

Travel and Tourism

Advanced GCE A2 H589, H789

Advanced Subsidiary GCE AS H189, H389

OCR Report to Centres

January 2012

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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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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)

OCR REPORT TO CENTRES

Content	Page
Overview	1
Moderator's Report	3
G720 Unit 1 – Introducing travel and tourism	7
G723 Unit 4 – International travel	11
G728 Unit 9 – Tourism development	15
G734 Unit 15 – Marketing in travel and tourism	18

Overview

Although there have been some (very) slight increases in entry numbers for individual units, the general entry pattern suggests that the decline in entries for this specification and, especially for the double award qualifications, has continued.

Although numbers may have declined for this session, 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 and with direct contact with customers. 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.

However, there are some important issues for centres to address. For example, on unit G720, although 'the pre released case study materials were used very effectively', 'there were many questions left unanswered'. Another issue in G720 was "the lack of a concluding comment often restricted the candidates' marks'. Similarly, on unit G728, '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'. Furthermore, the Principal Examiner for unit G734 clearly advises that 'it should be noted that marks are **not** awarded for irrelevant conclusions or very basic final statements'

Centres should encourage their candidates to consider the following approach when attempting the more open ended 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?

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, environment and 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 in order to ensure that all candidates are able to achieve the best possible overall grade.

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

OCR Report to Centres – January 2012

- 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 from the Qualification Manager at OCR, if appropriate.

Moderator's Report

There were several centres entering candidates this series; accredited centres, random sampling or the submission of re-sit samples. The units mainly entered were the mandatory ones; G721, G722 and G729. Although some candidates had been well prepared there were also occasions on which the candidates had either incorrectly applied the evidence grid or showed a lack of explanatory, analytical and evaluative comment for the marks awarded by the assessors. This was particularly evident in unit G722, Travel Destinations, where candidates provided evidence of what is at their chosen destination but lacked further analysis. In the case of unit G729 candidates sometimes lacked evidence of project planning techniques and the ability to evaluate.

In some cases, however, the content and standard of evidence provided by the candidates and assessment of both the AS and A2 units was generally good. It was obvious that some candidates had been guided appropriately. They do, however, need to source and reference evidence. In some cases portfolio work was presented in a well organised manner which ensured that the moderation process went smoothly. In other cases this caused some difficulties particularly if the work did not contain the candidate number and added material was not referenced or listed in an appendix. In most cases centres responded well to the request for samples through email resulting in only a few administrative difficulties and delays this session. Centres do need to note though, that the individual centre moderation report will be available to them on and after results day through OCR interchange.

It is important to note that where adjustments have been made the reasons for leniency are highlighted in the report. When centres submit a re-sit to improve the mark they do need to consider the points made in the previous report in order to bring the evidence to the original assessed mark. There were occasions this series, when candidates had improved their evidence but the candidate had been awarded a much higher mark than the original adjusted mark in the summer session. This caused adjustments to be made again as the improvements which the candidates had made only slightly improved the quality of the work.

Most assessors had annotated the work and where this was not the case the problem has been highlighted in the report to the centre. There were no cases of missing authentication forms.

Centres do still need to apply rank ordering of marks for assessment objectives and the overall mark on both AS and A2 units. Some candidates had produced similar or better quality of evidence of a mark band than another candidate but had been awarded less marks and vice versa.

The following information should help centres with the delivery and assessment of units G721, G722, G729, G730 and G732. There were no or very few submissions for the other units this session.

This information was also contained within the report for June 2011, together with other units. The content and advice remains similar for January 2012

AS Units

Unit G721 – Customer Service

There were some submissions for moderation of this unit this series with a mixed response. Centres are 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 have been performed. The use of a script is not evidence of effective communication and face to face customer service.

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 the provision of 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.

AO3 – Candidates generally showed some good research into how the organisation assesses its effectiveness of customer service and the methods which the organisation uses. The specification emphasises that candidates should research the methods and provide an 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 include what the organisation has done in order 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. Again, the advantages and disadvantages of using the method, etc are required.

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, an observation, mystery shopper, etc, (primary research).

Centres generally carried out and evidenced this aspect 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/opinions 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 they 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.

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 and 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 a comment in relation to the 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/customers, short and long breaks, etc, different types of customers. Another example is different types of accommodation and cost against the 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 – This requires the candidates to show evidence of resources and 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 access to mark band 3. Many candidates had only used websites 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 was 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 were not considering more up-to-date issues and trends. There was, in some cases, little evidence of any statistical data to assist with the 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, 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 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 completed. There were again, this series, occasions when candidates had carried out a pre-determined event but had provided little evidence to support their own organisational skills.

It was also good practice to find that centres had in several cases, differentiated the 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 in mark band 2, with little evidence to support individuality, specific skills, team working, customer service and communication.

AO1 – With reference to the business plan, some candidates had been methodical in their approach whilst others had been repetitive and unclear. This was the cause of some adjustment to marks yet 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 session, to omit legislation such as data protection, health and safety practices, insurance, etc. There was 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 session, where candidates had done 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.

AO2 – Candidates were not always clear on what they precisely contributed; for example, the use of a log book and evidence highlighting 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, too. There is a need, however, for higher grade candidates to develop their project planning techniques. There was a need for candidates to address problems/difficulties. This was often omitted in candidates' evidence this series.

AO3 – This assessment objective was well covered. Though most candidates had considered risk assessment, contingency planning, there was, however, still some lack of evidence of market research, a SWOT analysis, or a record of other ideas and reasons for the final choice.

AO4 – Some candidates evaluated well, but many showed a tendency to omit any reference to aims and objectives and the use of evaluative tools. There was also a lack of evaluative language used in relation to this assessment objective and the analysis of customer feedback. Future improvements also need to be considered further as candidates tended to omit this aspect.

Unit G730 – Guided Tour

There were some submissions this series with a mixed response.

Where difficulty occurred it was due to the need for a clearer plan; for example, purpose, target market, clear aims, resources, etc. There were omissions by candidates in the planning of the tour such as timing, costing, a clear itinerary, etc. Most centres included at least one detailed witness statement from an independent observer or tour participant as supporting evidence.

There is a need for candidates to develop the quality of their evaluation rather than producing a commentary of what they actually did.

Unit G732 – Adventure Tourism

There were some submissions this series with a good response.

AO1 was generally well addressed but candidates showed a need to develop the reasons for the 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.

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

AO4 – Centres need to bear in mind 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 in doing the activity and demonstrating skills. The quality of evaluation sometimes needed enhancing with clearer witness statements (AO3). There was frequently a lack of sourcing and referencing in the candidates' work.

G720 Unit 1 – Introducing travel and tourism

General comments

The pre released case study materials were used very effectively by centres and their candidates. All documents in the case study were accessed appropriately by candidates and used well in their answers.

There was a great quantity of statistics presented in Document 1; and these were used effectively in the questions which referred to this Document, ie Question 1(c), regarding overseas tourism to Scotland; and Question 3(c), regarding the seasonality of domestic tourism. The questions which asked for definitions/the meaning of travel and tourism terminology were all extracted from the case study, so that the candidates should have been aware of all the terms prior to the examination (Questions 1(a) and 2(a)) Two marks were awarded for the correct definition/meaning of each of these terms. A vague response would be worthy of only one mark; the named example was only credited with a second mark if a candidate had demonstrated an understanding of the term. Hence, if Loch Morlich was given as an example, but the definition of 'loch' was incorrect, no marks were awarded.

There was evidence that centres are preparing candidates fully for the extended questions. The lack of a concluding comment often restricted the candidates' marks. This is an examination technique which should be developed in centres. Candidates also need to ensure that they attempt all parts of the question paper; there were many questions left unanswered. Examination practice timing techniques should be encouraged.

Comments on individual questions

- 1(a)** This part of the question was generally well answered with the responses for the 'motel' meaning being the better. Most candidates fully understood it was road side accommodation, often of a lower standard than a hotel. 'Coach tour' was not as well answered; many candidates gave a definition of a tourist bus trip which gave a commentary about a particular site, rather than a holiday coach trip, stopping off at a variety of locations en route in order for the passengers to see the sights.
- 1(b)** This part of the question was very well answered. Candidates selected appropriate types of tourism in Scotland from the pre-release material and described them well. Credit was not given for 'outbound' tourism, as this was not in Fig. 1(b) of the case study.
- 1(c)** This part of the question was generally well answered. The statistics were easily accessed by the candidates, who had obviously been prepared well for this question using the pre-release materials. It was pleasing to see that the vast majority used the correct units (£, % and millions) in their answers and that the correct statistics were extracted in order to answer this part of the question. The question focused on overseas tourism to Scotland only, so credit was only given to statistics about domestic tourism if they were used in comparative statements. This question asked for the candidate to draw conclusions throughout their answer, so no additional marks were awarded for an overall conclusion. Candidates should be encouraged to give answers or reasons for the statistics ie draw some conclusion. For example '75% of overseas tourists travelled to Scotland by air; this would be because of the distance they are travelling. Air travel is much easier and quicker, especially considering 14% of overseas tourists came from the USA.'
- 2(a)** This was a straightforward question requiring the description of three travel and tourism terms taken from the case study material. This part of the question was generally well answered, although there were a substantial number of candidates who did not recognise a loch as a Scottish lake. Many answers to the 'visitor centre' also concentrated on a

description of TICs rather than visitor centres, which often have more facilities than TICs, such as interpretation boards about the local attraction, toilets and cafe facilities. Good answers recognised that visitor centres are more informative about the local area (history/environment/wildlife) and can be a place where adventure tourists can leave route cards.

- 2(b)** This part of the question was well answered with the candidates correctly identifying summer outdoor activities from the case study. Skiing was obviously an incorrect answer, as it is a winter sports activity. Care needs to be taken by candidates in order to avoid repetition in their answers to this type of question; for example the outdoor activity of walking was credited only once. If a candidate also identified 'going on a guided walk' this was marked as a repetition. Care also needs to be taken in order to ensure that the description is not a pure rewording of the outdoor activity identified, ie if 'cycling' was identified as the outdoor activity then 'cycling Cairngorm' was not credited as the description mark. The answer needed to demonstrate some understanding of the activity, such as 'exploring roads and trails on a mountain bike'. In some cases candidates did not correctly identify the activity, for example 'Mountain Garden' was not awarded as an activity, whereas 'exploring the flora of the mountain garden' received a mark.
- 2(c)** The style of this question should now be fully familiar to centres and candidates. This was a straightforward compare/contrast of two built attractions. This part of the question was generally well answered, with some good interpretation of the case study materials. One misinterpretation of the source material was that the Scottish Parliament did not have any disabled facilities; Document 4 states that 'it was designed with disability access issues fully in mind' and would hence fully comply with the Disability Discrimination Act/Equality Act and so has excellent disability access. NB Centres are reminded that the Equality Act has now replaced all other aspects of equality legislation. Some candidates still compared or contrasted only which restricted them to Level 1 marks. Weaker answers, which only accessed Level 1 of the marks available, were evident when candidates just wrote first about the products, services and facilities of one attraction, and then the second attraction. This style does not enable the candidate to compare/contrast fully. Looking at one service, such as the guided tour (which is available in both attractions) but has an additional charge in the Scottish Parliament, yet is included in the entrance fee of Edinburgh Castle is a better way to approach the answer.

Some candidates still compare and contrast the quality of the promotional materials instead of the services, facilities and products of both attractions. Some candidates also evaluated the services, facilities and products in relation to a specific customer group, failing to compare or contrast. Both of these lead to a lengthy answer which does not gain much credit. Candidates should be advised just to focus on the comparison and contrast of the products, services and facilities. The fact that a product/service or facility was not mentioned in the source material was not considered to be a valid contrast.

- 3(a)** This part of the question was very well answered. As this question asked for identification, the answer needed to be accurate, so the shoulder months were April and September. April to September was not awarded a mark.
- 3(b)** Most candidates answered this part of the question well, although a substantial number of candidates looked at the social and physical benefits of taking part in an adventure holiday, rather than the advantages of booking a package trip as opposed to booking independently.
- 3(c)** This part of the question was also well answered. Candidates used the statistics accurately to discuss seasonality, a concept which was clearly understood. Some candidates did not limit their answers to domestic tourism, which meant their answers contained unnecessary details about the seasonality of overseas visitors. Business was not covered in as much

depth as leisure tourism; both types needed to be discussed in order to access the higher marks.

- 3(d)** The understanding of the sectors (public, private and voluntary) is a consistently weak area on this unit. Centres need to ensure that their candidates fully understand the different sectors and can explain fully their roles. This part of the question required the candidates to look at the role of the voluntary sector in the travel and tourism industry. The majority of candidates did demonstrate a thorough understanding of the objectives of voluntary sector organisations, such as the Royal Yacht Britannia, in respect of preservation of heritage and providing volunteering and educational opportunities; but answers did not often extend beyond this. A good answer required that the candidate fully demonstrated the importance of the voluntary sector, not only in respect of providing travel and tourism products and services which are deemed unprofitable by the private sector or not vital enough by the public sector; but in the ways in which other areas of travel and tourism can benefit. This could be accommodation providers in the area; or a major voluntary sector attraction which has increased occupancy due to visitors to the attraction; or an increase in the use of public transport to get there.
- 4(a)** This part of the question was well answered.
- 4(b)** This part of the question was not as well answered. Good answers did focus on the roles of national tourist boards, such as VisitScotland. Tourism development and promotion is a main section in the specification, so centres need to ensure that their candidates do study these at local, regional and national level. There was also evidence of some repetition in answers; advertising a location to a potential tourist was a valid answer; promotion of a destination is the same, so the mark could only be awarded once.
- 4(c)** This part of the question was quite well answered. Candidates could easily identify and describe two advantages of travelling by car to visit the Royal Yacht Britannia. Being 15 minutes away from the city centre was considered too vague an answer to gain credit, as the attraction is 15 minutes away by other methods of transportation, too.
- 4(d)** This part of the question was well answered. There was plenty of information in the document about the way in which the Royal Yacht Britannia is used for corporate events, such as the unique location, a dedicated events team, exclusive dinners and receptions. Most candidates fully understood the prestige to a company which would be the result of holding an event on the Yacht. There were a substantial number of candidates who did not realise that the term 'corporate' referred to business tourism, and, hence, did not answer the question. Other candidates evaluated the benefits of holding events to the Royal Yacht Britannia, rather than to businesses. Some candidates also seemed to believe that the Yacht was still sailing, rather than permanently moored.
- 5** External factors are clearly identified in the specification for this unit in the section 3.1.3, 'Development of the modern travel and tourism industry'. These include: legislation; the role of local authorities and government; fluctuations in currency; climatic change (including the weather); natural disasters; war, civil unrest, terrorism and crime. The case study contained a great amount of detail on the weather and climate, and the effect which this could have on adventure tourism in Scotland. It was entirely possible for a candidate to achieve Level 3 marks by just referring to these aspects in their answer. It was pleasing to see that some candidates did refer to a range of legislation, such as increasing airport tax and the effect this could have on visitor numbers. Centres do need to ensure that their candidates are advised against copying sections directly from the case study by way of an answer to this type of question. If all the sections in an answer only related to the weather/climate, it did demonstrate an understanding of what are external factors, but it did not reach the higher levels as there was a lack of analysis and evaluation of the points made. Many candidates looked at the positive impact of climate change on Scotland as

identified in the case study, ie the development of a longer summer season and a temperate winter season which would provide greater opportunities for adventure tourism in Scotland; but did not counter the statement with a comment such as ‘this may lead to a drop in the winter sports activity in Scotland as the climate will be warmer, so there will be no snow for these activities’.

As this is always the question which assesses the candidates’ quality of written communication, centres need to ensure that their 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

There was only a very small entry for this examination this series and the overall conclusions are thus based on only a very limited sample. However, it was pleasing to see that most candidates were again 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 well used by the majority of the candidates.

There were some instances of candidates failing to provide valid illustration of the points which they were attempting to make and this had an adverse effect on the level of credit that could be awarded for particular answers. The following table helps to illustrate the point.

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.

It was pleasing to see candidates making an effort to respond in an appropriate way to the higher order command verbs and several of them were able access the top mark band for questions which were assessed by means of ‘Levels of Response’ criteria.

Centres should continue to encourage their candidates to consider the following approach when attempting a response to these more open ended 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?

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

Comments on the individual questions

Q. No.

- 1 (a)** The Fig. 1(a) stimulus material was not always correctly interpreted and few candidates managed to score all four marks. The map clearly showed that there were seven French ports, four Welsh ports, two destinations served from Newcastle and that Portsmouth is the UK port with the greatest number of routes.
- 1 (b)** There tended to be some confusion with this part of the question and many candidates failed to clearly explain advantages to **foot passengers** of having a **day trip** by **ferry**. Figs. 1(a) and 1(b) highlighted the following points:
- ferries are affordable and are a cheaper alternative to air travel
 - there are numerous daily sailings to popular destinations
 - larger ports in Europe such as Zeebrugge in Belgium and Calais in France are better equipped than most European airports with many shops, restaurants and bars

- a network of cheap and efficient public transport systems (for exploring).

The above ideas were frequently identified but an assessment was frequently lacking. Furthermore, comments about luggage were hardly appropriate in the day trip context.

- 1 (c)** Candidates were aware of some of the reasons why many leisure travellers still visit travel agencies (special offers and personal advice being frequently quoted). However, there was very little consideration given to ideas such as being found in convenient locations with easy high street access, the security of ABTA membership and the opportunity to purchase ancillary services.
- 1 (d)** There were some very sound answers to this part of the question and several candidates scored well for their examples of particular cruise lines and circuits. In the early 2000s, the number of cruise passengers worldwide grew by between 8% and 9% a year. Cruise trends in the UK include a rise in the popularity of mass-market cruise holidays lasting a week or more, a fall in demand for premium-cost cruises and an increase in budget cruising. Most candidates were aware of the all-inclusive nature of cruises, offering excellent value for money and the facilities on board catering for a range of interests, be they active or passive. One of the main attractions is visiting different destinations and new itineraries are constantly being introduced, together with a range of large luxury vessels. Candidate progress through the levels of response depended on the extent to which they were able to actually discuss the points that they had validly made and illustrated.
- 2 (a)** The Fig. 2 stimulus material was well interpreted and the majority of answers were able to correctly identify Croatia, Egypt, Turkey and India.
- 2 (b)** The majority of candidates were able to correctly identify the following:
- 2012 Olympics = Sports Tourism
 - Whitewater rafting = Adventure Tourism
 - Bethlehem Xmas Eve = Religious Tourism
 - Arenal National Park = Ecotourism
- 2 (c)** There were some excellent full mark responses to this part of the question and it was pleasing to see the way in which all candidates were able to address this eight mark question. The passport issue was explained in terms of use as means of identification and/or reducing the risk of the original being lost or stolen. In terms of valuables, most answers considered lone persons being more vulnerable and with theft being common in some destinations people should not advertise the fact that they have wealth. The jungle issue was very well explained in terms of the danger of getting lost and local guides having knowledge of the area. The least confident responses were about the demonstrations. One or two candidates were able to clearly explain ideas such as that in some countries these may become violent, the police may not know you are a tourist and, thus, there is the risk of arrest and imprisonment.
- 2 (d)** Many candidates made an effort to address some of the key methods but weaker answers rather missed the point and wrote about the tours, rather than distribution channels. Depending on type of holiday (package or independent) tours can be arranged before travel or while in the chosen destination. They are offered by a range of ancillary service providers and directly by local tour operators. Valid methods thus include travel agents (often part of inclusive tour package), direct from tour operators via the Internet or phone, via the hotel representative as an excursion or from the concierge at hotel and from the local TIC.

- 3 (a)** Candidates used Fig. 3(a) well and many answers scored full marks for correctly identifying:
- Most dissatisfied with = (Amount of) seating
 - Most satisfied with = (Length/ease of) check-in
 - % satisfied with staff = 59%
 - % dissatisfied overall experience = 7%
- 3(b)** The candidates were expected to describe the lounge facilities which they identified and this was not always attempted properly. Better responses clearly pointed out features such as unlimited complimentary snacks and drinks where customers serve themselves, as they wish; a lounge provides seating and room to relax in a quiet, comfortable environment with display boards showing flight details for information. Other facilities may include satellite television, children's games, computer points and wireless internet access.
- 3 (ci)** Fig. 3(b) was quite well interpreted and almost all of the candidates were able to identify that 600,000 British nationals lived in Canada. However, many candidates failed to recognise that only five of the 10 destinations were long-haul.
- 3 (cii)** There were some very good responses to this part of the question and most candidates were clearly aware of the variations between the two destinations. Most suggested that visits to Australia would be less frequent because of it being further away, expensive to get to and with a much longer travel time. Thus, visits would be of a longer duration to maximise the value for money of a more one-off type of trip. Other answers simply offered a reverse set of arguments in terms of Spain. The topic was clearly well understood and appreciated by most of the candidates.
- 3 (d)** There were several very sound answers to this part of the question and the basic advantages of using a car for leisure travel were well known and fully appreciated. There were a variety of very appropriate comments about issues such as the convenience of door-to-door travel, the cost effectiveness for families, amounts of luggage and route flexibility. Some candidates made excellent use of Fig. 1(a) as it gave valid clues in terms of ferry access to and from European destinations.
- 4 (a)** Fig. 4 was usually interpreted correctly and most candidates were able to correctly identify factors such as the economic downturn, volcanic ash, bad weather and labour disputes.
- 4 (b)** Candidates had some difficulty with this particular question and correct responses had to focus on explaining the assistance airlines are **obliged** to provide. Some answers correctly suggested that if your flight is delayed (for more than four hours) you are entitled to free meals and refreshments. However, the opportunity for further credit was frequently missed by candidates not continuing to explain that passengers would have received these on their flight and that they would not be expecting to have to purchase them in the airport. Candidates were unaware that if the delay exceeds five hours, or the flight has been cancelled or overbooked, passengers are also entitled to a full refund and a free flight back to their point of departure. Similarly, candidates were unaware that if the delay lasts overnight then hotel accommodation has to be provided as it is unreasonable for passengers to stay in the departure area and for this reason many airlines will have arrangements with local hotels.
- 4 (c)** Most candidates had some valid comments to make, particularly about duty free savings and finding last minute purchases. However, too many answers mentioned restaurants and bars which are not shops. Several responses lacked a proper explanation of the chosen aspect and this rather limited the amount of credit which could be awarded. It was surprising to see very little reference made to aspects such as the opportunity to spend time while waiting for the flight to be called, the flight

display screens at key sites and the open plan nature of many outlets allowing easy movement/access with baggage.

4 (d) There were some quite thoughtful answers to this part of the question and it was pleasing to see candidates having such a good understanding of the topic. The better answers clearly stated and commented appropriately on a selection of valid ideas including:

- early call for boarding and use of buggy up to boarding gate (get seated first and kept under easier control)
- changing tables and bassinets (comfort, safety and convenience)
- child meals (choice, early service)
- toys/activity packs (keep occupied)
- childrens' TV channel/games (entertainment).

It was very pleasing to see direct reference being made to the services being offered by particular airlines.

G728 Unit 9 – Tourism development

The examined paper for unit 9, Tourism Development, continues to be set in the usual format, which is based on stimulus material to promote answers on a range of topics covered by the 'What You Need To Learn' section of the specification. Question 1 is set on a destination in the UK. Question 2, is set on an overseas destination and Question 3 is based on a current affairs article, which could be in the UK or overseas. Centres are now familiar with the resource booklet and a separate lined space answer booklet.

Although there were seven extended answers to this paper, with a few exceptions timing did not appear to be an issue and it was obvious that many candidates had improved with past paper practice. In fact many examples were drawn from past papers.

Spelling and handwriting continue to be a major issue; if the answers are illegible they cannot be credited and, as mentioned previously, if candidates have extremely poor handwriting then centres should address this and arrange for a scribe.

Overall, Question 1 was answered to a good standard; however, many candidates gave generic responses to part (a) due to not reading the case study and in relation to part (d), no reference was made to the case study. Question 2 was generally well answered, particularly parts (a) and (b). Surprisingly, part (c) caused problems with quite a few candidates not answering this question in context with the ways in which government departments can assist in developing tourism. Part (e) which related to the 'triangular relationship' yet again, was a major stumbling block for many candidates who just wrote about the public, private and voluntary sectors and, as a result, could not gain higher than a Level 1 mark; whereas part (d) was about the sectors and many of them wrote about the triangular relationship. Question 3 was, on the whole, well answered. with the exception of part (d) which asked for socio-cultural impacts and the majority of the candidates gave economic ones.

Generally, the lack of candidates' ability to develop their answers with analytical comments and evaluation resulted in them being unable to access the higher marks on the level of response assessed questions. There will always be questions at the end of each section which require an extended written answer. These questions require the 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 a clear analysis of the evidence presented in the stimulus material; or who lacked the ability to conclude their findings with an opinion on the evidence presented in the case study. Finally, this series showed evidence of many candidates underlining the command verb and key terms or writing small notes above the question. This is very good practice and shows that centres are taking on board the comments given in training and in past reports. This has led to a good series overall.

Q No LAKE DISTRICT NATIONAL PARK

- 1) (a) Many candidates gave a generic response instead of referring to the case study where the agents of tourism development were identified in a bulleted list.
- (b) Again, the two purposes of a national park were given in the case study and candidates were expected to expand on these. In many cases this did not happen.

- (c) Some candidates were tempted to answer this part of the as an economic objective question rather than looking at the main purposes of promotion. Promotion is a key objective of public sector tourism development and few candidates were able to develop their answer and access the full six marks available.
- (d) Many candidates did not link the benefits to the tourist, although most were able to clearly explain the overall benefits of a partnership between the sectors. Some candidates were able to identify sectors, ie public, private and voluntary, but did not identify particular agents from the case study. Many candidates reverted to the triangular relationship. Overall this part of the question did seem to pose some problems as there was evidence of confusion between the private and public sectors. Other candidates wrote about aims and objectives in general and based their response on pre-learned knowledge of the three sectors.
- (e) It was particularly encouraging to see that this part of the question was, on the whole. answered very well. There was good use of the code of environmental practice provided in the case study which led to some good evaluative comments given, Candidates were able to access the higher levels with a good command of language and grammar supporting correct discussion

Q2

BERMUDA Case Study

- 2) (a) This part of the question was very well answered with the majority of the candidates achieving maximum marks. 'Pink sandy beaches' was by far the most popular response, although not the most evident. Perhaps candidates were intrigued by this fact!
- (b) A number of candidates could not answer this part of the question and, hence, lost the four marks available. Those who did generally did well and scored maximum marks. Tourism training is an important objective.
- (c) Promotion and infrastructure were the most popular responses. The few candidates who made reference to the '400th anniversary special offer' were able to develop their answers. Many candidates, however, reverted to economic objectives or private sector objectives in relation to build more all-inclusives, etc.
- (d) This part of the question was answered very well with good use of the evidence and statistics in the case study. Candidates were able to give a very good assessment of the negative economic impacts.

- (e) As always the triangular relationship continues to challenge candidates. The response to this part of the question was quite disappointing as many candidates discussed sustainable tourism or wrote about the involvement of the public and private sectors. Some mentioned Tourism Concern, turtles in Zakynthos and Machu Picchu from previous examination papers. Many candidates related this to environmental impacts affecting sustainable tourism. Jobs, income and other economic impacts within the area and the loss of tourist activities were also a common response. Candidates were able to recognise the input of each of the sectors and explain them, but were then unable to link their roles with the triangular partnership, the host and tourist or analyse how future tourism is sustainable when aided by such partnerships. As in previous questions of this type, there was often little application of the benefits to the destination in question. This was a 10 mark question which was poorly answered.

Q3

Blue Flag beaches in Portugal's Algarve region

- (a) Most candidates identified from the case study and gained maximum marks
- (b) There was good understanding of the term 'diversify', although many candidates did not extend their answers by giving an example which led to them achieving four marks instead of the full six marks available on this part of the question.
- (ci & cii) Thomas Cook has been the subject of a similar question on past papers and so it was disappointing to note that candidates still think that it is in the public sector. Those who got part (c)(i) wrong invariably also failed to access marks on part (c)(ii). Many candidates wrote about the objectives of Thomas Cook in part (c)(ii) and not about the private sector in general.
- (d) This should have been a relatively straight forward question to answer; however, candidates tended to slip into giving economic impacts as opposed to socio-cultural ones. Economic impacts were credited in context, eg when losing their jobs might impact on their home life, etc. Many candidates failed to recognise that Portugal is an MEDC and so still gave standard answers which are usually found to be issues in LEDC's. There were far too many responses giving begging and prostitution as a result of the all-inclusive hotels being built.
- (e) Although this was the last question on the paper it was generally very well answered. There was a good grasp of the impacts and many candidates gave both positive and negative sides to the argument leading to a higher mark.

G734 Unit 15 – Marketing in travel and tourism

A set of pre-release material was sent to centres detailing information on Shropshire Tourism. The information included details on marketing opportunities, including consultancy, support services for Shropshire members and details of marketing campaigns, as well as a press release.

There was a small entry this January series. The questions tested the candidates' knowledge of marketing theories and their application to Shropshire tourism and its members, and candidates could answer questions relating to organisations of a similar nature. The stimulus material was very well used by most candidates and some excellent detail was extracted for each question.

Once again, the questions were designed to be accessible to all candidates and a level of response marking was applied to the longer 'essay' style questions. On occasions, it was apparent that the weaker candidates were unfamiliar with some of the key marketing terms – direct marketing and different forms of marketing research.

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

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 their candidates are familiar with the many different marketing terms and have a good understanding of 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 different pricing strategies, the product life cycle and different forms of media communication.

Once again examination preparation seems key to the success for many candidates entering this examination. Centres should aim to provide their candidates with definitions of the key command words. Weaker candidates struggle when asked to 'Evaluate', 'Discuss' 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 required skills. It is necessary that the 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 particular Questions

- 1(a) This part of the question was generally well answered. Many candidates who had obviously been prepared for the examination by reading and dissecting the pre-release information were able to gain the full three marks available. The best responses included the buying of time or space on television or radio, etc.
- 1(b) There were some good responses to this part of the question. Many candidates were able to explain three forms of direct marketing appropriate to Shropshire Tourism. A few of the weaker candidates either misread or did not understand the terminology and answered the question with information on marketing research methods.
- 1(c) Once again it was evident from the candidates who had read and thought about the pre-release material that they were able to give excellent responses to this part of the question. Some candidates clearly had to guess the meaning but were not always accurate. This was a pity as these were very accessible marks.

- 1(d)** This part of the question was generally well answered; however, on occasions, it was clear that the weaker candidates were unfamiliar with the term joint marketing initiatives. Some candidates failed to answer the question regarding advantages and disadvantages and simply wrote about the term itself. This, unfortunately, could not gain credit.
- 2(a)** This part of the question was generally well answered. Most candidates were familiar with the term and were able to gain the full three marks available.
- 2 (b)** This part of the question was well answered. The most common responses included knowing who your customers are to enable good or effective marketing to be carried out; good coverage for the 4P's to aid the successful targeting of specific products and services in order to aim at the right type of customers.
- 2(c)** This part of the question was also generally well answered. The candidates were able to explain the three forms of market research, although the weaker candidates were unable to 'evaluate'.
- 2(d)** This part of the question was very well answered. Many candidates were very familiar with the Data Protection Act and gave good knowledgeable responses to gain the full four marks available.
- 3(a)** Excellent responses to this part of the question were received. Most candidates were very familiar with SWOT and were able to explain two ways in which this would help Shropshire Tourism.
- 3(b)** This part of the question was very well answered. Many candidates were able to discuss the advantages and disadvantages to tourism businesses of using a website as a promotional tool.
- 3(c)** This part of the question assessed the candidates' quality of written communication. Again, it was reasonably well answered. However, some candidates were clearly unfamiliar with the role of PR; whilst others understood the term, but were unable to evaluate the usefulness of the service available to members of Shropshire Tourism. This was a pity as the role of Shropshire Tourism is to offer membership services and PR is a vital element of this role.
- 4(ai)** This part of the question was very well answered – most candidates were able to give AA and VisitBritain as the correct responses.
- 4(aii)** This part of the question was generally very well answered. Many candidates were familiar with the benefits of both accommodation and grading schemes to both the customer and the establishment. However, the weaker candidates did not consider less favourable reasons for this type of scheme, apart from the cost implication.
- 4(b)** There were some very good responses to this part of the question. Most candidates were able to identify two special interest markets which are currently targeted.
- 4(c)** This part of the question was very well answered which was pleasing to see. Many candidates were familiar with the AIDA principles and could explain the importance in relation to Shropshire Tourism and their promotional materials.

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