

TRAVEL AND TOURISM

Paper 0471/01

Core 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, 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 when explaining the significance particular factors, avoiding 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. For example in **Question 1(e)**, a minority of individuals made reference to a coastal location such as Jumeirah Beach or an island destination rather than a particular area of **inland** water. Similarly, many answers to **Question 2(e)** confused threats to the future development of a chosen destination with a review of a variety of existing negative tourism impacts.

Comments on Specific Questions

Question 1

- (a) The Fig. 1 stimulus material was not always interpreted very well and many candidates were unable to correctly all three features. The correct identifications were as follows:
- A = Asia
 - B = South America
 - C = Atlantic.
- (b) Climatic conditions along the River Nile in Egypt are hot desert, and not equatorial. Cape Town is in the southern hemisphere so July will be its low season during the winter period. Local time in Dubai is behind Beijing and Los Angeles lies east of the International Date Line.
- (c) The better responses pointed out clear causal relationships such as hurricane force winds causing structural damage and so tourist numbers drop until facilities are repaired. Similarly, volcanic ash clouds can disrupt flight schedules and so tourist arrivals and departures are delayed. The idea of climate change was not really appreciated and comments about seasonality were not really developed. Though candidates did mention warmer conditions having an adverse effect on ski resorts and such responses were rewarded accordingly.
- (d) This question proved to be challenging. Many statements given were generic and not related back to the river cruise context. The most common correct response was to do with the views from boat but this was not explained particularly well in terms of the appeal of these cruises to leisure tourists.
- (e) There were very mixed responses to this question and some destination choices were inappropriate. There were some good responses based on locations such as Dubai Creek and

Victoria Falls. Candidates needed to discuss how their chosen destination had been developed to progress into level 3.

Question 2

- (a) Most candidates were able to interpret the Fig. 2 stimulus material correctly and identify VFR, health and religion as the three purposes of travel.
- (b) This question required candidates to identify key aspects from Fig. 2. For example tourism arrivals and receipts had a positive correlation and both increased by 4% in 2012.
- (c) There were some good responses to this question. The key point was to offer some valid explanatory comment in each case. France's central position in Western Europe means easy accessibility as it is surrounded by many countries allowing tourists to have comparatively short journey times. The expansion of low-cost budget air routes has increased both accessibility and connectivity to and from sending and receiving destinations thus providing increased destination choice and cheaper, convenient transport options for travel to France. The Euro being the main currency throughout Europe benefits other Eurozone tourists visiting France as no currency exchange is needed and it is very easy for tourists to compare costs and value for money.
- (d) Responses to this question tended to vary. The better responses clearly itemised national benefits and argued their case accordingly. Common correct answers related to increased employment rates reducing unemployment, improved standards of living linked to rising incomes, increased tax receipts funding an improved infrastructure and an increased multiplier effect stimulating demand and boosting GDP.
- (e) The best answers assessed the threats to tourism. Many responses gave vague answers and general descriptions; these were limited mark band 1. Some responses listed the main threats to particular destinations as Western tourists – alcohol, loss of culture, language, etc. which are negative social impacts of tourism, but they are not really threats to the tourism industry.

Question 3

- (a) This question was done well and Photograph A provided candidates with several clues. Most responses clearly described the checking in process. It was common to see reference being made to passport checks, weighing luggage and issuing of boarding passes.
- (b) The best responses explained the purpose of particular valid checks. Full marks were frequently awarded for comments such as passport control to check identity and screen for known criminals, baggage x-ray to check for illegal substances and person scans to check for concealed weapons. Clearly, many candidates had personal experience of airport security and there were many excellent accounts.
- (c) Not many candidates were able to score full marks on this question and there were few responses pointing out that the counter in Photograph B is lowered to make it accessible for disabled customers. Some individuals were thinking along the right lines by talking about people of short stature and credit for this was awarded. Most responses had little difficulty in talking about the display screen but reasoning was not always clearly stated.
- (d) There were some very thoughtful responses but valid airport services for outbound travellers were not always well known. Weaker answers often offered inappropriate choices for outbound travellers, such as car hire, hotel bookings, TIC and insurance. The better responses clearly explained services such as duty free shopping, food and beverage facilities, lounge access, long stay car parks and portorage/bag wrapping.
- (e) This customer service question was quite well answered and many candidates have a clear understanding of uniform issues. It was pleasing to read comments from both the customer's and the organisation's perspectives. There were many valid references to aspects such as corporate image, ease of recognition, meeting customer expectations and employee status. Candidates needed to discuss the relative significance of the reasons given to progress into Level 3.

Question 4

- (a) The majority of candidates were able to interpret Fig. 3 correctly and identify P&O, Cunard and the NSPCC.
- (b) The focus should have been on the passengers and the key ideas were improved safety and security. Some of the better responses picked up on parents being more at ease because staff had been properly vetted for their customer service roles with children. Similarly, comment was made about passenger security being improved by checking on criminal backgrounds. However, some responses confused vetting checks with exposure to animals and disease.
- (c) Some responses offered valid suggestions for each of the three job roles, though there were some inappropriate suggestions, such as the lifeguard having swimming lessons. Many individuals recognised that the kitchen assistant would benefit from culinary training in order to help out in times of high demand. Likewise, child care training would benefit the babysitters so that correct procedures for feeding and changing could be followed. This question invited candidates to offer valid reasoning and all appropriate suggestions were credited.
- (d) It was expected that responses would comment on aspects such as collection from ship and return for the convenience of passengers, a local tour guide to provide information, pre-set itinerary to main tourist sites seeing a lot in a short time and having meal/shopping stops to break up the trip as appropriate. Most responses missed this organisational focus and obtained only limited credit.
- (e) Where candidates gave some thought to the context of day trippers, appropriate observations were made to do with traffic congestion, overcrowding and a lack of parking facilities. There were, however, few references to exceeding the carrying capacity or the issues relating to 'honeypot' sites. Better responses mentioned footpath erosion resulting from the congested movements. Overall, littering and noise pollution were the most common suggestions but further analysis was usually limited meaning many candidates scored only level 1 marks.

TRAVEL AND TOURISM

Paper 0471/02

Alternative to Coursework

Key Messages

- Candidates need to read questions more carefully; there was much evidence of candidates misinterpreting what the questions required.
- Answers need to be tailored to the specific focus of the question. For example, this session many answers seemed to overlap, with candidates making generalised statements about attracting customers, increasing sales and earning profit in responses to **Question 1b**, **Question 2b**, **Question 2c**, **Question 3b** and **Question 4**.
- Candidates were unfamiliar with the terms Global Distribution Systems in **Question 1d** and City Break tourist in **Question 4d**.

General comments

Most candidates had sufficient time in which to attempt all questions and there were fewer No Response instances this session, compared with previous sessions. Candidates found the case study material from the Insert accessible and were mostly able to use this appropriately to answer the context-related questions accurately.

Question 1 provided the results of a situation analysis of tourism carried out in the Ionian Islands, a region of Greece. Candidates found these accessible in completing the PEST Analysis which followed and the majority of candidates appeared familiar with the way in which this task was presented. It is worth reminding candidates not to waste valuable examination time copying out the whole statement, when a simple statement number will suffice.

Question 2 was introduced through an advertisement for a new theme park in Mexico. The stimulus was again well received by the majority of candidates and was used to identify key components of the tourism offering in order to answer the subset of case-specific questions.

Question 3 presented candidates with a short press release, introducing the Single Star tour company to the market. This was used successfully by most candidates in answering the questions about the single traveller market in the **Question 3** subset.

The information from the VisitScotland 'Year of Homecoming' marketing campaign in **Question 4** appeared to present no difficulties to candidates. Most were able to extract relevant information in order to answer the case-specific questions which followed.

As is generally the case, the majority of candidates experienced little difficulty in answering the **(a)** questions in each subset, and were able to extract relevant and appropriate details from the case study material, in order to do so. Misinterpretation of the requirements of the question often occurred in parts **(b)** and **(c)**. Candidates did not always appear familiar with the usual key vocational concepts tested in the **(d)** questions of this paper; Global Distribution Systems as an element of place in **Question 1(d)** was poorly answered; a significant number of responses to **Question 2(d)** omitted to make reference to the AIDA model; the 4 P's of the marketing mix were often overlooked in answering **Question 3(d)** and many appeared confused by the term 'city break tourist' in **Question 4(d)**. Therefore candidates might be encouraged to study all aspects of the syllabus in as much detail as possible.

Comments on specific questions

Question 1

A situation analysis of the Ionian Islands of Greece was provided as the stimulus for this question. The subset of questions assessed candidates' understanding of how the results of such a situation analysis can contribute to the marketing of a destination.

- (a) Candidates are generally familiar with the format of this type of question. As mentioned above, please ensure candidate do not waste valuable time in the examination copying out unnecessarily the whole statement.
- (b) This question posed some difficulty where the question was misread. A large number of responses described the different stages of the product life cycle. Of those responses that described the characteristics of the growth stage, many gave characteristics of the introduction stage.
- (c) This question acted as a good discriminator; most candidates correctly identified the different types of market research. The best answers then gave reasons why different types of research are used, both in terms of the advantages of one research method over another, and also how the information could be used.
- (d) Candidates seem unfamiliar with the concept of distribution channels overall, and often cannot contextualise their basic knowledge of the different wholesaler-retailer models within the applied context of the examination question. Centres are encouraged to use a case study approach, to examine the variety of different ways in which travel and tourism products and services are made available to customers, other than via the Internet, with which candidates are clearly very familiar. The best answers to this particular question were those which named specific GDS systems (Worldspan, Travelport etc.) and outlined the benefits to all stakeholders of real-time bookings.

Question 2

This subset of questions was introduced through an advertisement about the opening of a new theme park in Mexico.

- (a) (i) This question caused difficulty for a large number of candidates, who were unable to differentiate a product from a service, with many misidentifying the free crèche as a product and the rides as a service. This is essential, basic knowledge for this subject and should not pose problems in this way.
- (ii) Candidates were able to correctly identify the pricing policies mentioned in the advertisement.
- (b) Better performing candidates were able to identify and explain three reasons why marketing and promotion are important to the travel and tourism industries. Weaker candidates tended to regurgitate the reasons cited in the syllabus word for word, and as a consequence often did not pick up the second mark for each point, as they were unable to explain these in their own words.
- (c) The emphasis of this question was to explain why advertising might be chosen, over other promotional methods, by the new theme park. The majority of answers were more generic, giving reasons why the theme park needs to use promotion overall, rather than explaining the specific advantages of advertising as a promotional method for this organisation.
- (d) This question acted as a good discriminator. There appeared to be a larger number of candidates who were unfamiliar with the abbreviation AIDA than has previously been the case. These candidates often wrote excellent answers which summarised the strengths and weaknesses of the advertisement, but which could not gain credit because there was no reference at all to the AIDA model, around which the question was based. The best answers came from those who understood how to apply the AIDA model and who were able to use the higher order skills of analysis and evaluation effectively within the context of the question, in order to make specific judgements of the advertisement and to make recommendations for its improvement, within the context of AIDA.

Question 3

The stimulus material for this question was a short press release about a new tour operator, Single Star, specialising in packages for the single traveller.

- (a) (i) Candidates were generally able to identify examples of when a single supplement has traditionally been required.
- (ii) Answers here were variable. Most used the text to correctly identify types of customers appropriate to the single tourist market. There were a number of responses which used the broader segmentation categories here, which were not identifiable from the given text.
- (b) This question was poorly answered, with a large number of candidates resorting to a generic 'attract more customers, increase sales and generate more profit' type answer, rather than focus on the benefits of offering a niche product.
- (c) This question was also not answered well. Many candidates misread the question and described two different pricing policies, rather than focusing on the factors which influence the choice of pricing policy likely to be used.
- (d) Candidates are generally familiar with the format of this type of question; candidates must apply the marketing mix to the case study context of the question. There were many candidates this session, who did not identify the 4Ps, and as a consequence, their responses were too generalised to gain credit. Similarly there were fewer responses this session which demonstrated the higher order skill of justification or conclusion, in order to access the Level 3 marks here.

Question 4

Candidates were provided with information from a recent VisitScotland marketing campaign entitled the 'Year of Homecoming'.

- (a) (i) Candidates experienced no difficulty in identifying the key sporting events that Scotland was hosting.
- (ii) The majority of candidates were able to correctly identify two methods of transport from the case study materials. No credit was given for 'motorway network' nor for 'non-stop services', which appeared regularly.
- (b) There were mixed responses to this question, depending on how well the candidate had read the question. Where candidates gave specific **named** examples of the available itineraries, the majority were able to explain the likely appeal to a target market, in order to gain credit. Please ensure that candidates are familiar with all of the key command words and recognise that the command 'identify' means the answer must come from the text.
- (c) Answers here were variable. Weaker candidates were unfamiliar with the ways in which a national tourist board would use branding. The best answers were those which understood that this particular brand appealed to multiple target groups over a prolonged period of time, bringing the benefits of new and repeat custom to the destination.
- (d) Whilst the majority of candidates are clearly familiar with the concept of a 5* hotel and the luxury products and services offered, few seemed confident with the term 'city break tourist', with many believing this to be a visitor wanting to get away from city life. This inevitably impacted on the quality of responses to this question, with a large number gaining marks at Level 1 for the identification of the products and services of a 5* hotel, and fewer managing to apply these to the context of this specific visitor type, in order to progress through to Level 2 and Level 3.

TRAVEL AND TOURISM

Paper 0471/03

Coursework

Key Messages

Coursework provides candidates with an opportunity to carry out an individual investigation into visitor service provision within their local area. Choosing an appropriate coursework hypothesis is important, to ensure that candidates can access all aspects of the assessment objectives for this particular syllabus.

Candidates should be familiar with all of the learning content from Unit 6 of the syllabus, prior to engaging in the coursework investigation and teachers should encourage candidates to make specific reference to the key marketing and promotion concepts they have learnt, through the specific context of their local focus destination or organisation.

Candidates should be reminded to submit evidence to support both their primary research and their secondary research. It would also be beneficial for candidates to use the guidance given within the syllabus document with regards the layout and presentation of the final evidence, including headings, page numbering and a bibliography.

General comments

An interesting range of investigations had been carried out this session across a variety of appropriate local travel and tourism providers. There was some evidence of primary research having been conducted, although it would be beneficial to have more photographic evidence of candidates visiting organisations or of guest speakers they have interviewed, to supplement the written evidence.

Secondary research was again more variable this session, than in previous sessions; the best coursework included some marketing leaflets as well as some screen shots of organisational websites. It would be good practice to encourage candidates to produce a bibliography to detail not only any textbook references, but also the URLs accessed for Internet-based research.

The majority of candidates used the structure of a formal report in presenting the evidence of their coursework. There were, however this session, more assignments which did not make good use of headings and subheadings, and evidence which was not page-numbered. This makes it much harder for the reader/external Moderator to sign post where specific evidence can be found.

There was less evidence to outline specific methodologies that candidates employed in carrying out their investigations this session. These are necessary, in order to allow candidates to analyse the limitations of their approach, as part of the evidence towards Assessment Objective 2.

As has sometimes been the case in previous sessions, there was some evidence of candidates from this cohort having limited access to computers and/or the necessary ICT skills with which to produce charts and graphs. Whilst there is no requirement to use ICT to produce the report, there was often a glaring difference in the quality of presentation of the overall evidence, where only the charts and graphs were drawn by hand, and in some instances, appeared to have been done so hastily.

There is sometimes a lack of direct reference to the marketing of visitor services, which should form the essence of these coursework investigations. It is expected that all candidates make direct reference to how the chosen destination or organisation uses a variety of marketing communications to raise awareness with customers and potential customers, but this is often lacking from the work candidates produce.

Assessment practice is generally well executed, with most assessors making clear reference to the individual assessment criteria. There was some good use of annotation noted, although many scripts arrive for external

Cambridge International General Certificate of Secondary Education
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moderation without any comments or annotations. It is hugely helpful to the external moderation process to receive brief written feedback from the assessor about each candidate's work from the sample.

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), as there continue to be some errors in the transcription of the moderated mark onto the final mark sheet.