

# Applied Travel and Tourism

Advanced GCE A2 H589, H789

Advanced Subsidiary GCE AS H189, H389

## Reports on the Units

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**January 2010**

**H189/H589/MS/R/10J**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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## **Chief Examiner's Report**

It is pleasing once again to be able to report on many positive aspects of candidate performance. There were many examples of both AS and A2 work where candidates were able to display a thorough appreciation of the topics under consideration. As was the case in the previous two examination sessions, there was further evidence to support the view that the qualification is being delivered effectively by the majority of Centres.

The quality of written work evident in both candidate portfolios and in the external assessment scripts was frequently of a good, sometimes quite impressive standard. The recent slight changes made to question paper format continue to be well received and the increased allocation of lines for answers requiring extended writing are being effectively utilised. The increase in time allowed for G720 resulted in far fewer candidates leaving certain sections blank within the question paper booklet. Centres are making progress in preparing candidates for the more extended answers and many well written responses were seen with an introduction, main body of analysis and an evaluative conclusion.

There is still a need for certain issues to be addressed in order to ensure that candidates achieve the best possible overall grade. All the Principal Examiners make reference to the fact that many individual candidates fail to do themselves full justice in terms of their examination performance. Centres are once again strongly advised to make sure that candidates can fully understand the differences between the command verbs describe, explain, discuss, analyse and evaluate. Furthermore, Centres are strongly advised to look at the published Mark Schemes in order to familiarise themselves with the slight modifications made to the level descriptors used when assessing extended written responses.

Detailed comments about candidate performance and the January papers are provided in the following sections of this document. Centres are strongly advised to take note of the Principal Moderator's comments and to reflect on the extent to which the findings apply within their own institution.

It is very much hoped that further improvements will be forthcoming during subsequent examination sessions and centres are strongly advised to follow the guidance offered in the following reports and to seek clarification via the Qualifications Manager, if appropriate.

# Principal Moderator Report

## Standards

There was a small submission this session with some portfolios being submitted as a re-sit, particularly for the mandatory units at AS level. Where re-moderation occurred, the assessment was generally accurate and candidates had improved their performance slightly. It was pleasing to see that Centres were taking on board previous feedback and advice offered in the June 2009 session. New submissions for moderation were generally assessed accurately with just a few adjustments to marks. The standard of candidates' work was mixed. Some samples showed a high level of understanding, whereas others provided a lot of material but did very little with it. This was often the case, this session, with G722 Travel Destinations. Some Centres sent in incomplete work; candidates had been awarded marks for practical work which had not taken place.

## Administration

Unfortunately, there was a delay in the moderation of samples this session as there were a number of difficulties which occurred. Many Centres had entered candidates work for moderation but then withdrew them. Centres did not send the MS1 to the moderator recording absent.

Some Centres experienced difficulties in sending samples or there was a delay in delivery due to school closures. Where Centres chose to make entries for the **OCR Repository** they sent the samples to the moderator instead of submitting online. Centres had mis-understood the OCR Repository process.

Problems arose where Centres did not send all the requested samples and this had to be followed up. It is important that all units are submitted with an **authentication form** as without this could lead to candidates' marks not being accredited.

## G721 Customer service in travel and tourism

This unit was generally done well and assessed accurately. It needs to be pointed out that there is a change to the emphasis of this unit from September 2009 and that no comparison is required for AO1. Candidates do need to provide explanation, analysis and evaluation particularly in relation to benefits AO1, methods AO3 and AO4 where candidates need to carry out primary research.

There were some samples where the old URS/specification had been used. An exception was given this session as re-submitted work had been provided in relation to the old criteria.

## G722 Travel destinations

There were several submissions this session with a mixed response. Candidates still show a lack of understanding of why particular travellers would visit their destination. There was also a lack of research done to provide an evaluation of trends for AO4.

## G729 Event management

There were a few submissions of this unit this session. The response was better than last session (June 2009). Candidates had attempted to demonstrate project planning techniques and evaluate their performance. There were some interesting portfolios.

**There was insufficient submission of other unit portfolios to make a valid comment this session.**

## G720 Introducing travel and tourism

### General comments

There were some high quality scripts seen, with examples of candidates achieving full marks for some questions. This was the first time that two hours was allowed for this paper, and it was noticeable that fewer candidates left out questions in the main body of the paper.

The pre-released case study materials were used effectively by Centres and their candidates. All documents in the case study were accessed appropriately by the majority of candidates and used well in their answers. One issue which did occur frequently was the use of keys for the accommodation and attractions in Documents 3-6. The keys reproduced were generic from the brochures the original documents came from. Some candidates assumed this meant all of these facilities, products or services were available at the accommodation outlet or attraction. Centres need to ensure that candidates are aware that they need to carefully look at the document to ensure they select the appropriate symbols. For example, the Leconfield does not have baby changing facilities; the Needles Old Battery does not have a pub.

There was evidence that Centres prepared candidates fully for the extended questions. Many well written responses were seen with an introduction, main body of analysis and a conclusion. This is the necessary format required in order to access Level 3 of the mark scheme.

It is suggested that centres look carefully at the very detailed mark scheme available for this paper. This will assist teachers in guiding students to the expected style and length of answers, especially in the extended questions marked as 'levels of response'.

It is important to remind candidates to READ the question carefully. No marks are credited for good comments which bear no relation to the question. In the levels of response questions candidates should also be advised not to repeat phrases from the question or lift phrases precisely from the case study, as this shows limited understanding or knowledge. This will limit marks to Level 1.

With some short answer questions, candidates need to identify specific details from the case study material. In these instances it is important that the candidate does extract correctly and carefully from the relevant document.

### Comments on individual questions

- 1(a)** This part of the question was well answered, but the majority of candidates did not gain the full six marks. The layout of the answer paper did seem to focus candidates, but accuracy was essential in stating a different method of transportation and the associated route. Air or fast jet passenger were not acceptable as a method of transportation; instead it should have been aircraft / plane [or similar] and the term 'ferry' was needed to gain the mark for the fast jet service. Also, the company name was not an acceptable answer, so 'Hovertravel' or 'Wightlink' were not credited.
- 1(b)** This part of the question was well answered. Most candidates understood exactly who a 'domestic visitor' was, but had difficulty in explaining the term without using the word 'visit'. This can be regarded as a pure rewrite of the question, and, in some cases, limited marks. Most candidates demonstrated good understanding of 'domestic'. Candidates should be encouraged to give a realistic and relevant example.

VFR has appeared in many past papers, and it was pleasing to see that candidate could identify this correctly. The weakness was gaining the second mark; examples should not repeat the word visit.

- 1(c)** This part of the question required the use of statistics about different types of accommodation and the length of stay in each. It was answered well, with the vast majority of candidates selecting the correct statistics.

There were some good answers seen in response to the question. The candidates who scored highly integrated the two aspects of the statistics throughout their answer, so would look at the length of stay in relation to each type of accommodation in the same paragraph. When this was accompanied by analytical comments, such as short breaks of 4fournights or less in hotels, due to the expense, or the fact that this is how they are promoted, was necessary to gain a Level 3 response.

Many candidates used at least half the space allocated for their answer purely copying out the statistics from the case study; analysis of these statistics is required to get above Level 1. In respect of examination technique, candidates should be advised that there is no need for introduction paragraphs, eg 'I am now going to look at the statistics for...' as this takes up valuable time in the examination.

- 2(a)** A straightforward part of the question requiring the description of three travel and tourism terms taken from the case study materials. In order to prepare candidates for this type of question, which appear on every paper, Centres could produce a glossary for each likely term from the pre-released material. Candidates should be encouraged to produce detailed definitions which do not repeat the words in the term, as well as a realistic example.

'Corporate event' was poorly answered, as many candidates did not realise that corporate equated to business. Good answers were seen which used examples of product launches and hospitality for employees and their families.

'Holiday cottage' was fairly frequently mistaken to be a second home.

With the 'guided tour' many candidates could not describe this without repetition of the terms guide or tour. Candidates should know about Blue Badge Guides, or at this stage of their travel and tourism studies have experience of a guided tour around an attraction. Some candidates assumed that the guide was a holiday representative, this was not credited.

- 2(b)** This part of the question polarised candidates. Some had obviously been fully prepared by ensuring that the full specification had been covered and legislation had been taught by the centre staff. If candidates managed to name the legislation (such as health and safety; disability; data protection) they also achieved the second mark as they understood the impact the law has on travel and tourism organisations. Many candidates simply did not respond at all to this question. Centres do need to ensure that the breadth of the specification is taught to the candidates, and ensure that the term 'legislation' is fully understood.

- 2(c)** The style of this question should now be familiar to Centres and candidates. Some candidates do not extract information correctly from the pre-released materials, and this limited the marks they could achieve. Candidates are required to both compare and contrast in order to access the higher mark band. Some of the best answers were seen where candidates had been advised to carefully structure their answer. A good format to follow is to look at the products of each attraction, ie type of attraction and then compare/contrast these; then the services of each, such as provision of 'how to get

there' information or educational resources available and compare/contrast these and finally the facilities available at each such as toilet facilities and parking and compare/contrast these aspects. To get to the top range of marks, candidates need to both compare and contrast, as the question requires, and they also need to look at facilities, products and services. In order to prepare candidates for this in advance, Centres should ensure that they dissect the case study materials in order to classify products, services and facilities. Many candidates are discussing the benefits to the organisation of having these facilities, products and services. This is not required and wastes examination time and allocated space.

- 3(a)** This part of the question was well answered.
- 3(b)(i)** This part of the question was well answered. Some very good answers were seen, with candidates understanding the limitations of public transport in respect of scheduled times/routes and issues of reliability and seasonality.
- 3(b)(ii)** If the candidate read the question correctly this was well answered, and there were some perceptive comments made in relation to the environmental and economic benefits which would derive from visitors using public transport, rather than the private car to get around the Island. The most common error was when candidates did not read the question thoroughly and basically repeated the opposite of their answer to Question 3(b)(i).
- 3(c)** The full range of marks was awarded for this part of the question, with candidates who evaluated the facilities available at both accommodation outlets, and arriving at an overall conclusion (that the Fairway Holiday Park was more appropriate for families with young children) receiving full marks. This part of the question did highlight the issue regarding the use of the key, especially in relation to the Leconfield. It states clearly at the end of Document 5 that 'we do not have family rooms and, therefore, cannot accommodate children under 16'. Many candidates picked this out, but then referred to 'children welcome' from the generic key. Some candidates seemed to have confused the symbols for central heating and cots available. Attention to details such as this is a necessary skill for those planning a career in the travel and tourism industry. Some candidates tried to answer this question in a similar manner to Question 2©, finding similarities but without paying attention to the suitability of products and services for a specific market, ie families.
- 4(a)** This part of the question was well answered.
- 4(a)(i)** This part of the question required the candidate to undertake a straightforward subtraction. Although calculators are permitted in this examination, the numbers were not complex so candidates could easily come to the correct answer.
- 4(a)(ii)** Candidates needed to take a precise extract from Fig. 7(c) in order to answer this part of the question correctly, so only answers containing the words 'wet' and 'weather' were credited with the mark.
- 4(b)** This was the question where the weakest answers were seen on the paper. Many candidates only made general comments relating to seasonality such as 'there are more visitors in the summer', which did not gain marks beyond Level 1. Some explanation as to why there were more visitors (school summer holidays, generally warmer weather) was needed and this had to be correlated with data from the case study relating to bed space and room occupancy of accommodation providers. Good answers picked out the fact that the highest room occupancy of 73% was in September, and related this to the fact that as the school holidays were over those visitors without children may have been

encouraged to stay in serviced accommodation due to special deals. It was welcome, but exceptional, to see use of specialist terminology such as shoulder season.

**4(c)** This part of the question was generally well answered. The importance of events to UK tourist destinations has been on previous papers, and most candidates could fully describe and explain the main economic benefits. Good use of specialist travel and tourism terminology was seen in the top quality answers, with reference made to repeat visits, secondary spend and the multiplier effect. Good answers also recognised the positive public relations benefits which events brought to the Island. A common misunderstanding was to interpret the question as a discussion about the Isle of Wight's suitability to host events, ie good transport links, variety of accommodation.

**5** There were many lengthy and extended answers to this question, with the vast majority of candidates achieving a reasonable mark. Unfortunately, some of these lengthy answers were pure extracts from the case study material, without any analysis of the external factors. In such situations candidates could not get beyond Level 1.

A wide range of external factors were identified in the case study, such as terrorism, natural disasters and sporting competitions. The use of these by some candidates did not demonstrate a thorough understanding of the tourism industry in the UK. The Asian Tsunami would not directly affect the Isle of Wight by making domestic travellers afraid to travel there by ferry; terrorist attacks on planes and the Iraq war would not make inbound tourists fear flying direct to an Isle of Wight airport and the Isle of Wight did not host any matches of the World Cup football tournament. Some answers lacked explanation as to how external factors linked specifically to the Isle of Wight. Some candidates interpreted the question as the need to assess tourism on the Island, such as discussing the reasons for increase in tourism and linking this to events rather than the range of external factors.

Candidates who understood that external factors can have both negative and positive impacts on tourism achieved the higher marks. Good answers were those which highlighted an increase in domestic tourism because of fluctuations in currency or the economic climate. Those candidates who understood that UK domestic and outbound tourists were not that affected by the 'fear of flying' due to terrorism in comparison with some nationalities of inbound visitors also achieved higher marks.

As this was the QWC question centres need to ensure that candidates can write proper essay style answers in examination conditions. A Level 3 response needs to contain well structured sentences which directly answer the question, and contain few errors in grammar, punctuation and spelling.

## G723 International travel

### General comments

There was yet again a comparatively small entry for this examination session. However, it was once again pleasing to note that candidate performance continues to reflect the various pieces of advice given to centres in previous reports. Many candidates were able to demonstrate both an understanding and an appreciation of international travel to and from the UK. There were some very good scripts but are also still far too many instances of candidates ignoring the precise wording of individual questions and many candidates appear to struggle with the actual requirements of particular questions. Centres are once again encouraged to make sure that candidates are fully familiar with the following.

Key words	Meaning/expectation
<b>Describe</b>	State the characteristic features of something.
<b>Outline</b>	Set out the main characteristics describing essentials only.
<b>Discuss</b> (includes the ability to <i>analyse</i> )	Provide evidence or opinions about something arriving at a balanced conclusion. The candidate is being asked to consider an issue and is thus expected to present arguments and evidence to support particular points of view and to come to a <b>conclusion</b> .
<b>Evaluate/Assess</b> (this also includes the ability to <i>analyse</i> )	To judge from available evidence and arrive at a reasoned <b>conclusion</b> . The candidate is expected to present a number of factors or issues and then weigh up their relative significance or importance.

Candidates who are unable to respond in an appropriate way to these command verbs will usually have difficulty in obtaining the higher marks for questions which are assessed by means of 'levels of response'. Levels of achievement varied widely and this tended to reflect the candidate's ability to produce well considered extended responses. However, there was yet again further evidence that candidates are now making an effort to end their answers to the last part of each of the four questions with some form of **conclusion**. This is to be encouraged because a **valid** conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus usually warrant a score in Level 3 (7-9 marks).

All candidates were able to answer all four questions within the time available.

### Comments on individual questions

- 1(a)** There were some very thoughtful responses to this part of the question and most candidates were able to offer a variety of reasons. The better answers contained full reasoning but weaker candidates were unable to develop the points which they made. Valid aspects which were more frequently considered included costs, absence from school and the fact that the site could be fully explored within a day. Credit was also given to comments about the possible emotional nature of the experience.
- 1(b)** Most candidates had some difficulty with this part of the question. Valid health and safety issues were readily identified by most candidates but there was very little evidence of these being assessed. Within any trip, what was most important and why tended to be neglected and thus higher marks were not very frequent. To help illustrate the point, the following response would have warranted a score in Level 2. *The school has to comply with the visits policy of the LEA and there has to be a full risk assessment. Pupil welfare is managed by having enough staff to supervise and the following of a 'code of conduct' throughout the trip. Safety of the individual is the most important issue and all measures are put in place with this in mind, such as only using hotels having rooms above ground floor level, with lockable doors, no balconies, etc.*

**1(c)** The vast majority of candidates had little difficulty stating business, leisure, VFR and usually education or sport.

**1(d)** Answers to this part of the question tended to be quite good with many candidates progressing into Level 2. However, progression into Level 3 was rather more difficult and only a few responses really examined the reasons for using Ryanair and easyJet. Valid reasons were easily identified and some valid comment was usually offered but progress to the higher level was frequently impaired by the lack of appropriate analytical comment. To help clarify matters for Centres, the following account would have been awarded a mark in Level 3.

*Both airlines are low cost and fly from many UK regional airports. This means that flights are both affordable and easy to access. They are easy to book online which makes it very convenient for passengers. Both airlines fly to several destinations in Poland (Krakow, Lodz, Wroclaw, etc) and this gives passengers plenty of choice. The important reasons for flying with any 'no-frills' carriers are cost and convenience. Passengers can search for a departure time, date and airport at a price they wish to pay. The lack of the additional services provided by full fare airlines is clearly offset by the lower costs offered by Ryanair and easyJet in many peoples' minds.*

**2(a)** This part of the question was well done and many candidates obtained full marks by simply looking at Fig. 2 and identifying three of the stated airports.

**2(b)** This part of the question was very well attempted with many candidates obtaining full marks by explaining extra-wide runways for its wingspan and two-tiered facilities for loading passengers.

**2(c)** Most candidates offered valid ideas based on Fig. 2 and the majority of answers made appropriate comment about the A380's onboard lounge facility and the reduced journey time.

**2(d)** Most candidates were able to offer some comment about the three IATA initiatives, although the level of explanation offered was rather variable. Better answers clearly stated that e-tickets were more efficient and more convenient for passengers and that even if lost or misplaced, the information will always be stored securely in an airline's computer system. It was pleasing to see some individuals pointing out that bar coded boarding passes can be printed at home, allow for early check-in and thus permit easier passage through the airport. Not all candidates appreciated that the baggage improvement programme's major function is to ensure passengers and their baggage are reunited at the final destination by improving baggage handling processes to reduce the rates of baggage mishandling. This will help to minimise loss and delay, resulting in an improved travel experience.

**2(e)** Some candidates misinterpreted this question and concentrated on airport facilities. However, they were actually required to provide clear, specific detail about the ways in which one named UK airport had been made accessible to its catchment population and credit was awarded for assessing **any** combination of the following valid aspects including:

- road links/rail links/air links
- transport services, including cost and frequency
- drop off/collection points
- long and short stay car parking
- terminal shuttle services
- mobility issues for special needs.

*Reports on the Units taken in January 2010*

- 3(a)** The majority of candidates were able to extract some valid information to achieve marks for this part of the question. However, the ability to interpret Fig. 3 was variable and several candidates ignored the instruction to identify and describe features of Europe's cruise market in 2007. Thus, the quoting of UK facts and figures was not always made appropriate and some candidates wasted time by offering explanations where none were required. Better answers concentrated on more obvious points such as:
- a record 4m people took cruise holidays, an increase of 17% on 2006
  - the most popular region for cruises setting off from Europe last year was the Mediterranean and Atlantic islands, with a 60% share of the market
  - the UK was the largest source market for European cruises with 1.3m passengers, 11% more than the previous year.
- 3(b)** There were many sound responses to this part of the question and most candidates were able to offer three valid suggestions for the increased number of large vessels being brought into service by cruise companies. Popular choices included aspects of the following:
- they can achieve economies of scale and thus boost profitability
  - acting as a unique selling point thus providing comparative advantage
  - larger ships are floating resorts and can carry a range of additional facilities.
- 3(c)** Most candidates were able to make very sensible comments about the disclaimer and there were some very good answers. The majority of answers pointed out that there is always a risk factor in late pregnancy and on board medical facilities would be limited. Being at sea makes hospital access impossible and so the only way to reduce the level of overall risk is to prohibit.
- 3(d)** There were many good answers to this part of the question and several candidates wrote with clear understanding and readily progressed into Level 3. The role of the travel agent was clearly understood. Many people will make use of a local travel agency for a variety of reasons. The fact they are often found on local high streets means that they are conveniently accessible, particularly for individuals without use of the Internet. The window display promotions highlight special offers and different deals will be featured when available. Customers may obtain a variety of ancillary travel products/services when booking their package holiday and many people find it convenient to make all their travel arrangements at the one time. Many candidates mentioned peace of mind. Most agents in the UK will be members of ABTA and their bond system and code of conduct will give customers the guarantee that their holiday is safe and that any justifiable complaint will be settled at arbitration. It is pleasing to report that most candidates were familiar with these aspects.
- 4(a)** The majority of candidates were able to identify the correct photographs and there were many full mark answers.
- 4(b)** The services provided by TICs are clearly understood. However, many candidates had some difficulty in explaining why the visitor would find the chosen service to be of use. For example, many candidates stated that TICs can provide visitor attraction information but failed to point out that visitors will also be given advice where to go and how to get there. Similarly, some TIC staff speak foreign languages so this will make it easier for visitors to clearly understand. Several candidates lost half the marks by not explaining their points.

- 4(c) The concept of an all-inclusive package is well understood but several candidates made very little attempt to address the family group context. Better answers clearly emphasised aspects such as:
- activities usually provided and that tuition is available
  - activities supervised so parents know children safe
  - children's clubs for different ages means that parents can enjoy some free time.

The key word in the question was **benefits** and weaker candidates lost the opportunity for additional marks by not fully describing how the family group would benefit from the aspect under consideration.

- 4(d) Most candidates were able to talk in general terms about adventure tourism holidays but many answers were superficial. Far too many candidates seemed unaware that travellers taking part in such holidays tend to be:
- those wishing to sample an activity for the first time
  - those wishing to learn a particular activity or develop their level of skill
  - those who are keen enthusiasts
  - those who are only occasional participants
  - groups of young people such as schools, colleges and youth groups
  - those buying activities for special occasions
  - activity clubs.

Furthermore, there was little mention of the fact that a variety of providers are thus increasingly making a range of products and services available to meet the demands of these market segments. There has been a growing interest in pursuing outdoor activities on holiday, due to a variety of factors such as an increased concern about health and fitness, an ageing population which is becoming more active and the fact that outdoor pursuits are now more mainstream and fashionable than they used to be. Doing various activities is now seen as a way in which to relax and mentally unwind during a holiday. Holidays which include more vigorous or extreme activities such as climbing, watersports, scuba diving, mountain biking, surfing or white-water rafting, are sometimes referred to as 'adventure holidays' and tour operators now offer specific adventure packages. However, the real appeal of such activities is that the individual will often face increasing levels of risk or personal threat and it is this risk that helps to produce the 'white knuckle' and/or the 'adrenaline rush' effects which motivate most participants. Few candidates could write with much authority about this topic and Centres are advised to look at the full range of packages which are currently available to the UK travelling public.

## G728 Tourism development

### General comments

The examined paper for unit 9, Tourism Development, consists of three questions and is based on stimulus material/case study to promote answers on a range of topics covered by the specification. Question 1 will be set on a destination in the UK. Question 2 will be set on an overseas destination and Question 3 will be based on a current affairs article, which could be in the UK or overseas. Centres should note that in this and all future examinations for this unit, candidates will be issued with a separate case study booklet and will be required to write their answers in a lined spaces booklet. (With this in mind it is imperative that candidates are schooled in examination techniques.) Most candidates were able to access the majority of questions and there were far less unanswered questions than in previous examinations.

Overall, Question 1 was answered to a good standard; however, many candidates gave generic responses to questions 1(d) and 1(e) and as a result were not able to achieve the higher mark band. Question 2 was generally well answered, particularly questions 2(a), 2(b) and 2(c). Question 2(d) caused problems with candidates misunderstanding 'importance to the host population'. There was also evidence of candidates not being able to distinguish between the measures in Question 2(e) – confusing impacts of and not measures to reduce impacts, therefore losing marks as they had not read the question or could not differentiate between these appropriately. Generally, the lack of candidates' ability to develop their answers with analytical comments and evaluation resulted in them being unable to gain the higher marks on the level of response questions. There will always be a question at the end of each section which requires an extended written answer. This question will ask candidates to assess, analyse or evaluate a particular issue. There were many candidates who had written really good extended answers but could not get beyond Level 2 as they were unable to give clear analysis of the evidence presented in the stimulus material; or lacked the ability to conclude their findings with an opinion of the evidence presented in the case study. In general, the standard this session was quite pleasing. There were a wide range of abilities and a wide range of answers. The vast majority of candidates found A01/A02 answers very accessible and the use of knowledge and/or recap of tourism development key terms was evident throughout.

### Comments on individual questions

#### Portsmouth Case Study

- 1(a)** This part of the question was answered well but in too much detail, with too much time spent on extended answers when only four marks were possible.
- 1(b)** This part of the question was very well answered with the majority of candidates achieving maximum marks through correctly identifying and explaining the evidence in the case study.
- 1(c)** There were some good responses to this part of the question, although a number of candidates also included existing facilities such as the Royal Navy Museum, HMS Victory and Southsea Castle. There were no marks awarded for these responses. There were plenty of other examples in the case study and the mark scheme reflects this.

- 1(d)** Some candidates were able to identify sectors, ie public, private and voluntary but did not identify particular agents from the case study.
- There was evidence of confusion between the private and public sectors. Other candidates referred to aims and objectives in general and based their response on pre-learned knowledge of the three sectors.
- A number of candidates just copied out the case study in answer to this, and a number did not provide examples of agents from each of the sectors, eg city council, National Lottery Fund, attractions, local skilled employees etc. Some candidates identified roles but not relationships and vice versa.
- Few candidates were able to **discuss** the importance of the roles and relationships.
- 1(e)** Many candidates did not recognise that the word 'regeneration' was supposed to encourage them to identify positive effects. Where negative environmental impacts were given, marks were awarded when they were given in context; however, when this was the case, there was usually a misunderstanding of the question.
- Where candidates chose destinations other than Portsmouth, where they lived or destinations they studied, there was quite often a long description of what had happened, rather than a consideration of the impacts. The better candidates recognised that the impacts included economic, social and environmental and as a consequence were able to access the higher mark band.
- Q2 Machu Picchu Case Study**
- 2(a)** This part of the question was very well answered with the majority of candidates achieving maximum marks. Weaker candidates generally found this question more accessible than stronger ones who did not realise that the necessary answers were within the text.
- 2(b)** A number of candidates tried to apply this to proposed changes rather than past experience, however, on the whole this part of the question was well answered. There were quite a number of candidates who focussed on socio-cultural impacts, giving a rather generic answer rather than using the evidence in the case study.
- 2(c)** A large number of candidates could not answer this part of the question and created their own interpretation. Although this is in the specification it was evident that many candidates were unfamiliar with the term, and many made no response.
- 2(d)** The response to this part of the question was quite disappointing as there was evidence of misunderstanding of the term **host population**. Many candidates related this to environmental impacts, rather than culture and traditions and the reasons why this can make a destination appealing/sustainable. Jobs and income and other economic impacts within the area and the loss of tourist activities were also common responses. There was little evidence of terms such as: national identity; national pride; history and culture; contribution to community cohesion and indigenous crafts and traditions.

- 2(e)** Most candidates were able to identify the measures, eg limit to number of visitors; registered guides; installation of cable car and increase in costs, and also to identify advantages and disadvantages of these. However, the ability to analyse/assess or evaluate them in any way was lacking. This resulted in many candidates not being able to access the higher mark band, even though they had produced comprehensive answers. Disadvantages included pollution; waste disposal; overcrowding and loss of employment opportunities. These were also identified but lacked analysis and overall concluding evaluative comments.

**Q3 Tourism development in Zakynthos and WWF**

- 3(a)** The responses to this part of the question were very weak indeed, showing little understanding of the term 'mass market tourism'. The general answer was that many people went on an all-inclusive holiday.
- 3(b)** Considering that many candidates could not answer Question 3(a), it was surprising to see that this part of the question was answered quite well. Easy access, climate, cheap holidays, entertainment and popularity of package holidays were the common responses. This part of the question was worth six marks but whether or not it was due to the pressure of time many candidates scored a maximum of four marks as the responses were very brief.
- 3(c)** The majority of responses to this part of the question cited 'to protect and preserve wildlife in Greece' and 'to stop wildlife becoming extinct'. Very few candidates considered the wider role of WWF and its core aims and objectives in being involved in tourism development.
- 3(d)** Most candidates were able to identify/explain why the information in Fig. 3(b) relating to the work of WWF was given to tourists but were able to provide little analysis or discussion. This part of the question was worth eight marks but few candidates achieved more than four marks as the common response was 'to stop the turtles from becoming extinct'.
- 3(e)** This part of the question was well answered, although some candidates confused the role of private and public. Nearly all candidates took this question to mean a partnership between public, private and voluntary and not host population, agents and tourists. There was some evidence of understanding of how the triangular relationship works between the host, developer, government and tourist; however the majority of candidates referred to the sectors. This could be due to the question itself referring to 'sectors'. Some candidates who had spent far too much time on Question 1 suffered with time pressure with many resorting to a list of bullets.

Candidates were generally able to recognise the input of each of the sectors and explain them but were unable to link their roles with a triangular partnership with the host and tourist or analyse how successful destination management is aided by such partnerships. As in previous questions of this type, there was often little application of the benefits to the destination in question.

Those candidates who had allowed sufficient time to complete the question showed good analysis and evaluative skills of the information in the case study.

## G734 Marketing in travel and tourism

### General comments

Candidates received a pre-release case study on 'Virgin Atlantic'. The information included details of marketing, passenger growth, awards and a feature from the airline's website showing details of flight information. There was a reasonably small entry this winter. It was pleasing that the stimulus material was well used by most candidates as they were able to extract the relevant information for each question as and when requested. Some of the weaker candidates do still appear to be unfamiliar with some of the key marketing terms – such as 'above the line', direct marketing and, surprisingly, 'familiarisation trip'.

The majority of candidates were able to attempt all of the questions in the time allowed for the paper, although a fairly high number found it challenging to have to write at length in response to the higher order questions.

It would help candidates if Centres worked through the pre-release case study material thoroughly by applying marketing criteria to as many different scenarios as possible. Centres should ensure that candidates are familiar with the many different marketing terms and have a good grounding in the basic marketing principles as outlined in the specification.

Once again examination preparation seems key to the success for many candidates entering this exam. Centres should aim to provide candidates with definitions of the key command words. Weaker candidates struggle when asked to 'Evaluate', 'Analyse' or 'Assess'. Most of the higher mark questions are marked using a level of response criteria, and it is imperative that candidates are able to demonstrate the skills required. It is preferred that candidates provide some form of judgement or conclusion in order to gain the higher level marks; however, it should be noted that marks are **not** awarded for irrelevant conclusions or very basic final statements.

It should also be noted that candidates are not required to repeat the question at the start of each answer; this severely limits the space provided in the answer booklet and is completely unnecessary.

### Comments on individual questions

- 1(a)** A mixed response to this part of the question. Some candidates had a good idea of the term 'above the line' campaign, although some had difficulty in fully explaining the term.
- 1(b)** There were some serious errors relating to an example of direct marketing were in evidence. It should be noted that it was not acceptable to simply give the answer, TV or radio. These responses did not answer the question and, therefore, should have been fully explained to gain the correct marks.
- 1(c)** Those respondents who were unfamiliar with the term 'direct marketing' were clearly unable to gain any marks. However, those respondents who were familiar with the meaning were quite able to access good marks whilst discussing the benefits to Virgin Atlantic.
- 1(d)** Many candidates were able to identify the advantages of joint marketing for both Virgin Atlantic and travel agencies. There were some very good responses, including the ability to tap into the main distribution network and gain good publicity for both partners. Some of the weaker candidates incorrectly discussed the benefits to the customer and not to the two organisations. This unfortunately did not result in achieving any marks. Centres

## *Reports on the Units taken in January 2010*

should ensure that their candidates read all questions properly before starting to write an answer.

- 2(a)** Better candidates demonstrated excellent understanding of the meaning of ‘familiarisation’ trip. It was disappointing that the weaker candidates thought this term meant a chance for holiday makers to find their way around a destination.
- 2(b)** This part of the question was very well answered, and almost all of the candidates could give a good benefit of Virgin Atlantic winning industry awards.
- 2(c)** This part of the question caused no significant problems, although some candidates failed to consider more than one benefit of sponsoring a music or sporting event. There were, however, some detailed responses with the case study being well utilised.
- 2(d)** It was clear that some candidates were completely unfamiliar with any of the pricing terminology. Many could identify pricing practices but were unable to link to actual pricing policies. Those who were able to access this question fully were awarded with good marks. Many mentioned the “going rate” and promotional offers. The weaker candidate simply identified the different prices that Virgin Atlantic used for flight sales.
- 3(a)** This part of the question was generally very well answered, with most candidates being able to explain the term “target market”.
- 3(b)** Again, this part of the question was very well answered. Two target markets for Virgin Atlantic were most commonly given as business and leisure.
- 3(c)** Most candidates made a good attempt at this part of the question. They appeared familiar with the term ‘market segmentation’, although the weaker candidates were unable to discuss thoroughly and simply identified the meaning and attempted to explain. Higher marks can only be accessed with a full discussion and a relevant and full conclusion.
- 3(d)** This part of the question was generally well answered – candidates were comfortable with looking at the advantages and disadvantages of TV, press and outdoor posters. Again a strong evaluative answer was required in order to gain the Level 3 mark band.
- 4(a)** It was quite surprising to see that some candidates could not explain one purpose of branding. Branding questions are not unfamiliar on this paper.
- 4(b)** The stronger candidates were easily able to identify the ways in which Virgin Atlantic reinforces its brand identity. Most common responses included: logo on the tailfins, the colours used and the flying lady.
- 4(c)** It was pleasing to see that most candidates were able to explain the benefits to Virgin Atlantic of participating in surveys. Some of the weaker candidates failed to distinguish between the benefits of a Virgin Atlantic survey, as opposed to an industry set survey. The higher ability candidates were very able to spot the difference and gave good responses including the evidence from the collection of global information including details on competitors, etc.
- 4(d)** Most candidates made a good attempt at this part of the question – it was clear that candidates understood the meaning of strengths and threats. Once again, good examples were in evidence; however, the more able candidates were able to evaluate these two SWOT elements and give comprehensive supporting evidence in their reasoning.

# Grade Thresholds

GCE Applied Travel and Tourism (H189/H389/H589/H789)  
January 2010 Examination Series

## Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
<b>G721</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G722</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G724</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G725</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G726</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G727</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G729</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G730</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G731</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G732</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G733</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
<b>G735</b>	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0

## Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
<b>G720</b>	Raw	100	81	72	63	54	45	0
	UMS	100	80	70	60	50	40	0
<b>G723</b>	Raw	100	82	73	64	55	46	0
	UMS	100	80	70	60	50	40	0
<b>G728</b>	Raw	100	82	72	63	54	45	0
	UMS	100	80	70	60	50	40	0
<b>G734</b>	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE (H189)

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced Subsidiary GCE (Double Award) (H389)

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 600)	480	450	420	390	360	330	300	270	240

Advanced GCE (H589)

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Advanced GCE (Double Award) (H789)

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 1200)	960	900	840	780	720	660	600	540	480

## Cumulative Percentage in Grade

Advanced Subsidiary GCE (H189)

A	B	C	D	E	U
4.0	16.8	52.5	83.2	99.0	100.0
There were 101 candidates aggregating in January 2010					

Advanced Subsidiary GCE (Double Award) (H389)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
0.0	0.0	0.0	25.0	50.0	75.0	75.0	75.0	75.0	100.0
There were 4 candidates aggregating in January 2010									

Advanced GCE (H589)

A	B	C	D	E	U
0.0	20.0	40.0	100.0	100.0	100.0
There were 5 candidates aggregating in January 2010					

Advanced GCE (Double Award) (H789)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
There were 0 candidates aggregating in January 2010									

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

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