was based on information about business tourism in Seoul, South Korea. **Question 2** presented candidates with an advertisement for independent travel packages provided by FIT travelcom, a tour operator. **Question 3** introduced candidates to the new Departure Beach product offered in Barbados. **Question 4** featured a news item about how value for money affects customers' decisions to visit Canada.

The majority of candidates found the source materials accessible and were able to use information from the Insert within an appropriate context. Most candidates attempted all of the questions within the allocated time. The majority of candidates scored well in the **(a)** and **(b)** questions, which mostly require recall of facts or the use of information directly from the source material. The top performing candidates generally demonstrated the higher order skills of analysis and evaluation, required in the **(c)** and **(d)** questions, in order to access the higher range of marks available.

Comments on specific questions

Question 1

- (a)** The majority of candidates correctly identified what the initials MICE stand for.
- (b)** Most candidates used the source material to correctly identify a range of reasons why Seoul appeals to business tourists. Weaker responses relied heavily the case study, using text taken directly from the Insert to explain each reason for the appeal.
- (c)** Better responses used a combination of syllabus knowledge and information from the source to give developed, appropriate aims for the Convention Bureau. Weaker responses were reliant on the source material and often included inappropriate aims for the business.
- (d)** Answers here were variable. Whilst the majority of candidates were familiar with generic reasons why winning awards is important, many did not put these in the context of a destination. Many at the lower end of performance focused too heavily on the economic benefits in terms of infrastructural development within the destination, rather than considering the broader range of benefits to include reputation, competitive advantage, etc.

Question 2

- (a) (i) Weaker responses often defined solo traveller rather than independent traveller. Only the best responses gave a specific example of an independent traveller to score full marks here.
- (ii) This question was answered well with most scoring full marks for two correct identifications.
- (b) Answers here were mixed. The best answers used information from the case study to correctly identify factors listed under the pricing information and developed these with explanations. At the bottom end of performance, candidates gave incorrect answers about price being dependent on the options chosen by customers.
- (c) Most candidates gave valid explanations of two different promotion methods, and the best responses explained their suitability for the advertised packages. The majority of candidates chose advertising and the internet.
- (d) The best answers made specific reference to global distribution systems (GDS), computer reservation systems (CRS) and online bookings, including those via hyperlinks from social media. Weaker responses often discussed the impact of technology generically, thus missing the focus of the question. Some candidates were either unfamiliar with, or overlooked the reference to, distribution channels.

Question 3

- (a) (i) Most candidates understood what the term departure lounge meant. Examples were sometimes omitted from answers, thus reducing access to marks.
- (ii) This was answered well, with most candidates giving two correctly identified features of the product. Some answered incorrectly with features of a traditional departure lounge.
- (b) This product life cycle question was not answered well. Weaker responses listed alternate stages of the product life cycle and could gain no marks. Better responses identified characteristics, but these were not always accurate for the introduction stage.
- (c) Answers here were variable. At the top end of performance candidates identified and explained two appropriate pricing policies. Weaker responses presented detailed descriptions of pricing policies without identifying which policies were being described. It is not possible to credit such answers.
- (d) There was a high omission rate for this question, suggesting that candidates found the concept of product differentiation challenging. The best answers used different forms of market segmentation to suggest different products for different market groups or the way one product could be developed to satisfy more than one target market. Weaker responses listed already existing means of meeting different customer needs and wants, e.g. children's menus.

Question 4

- (a) (i) The majority of candidates gave two appropriate examples of primary research methods, although some gave overlapping responses, e.g. surveys and telephone surveys.
- (ii) Most candidates identified secondary sources of market research data. Better responses were specific, e.g. airport arrival data. Weaker responses made very generic suggestions, e.g. internet, newspapers.
- (b) There were mixed responses to this question. At the top end of performance, candidates used their knowledge of the principles of marketing and promotion to consider why reputation is important, with some good developed ideas. Weaker responses were often repetitive.
- (c) There were many responses that did not demonstrate knowledge of the concept of public relations. Most answers were about promotion or advertising, and the few better answers that offered press release or press conference did not really explain these forms of promotion. Sponsorship seemed to be understood better than any other form of public relations.

- (d) Candidates understand the concept of competitive advantage and at the lower level, responses used the case study to copy out information in answering the question. Better answers related the concepts of how competitive advantage brings associated economic and social benefits for destinations such as Canada.

TRAVEL & TOURISM

Paper 7096/03
Coursework

Key messages

Candidates carry out a practical investigation into the marketing and promotion of visitor services in a chosen destination. The investigation should explain the existing marketing mix for the selected organisation/destination, should consider the market through the use of SWOT, PEST and/or the use of a product life cycle, and must use both primary and secondary research methods to collect evidence in support of the investigation. Candidates should be familiar with the learning content for Unit 5 and 6 of the syllabus when undertaking this coursework. There should be specific reference to the types of customers targeted by the organisation/destination.

Assessors are requested to annotate candidate's work at the point of accreditation to make assessment decisions clear. Please also ensure there are no arithmetic errors when completing the documentation. Where internal moderation takes place, please transfer the final moderated mark onto the mark sheet.

General comments

The choice of focus for the coursework brief is important and teachers are encouraged to discuss this carefully with candidates. It should be noted that visitor attractions and accommodation providers offer excellent opportunities for these investigations, whilst fast food outlets are less appropriate and should be avoided, where possible. It is essential that candidates understand that they should consider the specific marketing and promotion techniques used by the organisation and collect specific evidence relating to this aspect. Teachers should help ensure that the focus is neither too broad nor too narrow. Research can be carried out as a group exercise, but each candidate must submit their own coursework report. Research evidence should be submitted in the form of completed questionnaires, interviews, photographs and, for secondary research, URLs should be given, screen shots taken, or evidence of sales literature included.

The coursework submissions this session were generally well organised and mostly appropriate to the context of the syllabus content. The majority of candidates carried out primary research, evidenced by completed questionnaires and interview transcriptions. Questionnaires were not always relevant to the purpose of the investigation; questions should focus specifically on marketing and promotion, the marketing mix and visitor services. The majority of candidates use advanced ICT skills in presenting the data although there is no requirement to do so.

Performance across the range of assessment criteria was reflective of the whole ability range for candidates within this cohort. At the lower end of performance, it was evident that candidates required a high level of tutor support in producing the necessary evidence and that the skills of analysis and evaluation were often superficial and data was described rather than analysed and interpreted. At the top end of performance, there was good supporting evidence to demonstrate independent analysis of the data, with investigations being carefully planned and executed to draw valid conclusions and make recommendations based on a hypothesis linked to visitor service provision within the chosen organisation/destination.

Assessment of this coursework module was conducted efficiently, with the majority of centres completing the accompanying documentation accurately. Annotation by assessors was highly variable, from no annotation seen to effective annotation across the whole sample. Effective annotation of accreditation is hugely beneficial as it allows the internal/external moderator to ascertain where assessment decisions have been made.