

Travel and Tourism

Advanced GCE **A2 H589, H789**

Advanced Subsidiary GCE **AS H189, H389**

Examiners' Reports

January 2011

H189/H589/R/11J

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this report.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Travel and Tourism (H589)

Advanced GCE Travel and Tourism (Double Award) (H789)

Advanced Subsidiary GCE Travel and Tourism (H189)

Advanced Subsidiary GCE Travel and Tourism (Double Award) (H389)

EXAMINERS' REPORTS

Content	Page
Chief Examiner's Report	1
Principal Moderator's Report	3
G720 Unit 1 – Introducing Travel and Tourism	8
G723 Unit 4 – International Travel	11
G728 Unit 9 – Tourism Development	15
G734 Unit 15 – Marketing in Travel and Tourism	18

Chief Examiner's Report

One of the advantages of being Chief Examiner for the qualification is to have the opportunity to view candidates' work across all of the AS and A2 units. Without exception the entries for each unit within this qualification have fallen since January 2010 and this is particularly the case in relation to those units which make up the AS and A2 double awards. It is apparent that this qualification is rapidly becoming a single award AS and A2 qualification.

Although numbers may have declined for this series, on the basis of the written work which has been produced, many candidates have certainly gained a knowledge and understanding of the travel and tourism industry which is fully appropriate to the needs of an employee working at an operational level with direct contact with customers. Indeed, it could be argued that the acquisition of such knowledge and understanding will also clearly relate to that required of an employee working at supervisory level. It is very pleasing to be able to report once again on such a positive trend.

The quality of written work evident in both candidate portfolios and in the external assessment scripts was yet again frequently of a good, sometimes quite impressive standard. Many centres have developed a range of teaching and learning activities and, as a result, candidates are clearly:

- developing an understanding of the scale and importance of the industry;
- starting to fully appreciate the importance of host destinations and communities to the industry, and the importance of sustainable development;
- commenting on the positive and negative impacts the industry may have on people, the environment and the economy;
- demonstrating an awareness of the global and dynamic nature of the industry.

The following Principal Examiner Reports contain further details and offer various pieces of advice to centres. One very important positive trend continues and this is to do with the way in which many centres are preparing candidates for the more extended written answers. The January 2011 scripts contained many well written responses which were properly structured with an introduction, a main body of analysis and an evaluative conclusion. However, as the Principal Examiner for unit G720 points out, there is still a need for certain basic issues to be addressed in order to ensure that all candidates are able to 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 level descriptors used when assessing such extended written responses. For example, in terms of unit G720, the lack of a valid conclusion to an extended answer limited the award of a score within the higher mark band. The Principal Examiner for unit G728 makes similar comments.

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.

Examiners' Reports – January 2011

It is very much hoped that improvements in overall candidate performance will continue during subsequent examination series and that centres will give appropriate emphasis to the vocational nature of the qualification by encouraging their candidates to:

- develop and sustain an interest in the issues affecting the industry and their potential effect on employment opportunities;
- appreciate the importance of the customer to the industry;
- develop practical and technical skills relevant to the industry;
- appreciate how the industry responds to change;
- appreciate the impact of ICT on the industry;
- develop their own values and attitudes in relation to industry issues.

Centres are thus, once again, advised to follow the guidance offered in the following reports and to seek clarification through the Qualification Manager, if appropriate.

Principal Moderator's Report

Standards and Assessment

Several centres had prepared their candidates well for AS and A2 level this series but many submissions were re-sits. It is important, when submitting a re-sit portfolio, that the candidates' evidence does not become disjointed and contradicts or repeats evidence already contained within the original submission. This was often the case and it can result in an adjustment to marks being made because the evidence has not actually improved in line with the new assessment by centre. Where no adjustment was made and the samples were re-sits, there had been a positive response made to the advice, consultancy and training given. Such samples were of a higher standard than the original submission and were better assessed.

The content and standard of evidence by candidates and assessment of some AS and A2 units was good. Some accredited centres were externally moderated this series and, in most cases, showed accuracy in the assessment of their candidate's portfolios. In some cases a problem of inconsistency in assessment occurred which resulted in adjustments being made. There was some evidence from centres of internal moderation taking place.

Candidates had again clearly enjoyed working on their portfolios and generally applied their research to the assessment objectives and mark bands. There was some clear evidence provided of primary research being carried out and a wider use of secondary research to supplement the candidates' evidence. There is still a need to encourage the use of different sources of information and to provide clear referencing and sourcing.

There were instances where candidates provided too much general evidence for the units without sufficient application. This was particularly evident this series on units G721 Customer Service, G722 Travel destinations, G729 Event Management and G732 Adventure Tourism. It is important to note that candidates are not required to provide within their portfolio of evidence any general theory on units G721 and G729.

This series there were some occasions when candidates provided too much material in the body of the text without any real analysis, evaluation or judgement made in order to provide access to the higher mark bands. Candidates caused an 'overkill situation that detracted from the good work which had been done.

Administration

Some centres had taken the opportunity to use the OCR e-repository and submit on line. Some difficulty was experienced in moderating the samples due to a lack of any annotation on the work and a clear URS sheet which informs the moderator where and why the assessor considers the marks to have been met.

The following information should help centres with the delivery and assessment of units G721, G722, G729, G732 and G735. There were no, or very few, submissions for the other units this series.

This information was also contained within the Principal Moderator's report for June 2010.

AS Units

Unit G721 – Customer Service

There were some submissions for moderation of this unit this series. There was generally a good response, particularly to the changes made and the quality of evidence. Centres are now providing clear evidence of a number of customer service situations for AO3 and the skills shown. Witness statements do need to be signed by the assessor and it must be clear what the skills are and how well they are performed.

There were some excellent examples which were thorough and appropriate.

For AO1, candidates clearly identified the needs of internal and external customers and made a reasonable attempt to evidence how their needs are met, but this was sometimes descriptive in nature. There was, however, a lack of consideration of **communication** methods in relation to the needs of the customers and giving information. Many candidates had considered different customer types and how their needs are met at the organisation. There were occasions, however, where the different types had not been considered and **evidence became very general, rather than applied to the chosen organisation.**

Candidates tended to consider the basic benefits rather than the more **complex benefits** which relate to how needs are met, eg time efficiency.

For AO3 candidates generally showed some good research into how the organisation assesses the effectiveness of its customer service and the methods which the organisation uses. The 2009 specification emphasises that candidates should research the methods and provide analysis. Some candidates had made a good attempt at analysing these methods in terms of their appropriateness and effectiveness. Candidates did struggle, sometimes, with analysis in terms of what the organisation had done to make improvements, etc. As an example, candidates rarely considered the number of complaints, how these are recorded and their content as a method of measuring effectiveness. Analysis could also include what the organisation has done to prevent further complaints, etc. Another aspect could be how the methods are distributed and the information recorded leading to whether the candidate considers this to be appropriate and cost effective.

For AO4 candidates need to evaluate the organisation's customer service and how effective they think it is, providing some recommendations. This is likely to require the candidate to carry out, for example, a survey, observation, mystery shopper, etc. (primary research).

Centres generally carried out and evidenced this well. There was a tendency for candidates to evaluate products and services well, but not to consider personal qualities and communication as well as different customer types.

Some candidates produced an evaluation but there was still a lack of evidence as to how they had found their results. They had reported on what the organisation had said but had not made any personal judgements and recommendations to support this or used, for example, a mystery shopper activity, observation activity, survey, etc.

Unit G722 – Travel Destinations

There were some submissions this series with a mixed response.

There were still cases where candidates had not considered two very **different/contrasting** destinations and thus candidates were restricted on the scope of analysis in terms of customer types for AO2/3. Candidates need guiding here as to the suitability of the destinations, eg, not two cities.

For AO1 in some cases this was addressed well and in others there was a lack of evidence and understanding to warrant the mark awarded. Downloaded maps must be annotated, sourced/referenced and be linked to a description. There was a tendency for candidates to omit annotating maps or to reference the source with the map. There should be a world map and candidates need to consider how clear the maps are in relation to the possibility of giving it to a tourist and pointing out aspects a tourist might need to know. There should also be the inclusion of a local map, as a part of the series of maps, and comment in relation to distribution of features relating to AO2 as well as, for example, analysis such as the location of the destination in relation to climate, season, accessibility, etc.

For AO2 care needs to be taken where candidates have evidenced sections of text and websites. With reference to the appeal of their destinations candidates attempted to make a logical explanation, but still omitted to fully cover the appeal of their destinations with particular reference to who and why and specific features. There was for example very little reference to business appeal, different types of customers and short and long breaks, etc. Another example is different types of accommodation and cost against appeal to different types of customers/visitors. Some candidates had analysed well but many candidates had not fully addressed this aspect of the assessment objective.

AO3 requires candidates to show evidence of resources and the sources of information used. In some cases there was no bibliography evidenced and no analysis of resources, eg what would or would not be useful for Mark Band 3. Many candidates had used websites only as their main source of research and they need encouraging to consider other sources. Part of the analysis marks for Mark Band 3 must be assessed in terms of the content of the work itself. This is well done by higher grade candidates.

Sources were well referenced in the text by some candidates, but very poorly by others with too much downloading/copying.

AO4 was generally well assessed and some candidates had done this well. It was, however, very clear again this series that candidates are not considering more up-to-date issues and trends. There was, in some cases, little evidence of any statistical data to assist with candidate's reasoning.

For some candidates AO4 was an afterthought, but it should really be the starting point for research to check the availability of data at international level. Beyond Mark Band 1, it is expected that trends are analysed and that realistic future predictions are provided. Candidates, this series, found this assessment objective difficult and rarely considered the possible effects; for example, of the recession and increase in prices, the development of the cruise industry, the availability of long haul/short haul flights and the increase in the 'short break'.

A2 Units

Unit G729 – Event Management

There were some submissions for this unit this series with a mixed response.

Again candidates had obviously enjoyed doing this unit and had learnt, with some understanding, the complexities of organising and carrying out a travel and tourism event, as part of a team. It was pleasing to see the range of appropriate events considered and carried out. There were again, this series, occasions where candidates had carried out a pre-determined event and had little evidence to support their own organisational skills.

It was also good practice to find that centres had in, several cases, differentiated assessments/marks awarded to their candidates, together with an individual report and witness statement. Again, where problems existed during moderation this series, it was due to centres awarding all their candidates the same mark (particularly Mark Band 2) with little evidence to support individuality, specific skills, team working, customer service and communication.

With reference to the business plan (AO1), some candidates had been methodical in their approach, whilst others had been repetitive and unclear. This was the cause of some adjustment to marks once again this series. In many samples candidates had not set out a plan but had tended to produce a report and running commentary which caused them to omit vital pieces of information. This was particularly relevant to the need for clearer aims and objectives, purpose, SMART targets, financial accounts, etc. There was some confusion as to the requirements of a plan and evidence became muddled and difficult to decipher. It is essential that the plan is produced individually. There was a tendency for candidates again this series to omit legislation such as data protection, health and safety practices, insurance, etc. There is also a need for candidates to provide clear financial accounts. There was little evidence of how the team was going to assess the success of the event or the plan.

There should be clear evidence of **project planning techniques** and roles and responsibilities. Again this series where candidates had completed a Gantt chart, for example, there was little evidence of how this was executed and any changes to be made to it – ie re-draft flow chart, did it work? etc.

Candidates were not always clear on what they precisely contributed for AO2; for example the use of a log book and evidence highlighted where they had made a major contribution; agendas and minutes of meetings highlighting their contribution, etc. There were, however, some excellent examples amongst centre submissions here. There is a need, however, for higher grade candidates to **develop the project planning techniques**. There is a need for candidates to address problems/difficulties. This was often omitted in candidates' evidence this series.

AO3 was well covered. Though most candidates had considered risk assessments and contingency plans, there was still some lack of evidence of market research, SWOT, or a record of other ideas and reasons for the final choice.

Some candidates for AO4 evaluated well, but many showed a tendency to omit any reference to **aims and objectives or the use of evaluative tools. There was also a lack of evaluative language used for this assessment objective and an analysis of customer feedback. Future improvement also needs to be considered further as candidates tended to omit this aspect.**

There was a tendency for examples and information to lack **sourcing and referencing**.

Unit G732 – Adventure Tourism

There were several submissions this series with a good response.

AO1 was generally well addressed but candidates showed a need to develop the reasons for growth of ATAs, as this was often disjointed. It is important for candidates to consider that the different organisations addressed in AO1 can have very different values and attitudes for the same activity. Centres holistically approached this assessment objective with part of AO3.

Candidates often addressed the impact but tended to omit the **benefits** of ATA's in the chosen **destinations** for AO2. Where impact was considered, this did not always relate to the chosen activities.

Centres need to bear in mind for AO4 that the evaluation, in terms of personal performance and team performance relates to the planning and carrying out of the activity itself, rather than personal performance at doing the activity and skill. The quality of evaluation sometimes needed enhancing with clear witness statements (AO3).

There was frequently a lack of sourcing and referencing in the candidates' work and **too much information provided without application** to the organisation's aims, for example.

Unit G735 – Human Resources

There were a few submissions this series with a mixed response. Where candidates fell down it was usually due to lack of evidence in the management and planning of human resources with a lack of comparison and contrast. There was also a need to use information appropriately for understanding rather than simply repeating and downloading.

Candidates showed difficulty in understanding the requirements and components of a needs analysis once again this series.

Assessment objectives were generally well done in relation to the marks awarded this series.

G720 Unit 1 – Introducing Travel and Tourism

General Comments

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. As part of the preparation for the examination it would be useful for candidates to undertake additional research into the locations in the case study. This would give them an in-depth understanding of the destination. Some candidates did not seem to understand the locational aspects of Sussex by the Sea, referring to it as an island. There also seemed to be some confusion about the Isle of Wight, with some candidates assuming that this was an overseas destination. Others also assumed there was a road connection between the UK and the continent so overseas tourist could drive to the area.

One issue relates to the answers seen to Question 1(a); many candidates considered that audio tours were only for those with sight impairment, or even hearing impairment.

Candidates also need to be fully prepared to understand the language in the case study. There was a lack of understanding of the term 'rural' on Question 2(a), with many candidates assuming that this was an urban area full of attractions or just an undeveloped wilderness area.

There was evidence that centres are preparing candidates fully for the extended questions. Many well written responses were seen with an introduction and a main body of analysis. One main weakness common in these responses, however, was the lack of a concluding comment. This restricted candidates' marks, as they could not access the top mark in the level.

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, carefully and accurately from the relevant Document. There was a common error where candidates could not state the location of the Festival Theatre as being Chichester, or the room rate as being 'from £75'.

It is vitally important that the entire specification is taught to candidates. It was obvious where this was not the case; in question 2(b) for example where candidates could not identify socio-economic factors that affect the travel and tourism industry.

Comments on Individual Questions

1(a) – This part of the question was well answered. The services of the VIC were correctly identified; in order to score full marks a relevant verb was necessary, such as 'booking' accommodation or 'selling' tickets.

1(b) – This part of the question was well answered. The most common error was for the candidates to misread the question and not look at the benefits to local attractions for part (i) and the benefits to residents for part (ii).

1(c) – This part of the question required the use of statistics about visitor expenditure in Sussex by the Sea. It was answered well, with the majority of candidates selecting a range of relevant statistics. Accuracy was needed in the use of the statistics in order to move up the mark bands. A common error was to leave out the units (£ and % change). If these were missing in a response the candidate was prevented from reaching Level 3 in the mark scheme. There was some confusion seen in respect of the VAT increase. The years in Document 2 were 2007 – 9; not 2011 when the 20% rise in VAT was introduced. Candidates need to understand that the VAT increase in the Document is due to an overall increase in expenditure. There was also some confusion over 'indirect expenditure' – this is the expenditure on other items such as 'garages and a range of other services' as identified in Document 3. As the question specified expenditure direct reference to Fig. 3 (tourist days) and Fig. 4 (tourist numbers) was not credited unless used as an explanation of the expenditure/ revenue in Figs. 1 and 2.

2(a) – This was a straightforward 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. 'Rural area' was answered poorly by some candidates. An area of countryside with an appropriate example of a rural attraction, such as the Flying Fortress in Document 5, would obtain the full two marks. 'Tourism industry' was generally answered well, although a direct copy from Document 3 was only credited with one mark. Some candidates confused the tourism industry with the notion of tourism and discussed the movement of people for leisure purposes. 'Accommodation provider' was answered well; with most candidates describing this was a place to stay with an example of a specific type of accommodation such as a B&B. There were a substantial number of candidates who thought that an accommodation provider was a TIC or a travel agency.

2(b) – Unfortunately a substantial number of candidates achieved zero on this part of the question as they did not understand what was meant by socio-economic factors. Socio-economic factors are clearly identified in the unit specification for G720 as:

increase in car ownership; increase in leisure time; increase in disposable income and the national economy – boom or recession.

2(c) – This part of the question was generally well answered. Candidates could easily identify that both attractions primarily catered for children.

The style of this question should now be fully familiar to centres and candidates. Some candidates do not extract information correctly from the pre-released material and this limits the marks they can 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 this; then the services of each, such as provision of catering facilities and compare/contrast these and finally the facilities available at each such as parking and compare/contrast these aspects. To access the top range of marks, candidates need to both compare and contrast, as the question asks, 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. A common problem is also an attempt to compare or contrast different facilities, services and products, eg Harbour Park offers a variety of rides while the Flying Fortress offers private hire for parties. This is a not a valid comparison.

Some candidates are still comparing and contrasting the quality of the leaflets rather than the attraction; this is a marketing communication aspect and is not part of the unit specification.

3(a) – This part of the question was well answered.

3(b) – This part of the question was well answered. Candidates were clearly familiar with the case study in their answers to this question, as many identified that overseas visitors could bring their own boat to Littlehampton Marina and, hence, save on accommodation costs.

3(c) – This part of the question was well answered. Candidates do need to ensure that they are fully aware of the specific needs of business visitors. There was frequent, accurate identification of the availability of car parking, conference rooms and other relevant facilities. Business visitors are not the target market of the mid-week breaks offered by the hotels, as frequently identified by candidates as a plus point of the Royal Norfolk Hotel. Neither is a business visitor particularly interested in a conference facility open at Christmas and New Year, unless it is clearly identified that this was in relation to corporate hospitality packages such as a Christmas party for a company. There were full marks awarded for this question as many candidates could evaluate effectively, often by making comparisons, but more importantly coming to an overall conclusion about which hotel best meets the needs of the business visitor.

4(a) – This part of the question was well answered.

4(b) – Candidates demonstrated a very good understanding and knowledge of grading systems and the organisations which award them. Some did not concentrate on the benefits of these to the visitor such as the assurance of quality and the ease of comparison for booking. One good point made by many candidates was that the grading was awarded by independent bodies so was unbiased and independent. Interestingly during the marking period there was a report that the government was planning to remove accommodation grading as it was deemed unnecessary due to ratings by visitors on sites such as Trip Adviser.

4(c) – The case study Document 5 made a clear statement about the types of tourist who tend to make short breaks, and that their average spend per day is greater than long stay holiday makers. This point needed to be expanded upon in order to access the top end of the marks. The focus needed to be on the benefits to accommodation providers; such as the increase in weekend occupancy rates; hence, an increase in revenue. In most cases candidates identified 'more customers, more business and more money' as the most common benefits.

4(d) – Candidates understood VFR tourism. The weakness in the answers was not focusing on the benefits to the visiting tourist rather than the economy of the local area. Good answers bought in the 'Holiday @ Home' scheme from the case study and explained that in Sussex by the Sea VFR visitors could gain discounted entry for an attraction if their hosts had a privilege card.

5 – There were many lengthy and extended answers to this question, but it was frequently poorly answered. Candidates demonstrated understanding that long stay holidays had declined in seaside destinations, but frequently they explained the reasons behind the decline rather than the impact on the destination. This was mainly due to not reading the question thoroughly. Good answers used the material from the case study effectively, describing the fall of 30% in the last 20 years and evaluating the negative economic impact this can have on local businesses and economies.

As this was the Quality of Written Communication 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 Unit 4 – International Travel

General Comments

There was a very small entry for this examination series and thus it is quite difficult to make meaningful generalisations because of the limited numbers involved. It was pleasing to see that most candidates were clearly attempting to apply the various pieces of advice which have been given to centres in previous reports. The stimulus material included within each question tended to be quite well used by the majority of candidates. However, there were instances of candidates ignoring the precise wording of individual questions and centres are yet again encouraged to make the following 'key word' definitions part of their examination preparation sessions.

Key words	Meaning/expectation
Explain	Make the meaning of something clear by providing appropriate valid details.
Discuss (includes the ability to analyse)	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 conclusion .
Evaluate/Assess (this also includes the ability to analyse)	To judge from available evidence and arrive at a reasoned conclusion . The candidate is expected to present a number of factors or issues and then weigh up their relative significance or importance.

Candidates appeared to be making an effort to respond in an appropriate way to the higher order command verbs but several had difficulty in accessing the higher mark bands for questions which are assessed by means of levels of response criteria. Centres should encourage their candidates to consider the following approach when attempting these more open questions:

- has there been an explanation/analysis/comparison of more than one point?
- has there been an evaluation/judgement made with or without an overall conclusion being reached?
- is there an overall supporting judgement clearly indicating the most important or significant aspect?

Most candidates were able to attempt all four questions within the time available.

Comments on Individual Questions

1(a) – This part of the question was very well answered with most candidates achieving full marks for identifying both Miami and Hamburg.

1(b) – There tended to be some confusion within this part of the question and many candidates failed to realise that the Port of Invergordon would be likely to experience growth because of certain locational factors which would give it a comparative advantage. Few candidates recognised that the Cromarty Firth provided a sheltered, deep water harbour for large vessels such as the QE2. The location, with access to the Highland region, made it a good choice for a port of call. Furthermore, as Best Port Welcome winner in 2008, this acts as a quality benchmark and will encourage further visits.

1(c) – This part of the question tended to be quite well answered with many candidates correctly selecting Dover and Southampton. However, a few candidates thought that Dublin and Amsterdam were English ports!

1(d) – This part of the question was, in several instances, answered very well and there were some excellent reviews of the Dover/Calais crossing. It was pleasing to read good reviews of both the Port of Dover and the ferry services leaving there for France. Better candidates clearly explained how the port and ferry services met the needs of a variety of travellers and there were several full mark answers that were thoroughly deserved.

1(e) – Some answers to this part of the question were clearly focused on the ways in which operators tailored excursions to the needs of arriving cruise passengers and these accounts were usually well rewarded. Weaker answers strayed into the general role of tour operators and neglected the cruise passenger theme, thus limiting the amount of credit which could be awarded. There were some quite thorough accounts which gave emphasis to the more significant ideas of arranging dockside transfers, having a foreign language guide, having a planned itinerary of interest to international visitors and being back in port prior to sailing time.

2(a) – The Fig. 2 stimulus material was well interpreted and the majority of answers scored quite well on this part of the question by correctly identifying at least two from City Breaks, Trekking and Safari, Adventure Travel and Round The World.

2(b) – The topic of telephone booking is familiar and most candidates were able to provide a variety of valid advantages to customers of using this method. Candidates clearly appreciated issues of convenience, being able to speak directly to staff and paying immediately using their credit/debit card.

2(c) – There was some confusion about the ATOL scheme and several candidates were unsure as to what exactly was involved. Better answers clearly pointed out that it provides financial protection to consumers so that if a tour operator goes out of business, the CAA will ensure that holidaymakers do not lose any money. Furthermore, if abroad at the time of collapse, it arranges for you to finish your holiday and fly home.

2(d) – Several candidates managed to score full marks and most could find at least two of the correct responses from:

- details should be held no longer than is required;
- information must be obtained and processed fairly and lawfully;
- details should be accurate and kept up to date;
- have appropriate security against unauthorised access.

2(e) – Most candidates were aware of some important reasons for the popularity of overseas wedding packages but the level of explanation provided tended to be rather variable. However, many valid points were clearly itemised and several answers emphasised destination appeal, with places such as the Caribbean being seen as romantic or fashionable. Many people now think that it makes sense to combine wedding/honeymoon, particularly as the climate in many destinations is more reliable than in the UK. Due to marketing and promotional offers, prices are affordable making total costs cheaper than the UK average when all the added extras are taken into consideration.

3(a) – Candidates used Fig. 3 well and many answers scored full marks for identifying that both passenger numbers and load factor had increased.

3(b) – Many candidates again scored full marks by identifying two valid characteristics of low cost airlines such as charging for extras, having only one class of travel and providing only unreserved seating.

3(c) – There were several sound attempts to match the travel services to named providers and most candidates scored quite well. The correct responses were as follows:

- car hire = Europcar;
- insurance = Mondial Assistance;
- hotel accommodation = LateRooms.com;
- airport transfer = Holiday Taxis.

3(d) – There were some excellent responses to this part of the question and most candidates were clearly aware of ways in which the Eurostar service would appeal to a family group. It was pleasing to read several full mark answers and to see reference being made to advantages such as a city centre to city centre journey involving less transfer time and being more convenient with children. Comments about check-in and security being quicker were frequently made as was the fact that St. Pancras was more accessible than Gatwick/Luton which made the journey less stressful for families. Candidates also commented about the lack of luggage restrictions making it easy to take a range of items likely to be needed by a family.

3(e) – A large number of candidates missed the central point of this part of the question and there was a lack of focus as to why young British passengers would want to travel on scheduled coach services such as Eurolines. Too many candidates thought that this question was about coach tours/holidays rather than the service provided by National Express. Thus few answers offered any consideration of ideas such as:

- services to over 500 destinations;
- low cost fares such as Paris £19 single;
- frequency of services;
- two suitcases per passenger luggage allowance;
- Eurolines offering budget accommodation via Hostelworld.

Some credit was obtained for valid generalised comment but there was very little progression beyond the bottom of level 2 for even the better candidates.

4(a) – Fig. 4 was rarely interpreted correctly and few candidates were able to identify all three of Saudi Arabia, the UAE and Libya.

4(b) – Candidates tended not to do this part of the question very well. Better responses emphasised the role of seasonality and pointed out that the UK had the best weather in the summer, this was the school holiday period and that people from the Middle East would like to avoid the intense heat in countries with a desert climate.

4(c) – Full marks were frequently awarded as most candidates interpreted Fig. 4 correctly and explained the significance of speaking Arabic and widening aisles within the stores.

4(d) – There were many quite thoughtful answers to this part of the question and it was pleasing to see candidates having such a good understanding of the services provided by the Heathrow Express. The best answers concentrated on business traveller needs and clearly pointed out that the Heathrow Express ran every 15 minutes, provided the quickest journey time from LHR to central London and that all terminals were easily accessed. More to the point, the better answers usually contextualised features of the service with business traveller needs and expectations. The topic is clearly understood.

4(e) – This part of the question seemed to catch some candidates out and one or two candidates were unable to offer any response. This was surprising because other candidates, clearly familiar with the UK Midlands, had no hesitation about selecting Birmingham and wrote very satisfactory accounts simply based on the NEC and Birmingham International. The question was very specific but the topic is clearly itemised within section 3.4.3 of the specification. Conferences, exhibitions and events can all be staged in a variety of venues. It is now quite common to find several types of host venue trying to attract these types of business tourism. Examples of non-hotel providers include:

- purpose built conference centres;
- sports venues;
- civic buildings;
- stately homes;
- university and academic institution facilities, etc

However, weaker individuals clearly struggled with this topic and vague responses remained confined to level 1.

G728 Unit 9 – Tourism Development

General Comments

The examined paper for unit 9, Tourism Development, consists of three questions and is based on stimulus material in the form of a case study to promote answers on a range of topics covered by the 'What You Need to Learn' section of the unit 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 candidates are now issued with a separate case study booklet and will be required to write their answers in a lined spaces booklet. It is imperative that candidates are schooled in examination techniques and in particular, to remind candidates that they must turn over every page of the question booklet. Most candidates were able to access the majority of questions but there was evidence that the last Question, 3(e), was not attempted.

Overall, Question 1 was answered to a good standard; however, with the exception of part (e), National Parks, which was poorly answered. On Question 2, there was evidence of some quite fundamental misinterpretations of general tourism development knowledge, eg foreign exchange earnings, sustainable tourism and partnerships between the sectors. There was also evidence of candidates not being able to make good use of the evidence in the case studies, in particular on Questions 2(b) and 2(c). Question 3(a) was answered very poorly indeed with many candidates unable to give the aims of voluntary sector organisations. The remainder of Question 3 was well answered with good knowledge of a range of pressure groups.

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 were many candidates who had written really good extended answers but who 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 series was 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 tourism development key terms was evident throughout.

Comments on Individual Questions

Aberdeenshire 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 available.

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) – This part of the question was poorly answered. The question asked for two **examples** but many candidates gave suggested methods.

1(d) – This part of the question was generally well answered; however, candidates still tend to revert to economic impacts as opposed to socio-cultural impacts. Many candidates gave examples of regional identity out of context with Scotland, eg. demonstration effect and staged authenticity.

1(e) – This part of the question was surprisingly badly answered. Other than conservation and preservation, there were limited other responses to the aims and objectives of a National Park, either generic or in relation to the Cairngorms.

1(f) – Many candidates scored really well on this part of the question and were able to give good reasoned answers on both the positive economic and negative environmental impacts of the new golf development. The candidates who used the case study effectively and gave a good conclusion were able to score maximum marks.

Kenya Case Study

2(a) – Candidates who knew both the definition of sustainable tourism and foreign exchange earnings scored maximum marks. A large number of candidates could not answer this part of the question and created their own interpretation. Although this is in the 'What You Need to Learn' it was evident that many candidates were unfamiliar with the term, and many made no response.

2(b) – For candidates who used the evidence in the case study this was a relatively straight forward question to access maximum marks. For the candidates who gave generic answers, and not the stated KWS initiatives, no marks were awarded.

2(c) – This part of the question was answered well by candidates who had used the ample evidence in the case study. For candidates who only gave generic responses the award of marks was limited to Level 1 only.

2(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 talked about aims and objectives in general and based their response on pre-learned knowledge of the three sectors.

A number of candidates just wrote about public and private sectors and made no mention of the voluntary sector. Some candidates identified roles but not partnerships and vice versa. Few candidates were able to **discuss** the benefits of the partnerships in relation to Kenya.

2(e) – A range of very varied responses were given to this part of the question with regard to the impact on the tourism industry of Kenya and the demise of the lions. Again, candidates who effectively assessed the evidence in the case study were able to achieve higher marks as their answers were in context and not generic. Candidates should be reminded to conclude their extended answers with their own opinions and judgements.

Tourism Concern Case Study

3(a) – The responses to this part of the question were very weak indeed, showing little understanding of the aims and objectives of voluntary sector organisations

3(b) – The majority of candidates gained maximum marks for this part of the question as it was one to which they could relate.

3(c) – TUI and Tribes Travel were easily identified.

3(d) – Most candidates were able to identify/explain the information in Fig. 3 relating to the work of Tourism Concern, but were unable to provide little analysis or evaluation. This question was worth 10 marks but few candidates achieved more than eight marks as the main response was just a lift from the case study.

3(e) – Centres must encourage candidates to turn over all the pages of the question book. Even though it stated 'please turn over' at the bottom of the page, sadly many candidates did not answer this last question and lost the chance to gain eight marks. For the candidates who were able to correctly identify a pressure group, the most popular were Greenpeace, Friends of the Earth and local pressure groups with which they were familiar. Excellent responses were given with a good understanding of the question.

G734 Unit 15 – Marketing in Travel and Tourism

General Comments

The pre-release material was sent to centres containing a case study based on Lancaster Castle – a working prison, court, listed building and visitor attraction. The information included details on the marketing and advertising work of Lancaster Castle and Lancaster City Council.

A very small entry was received this January. Questions once again tested the candidates' knowledge of marketing theories and their application to a travel and tourism case study, in this instance a working prison and castle. It was pleasing to see that the stimulus material was well used by nearly all candidates and good detail was extracted for each question. Questions were designed to be accessible to all candidates and level of response marking was applied for the longer 'essay' style questions. The small entry exhibited a very high standard of ability and it was very pleasing to read good analysis and discussion from the candidates on this paper.

Most candidates were able to attempt all of the questions in the time allowed for the paper.

As with all pre-release case study material it is vital that centres work through the case study in relation to a variety of possible questions and theories. It appeared that the candidates this series were very familiar with the case study and used it to very good effect. 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 'What You Need to Learn' section of the unit specification. It was pleasing to see that some centres had clearly worked through case study scenarios on market research, PEST and USPs.

Once again examination preparation seems key to the success for many candidates entering this examination. 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 access the higher level marks; however, it should be noted that marks are **not** awarded for irrelevant conclusions or very basic final statements.

Comments on Individual Questions

1(a) – This part of the question was very well answered. Candidates were able to explain two reasons why Lancaster Castle should use primary market research.

1(b) – There were some excellent responses to this part of the question. Many candidates were able to explain the benefits of placing advertisements on the VIS (Video Information Service) in the local hospital. Not all, however, were able to 'assess' as requested and, therefore, did not gain the higher level marks.

1(c) – Some very good responses were given to this part of the question. Candidates were able to explain why the mailing list proved to be one of the most important marketing tools for Lancaster Castle. The more able candidates were able to discuss the mailing lists. The most popular responses covered both the advantages and disadvantages of a mailing list – sending out direct mail to previously interested visitors.

2(a) – Better candidates demonstrated excellent understanding of the meaning of 'breakeven price'. Clearly some candidates were unfamiliar with the term; however, the majority attempted to answer the question.

2(b) – This part of the question was very well answered. Many candidates were able to explain the benefit of voucher schemes to Lancaster Castle. However, those candidates who were able to discuss the benefits in relation to increasing visitor numbers gained higher marks.

2(c) – This part of the question was generally well answered. Candidates were able to explain three benefits of being awarded the Visitor Attraction Quality Assurance Scheme Accreditation. The most popular responses included good reputation, encouraging more visitors and enhanced customer service.

2(d) – This part of the question was generally well answered. Many candidates were able to attempt to discuss the benefits to Lancaster Castle of joining the Great British Heritage Pass Scheme. The more able candidates were able to give detailed and accurate reasoning.

3(a) – This part of the question was well answered. Most candidates were able to explain two benefits of using a media buying team. The most common responses included getting the best priced media from experts.

3(b) – This part of the question was reasonably well answered. Many candidates were able to discuss the disadvantages to Lancaster Castle of taking part in joint promotional activities. The higher ability candidates were able to discuss both aspects of working jointly. Some stronger responses included the saving of costs and resources and the possibility of conflicts within partnerships.

3(c) – Many candidates made a very good attempt at this part of the question. Good responses were made whilst comparing the benefits of advertising in Local Choice or The Sun. Higher marks were accessed with a full evaluation of both media forms and top marks were given if a reasoned conclusion was included.

4(a) – This part of the question was very well answered – most candidates were able to give two possible marketing objectives for Lancaster Castle. The most popular responses included generating more customers, good for the community and educational benefits.

4(b) – This part of the question was very well answered. Many candidates were able to give three good USPs of Lancaster Castle including working prison, theatre and events, Grade I listed building.

4(c) – This part of the question was generally well answered. Candidates were able to explain the impact of the Data Protection Act on the way in which Lancaster Castle maintains its mailing list.

4(d) – Most candidates made a very good attempt at this part of the question. It was clear that candidates were familiar with the PEST analysis. Some candidates were unable to make explicit the links to the marketing decisions such as whether or not to advertise locally or nationally, which pricing policies and whether to conduct joint marketing.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553