

# **Travel and Tourism**

Advanced GCE A2 H589, H789

Advanced Subsidiary GCE AS H189, H389

## **OCR Report to Centres**

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**June 2012**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates 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.

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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.

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

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## Overview

The general entry pattern suggests that the decline in entries for this specification, and especially for the double award qualifications, has continued. However, the Principal Examiners and the Principal Moderator all agree that there were many examples of excellent candidate achievement. For example, the Principal Examiner for unit G728 states that 'what was particularly pleasing this session was the fact that candidates had used current affairs in Europe and the Middle East to exemplify their answers'.

Further to the advice offered to centres in the January 2012 report, the Principal Examiners continue to make the following observations with regard to overall candidate performance.

The unit G720 report notes that 'the lack of a concluding comment often restricted the candidates' marks. This is an examination technique which should be developed in centres' and that 'a Level 3 response needs to contain well structured sentences which directly answer the question'.

On unit G728 the 'answers could not get beyond Level 2 as the candidates were unable to give clear analysis of the evidence presented; or lacked the ability to conclude their findings with an opinion of the evidence'.

The unit G734 report similarly points out that candidates are expected to 'provide some form of judgement or conclusion in order to gain the higher level marks; however, it should be noted that marks are not awarded for irrelevant conclusions or very basic final statements or for a summary of the previously made points'.

Furthermore, the Principal Moderator makes the following observation: 'the ability to evaluate and make realistic recommendations is still a difficulty displayed in candidates' evidence at both the AS and A2 levels'.

**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?**

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:

- 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 OCR, if appropriate.

# Moderator's Report

## General Comments

The standard of the evidence and the quality of the assessment this session was generally good for both the AS and A2 units. Portfolio work had been presented in a well organised manner with some evidence of extensive research. Candidates had clearly used both primary and secondary sources and these were referenced within their work. In several cases candidates had clearly applied their knowledge to the requirements of the unit. Where problems occurred, it was mainly the result of too much theoretical content which had been equated to marks by assessor. In some cases candidates were unable to provide enough evidence of applied knowledge and understanding, because their research had been too narrow.

In most cases the administrative procedures and the use of the URS form was good and contained appropriate assessor comments. There was occasionally a problem with samples not having the candidate number recorded on the URS and arithmetical errors in the final submission of the mark. Most assessors had appropriately annotated the work.

In many cases centres had responded well to advice, training and moderator reports previously provided to develop good assessment practices. There were only a few occasions of over marking but the reason for adjustment has been clearly highlighted on the report to the individual centre in order to provide advice for future cohorts. In many cases, assessment by the centre was consistent amongst the samples.

Many candidates displayed the ability to analyse and evaluate and there was an improvement in the quality of the evidence this session. However, the ability to evaluate and make realistic recommendations is still a difficulty displayed in candidates' evidence at both the AS and A2 levels and as a result it can be over marked by the centre. Some candidates provided narrative text and little application to the requirements of the mark bands and the key words such as evaluate, analyse, recommend, explain, plan.

# 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 range of statistics presented in Document 1; but these were used effectively in the questions which referred to this Document, ie Question 1(c), regarding domestic tourism to Wales.

The questions which asked for definitions/meaning of travel and tourism terminology were all extracted from the case study, so candidates should have been aware of all the terms prior to the examination (Questions 2(a) and 4(b)) Two marks were awarded for the correct definition/meaning of these terms. A vague response would be worthy of only one mark; a named example was only credited with a second mark if a candidate had demonstrated an understanding of the term.

Identification questions require candidates to extract information from the pre-released case study materials. These require accuracy in the answers.

There was evidence that centres prepared their candidates fully for the extended level of response questions. **The lack of a concluding comment often restricted the candidates' marks.** This is an examination technique which should be developed in centres.

It is also necessary for centres to teach the entire specification. Although the questions are based on the case study material, they may come from any aspect of the unit content. The main aim is for candidates to demonstrate vocational skills related to the travel and tourism industry, in particular selecting and interpreting appropriate data, problem solving and applying industry-related terminology.

## Comments on individual questions

- 1 (a) This straight forward identification question was well answered. Candidates accurately selected different methods of booking trips to Wales in advance. The description was the weak element from many candidates; a description of the method identified was required, such as 'an organisation which puts together package holidays' for a tour operator. Instead most candidates attempted to describe the method by which the booking could take place, eg by phone to accommodation provider.
- 1 (b) This part of the question was generally well answered. Most candidates fully understood that TICs offer information, advice and booking services for tourists. Some candidates tended to repeat the service, so information provided about attractions in an area which a tourist may wish to visit was repetition of the same point of providing information about accommodation which a tourist may wish to use. A few candidates also confused a TIC with a tour operator, and thought that package holidays were provided, or thought that it played the role of a tourist board and was responsible for putting large scale promotions together and gathering tourism statistics.

- 1 (c) This part of the question was also generally well answered. The statistics were easily accessed by the candidates, who had obviously been prepared well for this type of question using the pre-released 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 question. The question focused on the trends in domestic tourism to Wales, so credit was only given to statistics which demonstrated a difference over the years. Lots of answers did not focus on trends but instead picked out statistics from Fig. 1a, the methods of booking trips to Wales in 2008. Other candidates commented on where most money was spent with no understanding of the changes from 2006 to 2008; hence not identifying trends. This question asked the candidates to draw conclusions throughout their answers, so no additional marks were awarded for an overall conclusion.
- 2 (a) This was a straightforward question requiring a description of three travel and tourism terms taken from the case study materials. This part of the question was generally well answered, although there were a substantial number of candidates who did not recognise some of the terms and merely rearranged the words as a description.
- 2 (b) This part of the question was not well answered. Understanding of the sectors (public, private and voluntary) is a consistently weak area in this examination. Centres need to ensure that candidates fully understand the different sectors and can explain fully their roles and give relevant examples. The question required three types of private sector ownership plus a description of each, so sole trader; partnership; cooperative; private limited company and public limited company (plc) were accepted.
- 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. It was well answered, with good interpretation of the case study materials.

Some candidates, however, still compared or contrasted only which restricted their marks.

Some candidates only compare and contrast the quality of the promotional materials instead of the services, facilities and products of both attractions. A significant number of 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 to focus just on the comparison and contrasting 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. Candidates understood that volunteers did not need payment; in order to gain the second mark for the explanation this needed to be extended to show that this meant that the National Trust could, therefore, spend the money saved on conservation or some other use. Some candidates wrote about the benefit to the volunteers, such as providing work experience. This was not a correct answer and so was not awarded marks.

- 3 (b) Most candidates answered this part of the question well; although there was noticeable lack of evaluation of the sources for income to voluntary sector organisations. Primary spend (entrance fees), secondary spend (shops and cafes), grants, sponsorship and legacies were all acceptable answers. The evaluation needed to explain these in context, so entrance fees would vary according to seasonality of the attraction; hence, budgeting over an entire year would need to take this into account. The question did state that both the National Trust and the Centre for Alternative Technology (CAT) were both in the voluntary sector, but some candidates did categorise these as public or private which limited the marks.
- 3 (c) This part of the question was not answered well. The question required the candidates to discuss the suitability of using public transport for a residential group staying at CAT. Many candidates identified 'residential' as being local residents. The majority of candidates did not focus their answer on the needs of residential groups; few recognised that they would have luggage and that the distance from the train station and the infrequent buses to CAT would mean that it would be a difficult for a group to travel by public transport. Most answers concentrated on the discounts groups would receive, both on Arriva trains and the entrance fee to CAT itself; some candidates discussed the problems of keeping groups together on public transport and recommended that a private hire coach would be a more appropriate way for a residential group to travel. Candidates need to ensure that the question is read thoroughly.
- 4 (a) This part of the question was answered well. The majority of the candidates identified the National Park and the Blue Flag award.
- 4 (b) The meaning of low season was explained well by most candidates, although there were some candidates who gave the meaning of seasonality instead. Industrial heritage was misunderstood by the vast majority of candidates. Many seemed to consider that this was to do with inheritance, rather than heritage. The term itself was in Document 6, the introduction to Bryn Elltyd Eco Guest House. The address of the Guest House is Blaenau Ffestiniog, a centre of slate quarrying, the product of which was transported by the steam trains also mentioned in this introduction. In Document 5, the George IV Hotel, the industrial heritage of Brynker Woollen Mill, Welsh Highland Railway and Llechwedd Slate Caverns were stated as attractions in the area. Centres should prepare candidates for the examination by ensuring that all aspects of the case study are pulled apart, analysed and explained.
- 4 (c) This part of the question was quite well answered. Candidates understood accommodation grading schemes and often gave examples from the case study (AA 2 star for the George IV Hotel and £ stars for the Guest House) and explained well how an accommodation provider could benefit from receiving stars. These benefits include publicity; awareness by the public; setting targets for improvements and comparisons with competitors. Some candidates incorrectly made detailed comments about the Eco Green Dragon Award, which is not a rating system for quality assurance for accommodation, but a demonstration of commitment to the environment by the accommodation provider. Again care needs to be taken in reading the question carefully. Some candidates wrote about the benefits to the customer, rather than the accommodation provider.

- 4 (d) This part of the question was also quite well answered. There was plenty of information in the document about the way in which the Bryn Eltyd Eco Guest House met the needs of families. This included details on price reductions for children; availability of cots and high chairs and other features such as wi fi and DVDs being available; this latter point led to some good examples of the location being suitable for teenagers so they could continue their social networking. There were also some well justified comments about being able to take along the family pet, if staying in this guest house.

One issue which was regularly repeated was a misinterpretation by candidates of the word 'suitability' in the question. There were a considerable number of candidates who interpreted this as 'sustainability' and, hence, wrote a response looking at all the eco-friendly practices of the Guest House, such as solar energy use and recycling, but not at how well it provides for families. This meant that such candidates did not answer the question and so scored zero marks.

- 5 Changing consumer needs and expectations are clearly identified in the specification for this unit in section 3.1.3 'Development of the modern travel and tourism industry'. The case study contained a great amount of detail about issues of increasing environmental awareness by tourists and sustainability of destinations.

It was entirely possible for a candidate to achieve Level 3 marks on this question by just referring to these aspects in their answer. Some substantial answers to the question were seen, with good examples from the worldwide travel and tourism industry. Candidates should be encouraged to include examples in this extended answer question in order to demonstrate their knowledge and understanding of the industry.

As this was the question which assessed the candidates' quality of written communication 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.

## G721 – Customer Service

There were many submissions for moderation of this unit this series with a good response.

There were some excellent examples which were thorough and appropriate.

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. It was pleasing to see that centres are now guiding their candidates appropriately to address different types of customers.

Candidates tended to consider the basic benefits only worthy of Mark Band 2, rather than the more complex benefits which relate to how needs are met, eg time/efficiency.

AO2 – This was generally well evidenced with many candidates replying to a complaint by letter. Assessors had provided some clear witness statements which reviewed how well the candidate had performed specific skills. Skill application does, however, need addressing in the candidates' evaluation. Candidates need to look at a minimum of three situations to evidence the variety of customers. It still needs to be made clear in the work what exactly the complaint was and the outcome must be realistic in line with the organisation's complaints procedure/policy. It is expected, at this level, that candidates, if answering by letter should format it in a 'business style' and ensure that there are no errors, eg spelling.

Where candidates had used scripts to perform particular role plays, this was considered as insufficient evidence of effective customer service.

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. 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. This should relate to the results found using the different methods.

There was a lack of reference to internal customers.

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.

Centres generally carried out and evidenced this well with checklists, etc. There was a tendency for candidates to evaluate products and services well but not to consider personal qualities and skills, eg face-to-face communication, etc. Candidates had looked at different types of customers.

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.

## G722 – Travel Destinations

There was a large submission this series with a mixed response. In many cases this was the unit which was less well evidenced. In particular this was in relation to AO1 and maps with description. There were some 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.

AO1 – In some cases this was addressed well but in other cases there was a lack of evidence and understanding to warrant the mark awarded. This was the main cause of adjustment in many cases as candidates annotated maps incorrectly and were unable to give a clear description, but Level 2 or Level 3 marks had been 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 referencing the source of 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 them 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 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. In many cases this aspect of the unit was over marked; candidates had not provided a clear description to warrant the marks awarded.

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 why the destination appeals to particular customers. There was, for example, very little reference to business appeal/customers, short and long breaks, the range of customers, 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 of them had not fully addressed this aspect of the assessment objective.

AO3 – This requires the candidates to show evidence of the 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 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 was well done by the higher grade candidates.

Sources were well referenced in the text by some candidates.

AO4 – This was generally well assessed and some candidates had done it well and considered more up to date trends and the problems envisaged as a result of a poorly performing economy. 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 the data at an international level. Beyond Mark Band 1 it is expected that trends are analysed and that realistic future predictions are provided. Higher marked candidates performed this AO well, whereas the lower marked candidates displayed difficulty in analysis.

## G723 Unit 4 – International Travel

There was a small entry for this examination session and overall conclusions are yet again based on a somewhat limited sample. However, as was the case in January 2012, 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.

Generally performance was satisfactory, although there were clearly examples of a lack of knowledge of some aspects of the specification. There were some responses which were so vague it was difficult to decide whether the individual candidates did not know the answer or could not express themselves clearly enough.

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

Key Words	Meaning/expectation
<b>Explain</b>	Make the meaning of something clear by providing appropriate <b>valid details</b> .
<b>Discuss</b> (includes the ability to <b>analyse</b> )	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 <b>evidence</b> to support particular points of view and to come to a conclusion.
<b>Evaluate/Assess</b> (this also includes the ability to <b>analyse</b> )	To judge from available <b>evidence</b> 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 further evidence of 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 are assessed by means of a level of response mark scheme.

The stimulus material included within each question tended to be well used by the majority of candidates and all of the candidates were able to attempt all four questions within the time available.

### Comments on the individual questions

- 1 (a) The Fig.1 stimulus material was correctly interpreted and most candidates managed to achieve all four marks by identifying attractions such as the granite and coral islands, the sandy beaches, year-round summer, clear seas and amazing diving excursions.
- 1 (b) Candidates were aware of the reasons why many leisure travellers choose to stay in a private villa rather than in a hotel. There were a variety of advantages mentioned but not all were fully explained. The better responses clearly pointed out that holidaymakers could enjoy more space to accommodate families with children, self-catering offered meal flexibility; less contact with neighbours offered greater privacy and villa rental rates were cost effective for larger numbers compared with hotel rooms. The topic was clearly understood by the majority of candidates.

- 1 (c) Candidates were invited to consider the appeal of staying at an overseas resort on all-inclusive terms and most responses contained some valid observations. Better answers covered a range of factors such as full board, all drinks, the use of all leisure facilities, kids club and entertainment. However, answers which just concentrated on food and beverage availability had difficulty in properly analysing the full appeal of such packages and so tended to remain in Level 1.
- 1 (d) There were some very sound answers to this part of the question and several individuals scored well for their examples of non-direct flight attractiveness. A variety of valid points were made including the ability to break the journey, cheaper cost, choice of flights and connections, plus the attraction of having a stopover. Few candidates mentioned aspects such as the convenience of regional departures or the fact that service levels would vary between carriers. For example a couple from Newcastle might easily prefer to fly with Emirates via Dubai than travel to Heathrow for a direct flight with an inferior airline. Some candidates did not realise that this question also assessed their quality of written communication, so failed to get higher marks due to poor layout/presentation of their response.
- 2 (a) The Fig. 2(a) stimulus material was provided to clearly give a context to this question, but most candidates chose to ignore the resort hotel complex location of both facilities. Little reference was made to the cost of telephone calls within the hotel compared to a payphone, and cash machine/ATM responses rarely referred to use within hotel grounds.
- 2 (b) Some of the more obvious aspects of the Fig. 2(b) facility were rather neglected and only the more thoughtful candidates commented on the shade for shelter from the sun, the views with al fresco dining and the convenience of not having to go inside the hotel. Most answers concentrated on the menu and generalised service comments which tended to yield less than maximum marks.
- 2 (c) There were some very thoughtful responses and better answers clearly stated three ways in which large resort hotels might meet the needs of couples organising a wedding. However, not all candidates were familiar with the concept of a 'wedding planner' and the majority of answers talked about size of function room, food and beverage availability with only occasional references to extras such as florists, photographer and entertainment. These were not always fully explained and thus maximum credit could not always be awarded.
- 2 (d) Many candidates made an effort to address some of the ways in which transfers can be supplied but weaker answers rather missed the point and contained information about the methods used, rather than the distribution channels. Depending on the type of travel (package or independent, leisure or business) transfers can be arranged before travel or while at the chosen destination. They are offered by a range of ancillary service providers and directly by local operators/providers. Valid methods thus included travel agents (often part of inclusive tour package), direct from operators via Internet or phone, via hotel as meet and greet or as a last minute taxi on arrival.
- 3 (a) Candidates used Fig. 3 well and many answers scored full marks for correctly identifying:
- most generous baggage = BA
  - highest call centre fee = Ryanair
  - highest credit card fee = Ryanair
- 3 (b) Some candidates were unsure about the stations which were **directly** served by Eurostar. The correct responses were Ashford, Lille and Brussels.

- 3 (c) If candidates wrote about a valid Eurostar route then appropriate credit could be awarded for points made about the service's appeal to international travellers. However, invalid routes could not really be awarded any credit. Better answers clearly stated, for example, London/Paris and then proceeded to point out how aspects of the service such as city centre to city centre, speed and frequency of travel were appealing to particular types of traveller. There were some very good responses.
- 3 (d) Candidates were invited to comment on key aspects of the Eurostar service and responses tended to be very variable. In each case, the key aspect was an explanation of increased passenger numbers. Thus, joining with the 10 UK companies would allow for through ticketing and offer the convenience of needing only one ticket for the entire journey. Extra services would help meet demand during the peak holiday season, when the school holiday season is likely to mean, for example, extra Euro Disney travel. A loyalty programme offers rewards to frequent travellers and would encourage greater use of services.
- 3 (e) There were several very sound answers to this part of the and the some of the basic features of the Orient Express were well known. However, weaker answers were vague and lacked precise knowledge of the luxurious nature of the service and poorer responses frequently quoted features of general inter-city trains thus gaining little if any credit. For the avoidance of any doubt, the following aspects of the service could have been commented on:
- *A private lounge during the day with a banquette sofa, footstool and small table converting to a night configuration with an upper and lower bed. All Double Cabins are private, and include washbasins with hot and cold water, luxurious towels and toiletries and a 24 hour steward service called by your personal bell.*
  - *The steward is available at all times and may be called by the bell in your cabin. He will take care of your passport during the journey, change your cabin from day to night configuration, serve breakfast and provide you with any other refreshments in your cabin as required.*
  - *Dining on board the Venice Simplon-Orient-Express is an unforgettable delight. All dishes are freshly prepared on the train by skilled French chefs, with the finest supplies taken onboard during the train's journey. Lunch, dinner and brunch are served by waiters in one of the three individually styled Restaurant Cars: Cote d'Azur, Etoile du Nord or L' Oriental. Breakfast and afternoon tea are served to passengers in the comfort of the train's luxury cabins. [Table d'hôte meals](#) are included in the fare, while an à la carte menu and 24-hour compartment service are available additionally. The Maitre D' will come to your cabin to take your lunch and dinner reservations in advance of your meal.*
  - *The heart of the Orient-Express is the stylish Bar Car, famous for its fabulous cocktails and welcoming atmosphere.*

- 4 (a) Fig. 4 was usually interpreted correctly and most candidates were able to correctly identify the scenarios as being False/True/True/True thus obtaining full marks.
- 4 (b) There were quite positive attempts made to address each of the three aspects but the better responses were always characterised by a full explanation of the point being made. The more thoughtful candidates offered appropriate simple reasoning such as informing the airline in advance so that suitable assistance is offered inside the airport to a passenger with mobility problems. Similarly, advance notice of dietary requirements so that the hotel kitchen can source suitable products in order to give the guest menu choices. The movement up and down stairs issue was often appropriately contextualised in terms of requesting ground floor accommodation from the provider.
- 4 (c) Candidates often had valid ideas but the brochure comments were rarely set in the context of a particular piece of legislation. Weaker responses tended to be vague and points were sometimes simply repeated. More thoughtful comments made reference to issues such as price accuracy with no hidden charges, not attempting to deceive customers and complying with trading standards.
- 4 (d) There were some quite thoughtful answers to this part of the question and it was pleasing to see candidates having a sound understanding of the topic, with most of them considering provision within a chosen airport. The better answers clearly stated and commented appropriately on a selection of valid needs including:
- mobility issues within the terminal
  - disabled access from car park through to boarding gate
  - family-friendly facilities
  - unescorted minors
  - tactile signage and audio loops, etc.

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

## **G724 – Tourist Attractions**

There were several submissions for the moderation of this unit this series with a good response. This generally related to an appropriate choice of attractions in order to cover all the criteria and the availability of information. There were cases where centres and candidates had misinterpreted the requirements of the unit and recorded irrelevant or inaccurate information.

Candidates made a good attempt at the criteria but with reference to AO1 there was still a tendency for candidates to omit the comparison element in the work. Candidates considered technological features well but need to develop their analysis in terms of how these enhance the customer, and also the staff, experience. There is also a need to consider how new technology is used to promote the features of the attraction (page 54 of the guidance).

## **G725 – Organising Travel**

There were some submissions for the moderation of this unit, with a good response.

AO1 – Candidates had made a better attempt at the role of the organisers in the chain of distribution.

AO2 – This was well addressed.

AO3 – Candidates were able to record marketing techniques but showed difficulty in addressing the effectiveness of the techniques used by the two organisations.

AO4 – Candidates has produced some good itineraries.

## **G726 – Hospitality**

There were several submissions for the moderation of this unit this series with a mixed response. This related to the amount of research undertaken by the candidates and the appropriateness of the organisation. There was, however, evidence of downloaded material and a lack of clear examples. Again there was a tendency for candidates to quantify the hospitality provider for AO2 but only briefly to describe a corporate hospitality package without a review. Components of the package were not clear and there was a lack of evidence of marketing strategies.

## **G727 – Working Overseas**

There were several submissions for the moderation of this unit this series with a mixed response.

AO1 – This criterion was not well addressed on the whole again this series. There was a tendency for the candidates to omit a variety of examples with reference to different companies offering employment overseas.

AO2 – There were some good examples here. However, some candidates listed information rather than considering 'the importance of'.

AO3 – This criterion requires the candidates to research both administrative and operational practices. This was well applied this session.

AO4 – This was well assessed by centres.

## G728 Unit 9 – Tourism Development

### General Comments

This examination continues to attract some excellent candidates and centres are now familiar with the resource booklet and a separate lined spaces answer booklet.

Although there were eight extended answers on this question 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, especially Libya and Australia.

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, all sections of the paper were answered well and what was particularly pleasing this session was the fact that candidates had used current affairs in Europe and the Middle East to exemplify their answers. There were some brilliant responses to the political issues question, as well as the question on the economic crisis in Greece. Obviously current affairs in the travel industry prove to be a wealth of knowledge and debate for today's students.

Centres must stress to their candidates the need to use the evidence in the case studies and to refer to it at all times when answering ALL questions. There are still examples of candidates giving generic answers; eg Identify three agents of tourism development; candidates should refer to the case study, however, overwhelmingly the answer was given as private, public and voluntary sector.

There were some very interesting interpretations as to what AONB stood for: association of national beaches; annual organising national body; association of national business, just to name a few.

There will always be questions at the end of each section which require an extended written answer. These questions ask 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 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.

The major weakness on this question paper was Question 3(d), many candidates gave the benefits to the tourist as opposed to the host communities, and this caused problems as the final question asked for the benefits to the tourist! This led to confusion and a lack of response to the question.

Finally, as in previous series underlining the command verb and key terms or writing small notes above the question is very good practice and shows that candidates are taking onboard the comments given in training and past reports. This has led to a very good series overall.

## Cornwall

- 1
- (a) The appeal of the destination was well answered. 'Soft river estuaries' were one of the most common responses.
  - (b) Some candidates failed to use the evidence in the case study and gave a generic answer as to why the landscape is an asset, whereas, had they referred to the case study, the evidence was there on which to base their response.
  - (c i) Candidates either knew or did not know what AONB stood for.
  - (c i) This part of the question was generally well answered
  - (d) This part of the question was very poorly as the majority of candidates gave public, private and voluntary sectors, whereas the question asked to identify three agents of tourism development from the case study.
  - (e) Most candidates were able to discuss the benefits of 'shoulder season' very well.
  - (f) It was particularly encouraging to see that this part of the question was, on the whole, answered. There was good use of the case study to evaluate negative environmental impacts.

## Greece

- 2
- (a) MEDC was answered in the same way as AONB. Candidates either knew or did not know the definition. 'Major economic domestic crisis' was a quite popular response!
  - (b) This part of the question was very well answered, and most candidates scored maximum marks.
  - (c) This part of the question asked for commercial organisations, but many candidates gave National Tourist Boards. The differences between the sectors still cause problems.
  - (d) There were some excellent responses to this part of the question with the strength of the euro and the crisis in Greece being the reasons given. Unfortunately many candidates described generic holiday benefits and did not give reasons.
  - (e) Political influences were very topical at the time of the examination and many candidates embraced national news and current affairs. Answers featured in depth analysis of the euro, political situations in Europe, the possible collapse of the Greek government and even the Golden Jubilee and the Olympics. Candidates were able to access the higher levels with good examples which were very interesting and in depth. Some candidates reverted to economic impacts; however, this question was generally very well answered.

This part of the question was well answered. There was good use of the case study to emphasise the economic impacts. The command of language and grammar supporting the discussion was taken into account as this was the part of the question which assessed the candidates' quality of written communication.

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- 3 (a) Most candidates identified from the case study and gained maximum marks.
- (b) Although many candidates are familiar with the term ‘multiplier effect’ they had difficulty in expressing how it can impact on a destination. This part of the question was poorly answered which was quite surprising. Candidates could not put into words, despite clues in the case study, how it affected destinations.
- (c) There were some excellent responses to this part of the question. Socio-cultural impacts were explained in a number of different ways.
- (d) & These two parts of the question should have been relatively straight forward questions to answer; however, candidates slipped into giving benefits for the tourists. They then lost all their marks as the following question was negated. Some candidates realised their error and re-numbered the questions. The examiners accepted this. Sadly, for many candidates, having used all the evidence to answer part (d), they found that they could not answer part (e) and, therefore, left this question blank.

This is a prime example of the need to reading the question correctly and to underline the key words. Only examination practice can help to avoid such an error.

## G729 – Event Management

There was a large submission for this unit this series with a good response. There is a need to clearly annotate the work when assessing – as the unit is holistic in approach. Again, some centres had interlinked Adventure Tourism and the Event Management or the Guided Tour to the event but in many cases this caused some difficulties for candidates as the amount of evidence needed and skills required for this event needed further development.

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 occasions when the candidates had carried out a pre-determined event and had little evidence to support their own organisational skills. It is also good practice that centres had in, several cases, differentiated the assessments/marks awarded to their candidates, together with an individual report and witness statement on personal performance. 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. In some samples candidates had not set out a plan but had tended to produce a report and running commentary which caused them to omit relevant 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 the evidence became muddled and difficult to decipher. It is essential that the plan is produced individually. There was a tendency for the candidates 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. 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 – Many candidates were clear on what they precisely contributed; for example, the use of a log book and evidence highlighted where they had made a major contribution, agendas and minutes of meetings which highlighted their contribution, etc. This was better this session than in previous series with some excellent examples. There is still a need, however, for higher grade candidates to develop their project planning techniques. There is a need for candidates to address problems/difficulties. This was sometimes omitted in candidates' evidence.

AO3 – This assessment objective was well covered. Though most candidates had considered a risk assessment and contingency plan, there was some lack of evidence of market research, SWOT, 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. They tended to produce a narrative of what they had done, rather than an evaluation. There is also a need to appropriately record qualitative and quantitative data from customer feedback, with appropriate analysis.

## **G730 – Guided Tour**

There were several submissions with a good response. Where difficulty occurred it was due to the need for a clear plan; for example, purpose, target market, clear aims, resources, etc. There were omissions by some 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 the evaluation, rather than producing a commentary on what they did.

## **G731 – Ecotourism**

There were several submissions this series with a good response. Some candidates had approached very different ecotourism projects and where assessment was in the higher bracket they had produced extensive evidence of their understanding of the project, future development and the nature of ecotourism.

There is still a tendency for candidates to become too general in nature and off the point, rather than more specific to their project and destination, causing a lack of application of knowledge and understanding. However, this made some good examples for AO4 when considering ecotourism worldwide. It is also important for candidates to support opinions by expressing not only their own values and attitudes but also to be aware of those of the stakeholders. This was not always well evidenced by candidates again this series. There was also a tendency for examples and information to lack sourcing and referencing.

## **G732 – Adventure Tourism**

There were several submissions this series with a good response.

AO1 – This was generally well addressed but the candidates showed a need to develop the reasons for growth of ATAs, as this was often disjointed. It is important for the 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 to personal performance at doing the activity and the skills demonstrated. The quality of the evaluation sometimes needed enhancing with clear witness statements (AO3).

## **G733 – Cultural Tourism**

There were several submissions this series with a mixed response. This unit was generally addressed well. Where candidates showed weaker evidence it was usually due to a lack of application to the cultural tourist. There was also a lack of primary research, such as asking people who had been to the destination in order to form views and opinions (AO2) and motivational theory (AO1).

Where candidates had difficulty it was because inappropriate destinations had been chosen and the work was downloaded. These destinations gave candidates little scope to develop their understanding of cultural tourism. There is a need to consider diversity. Again, few candidates had actually researched and evidenced specific cultural tours which might be available at their destination. This would equate to AO1/AO2/AO3, as well as to motivational theory. There was a need to source and reference work.

## G734 Unit 15 – Marketing in Travel and Tourism

### General Comments

A pre-release case study was forwarded to centres ahead of the examination. The case study detailed information regarding Wightlink, the main transportation method for moving passengers from the UK mainland to and from the Isle of Wight. Details on the ferries, and the services included market research, advertising methods and fare details.

For this June session there was a reasonably small entry. The questions tested the candidates' knowledge of marketing theories and their application to Wightlink and to other transport organisations of a similar nature.

It was pleasing to see that the stimulus material was generally well used by most candidates and good detail was extracted for each question. The questions were designed to be accessible to all candidates and level of response marking was applied to the longer 'essay' style questions. Unfortunately, some of the weaker candidates did appear to be unfamiliar with some key marketing knowledge and phrases such as the role and function of the ASA and the EU Travel Package Directive.

The majority of the candidates were able to attempt all of the questions in the time allowed for the paper. Short response questions often ask the candidate to identify from the case study. Some candidates failed to realise that the information must, therefore, be taken directly from the case study and not from brought knowledge. This was a pity as very accessible marks can be lost by not reading the question properly, in for example, Question 1(a).

It would help the 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 grounding in the basic marketing principles as outlined in the 'What You Need to Learn' section of the specification. It was pleasing to see that some centres had clearly worked through case study scenarios on SWOT, PEST and AIDA.

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', 'Analyse' or 'Assess'. Most of the higher mark questions are marked using a level of response criteria, and it is imperative that the candidates are able to demonstrate the skills required. It is preferred that candidates provide some form of judgement or conclusion in order to gain the higher level marks; however, it should be noted that marks are **not** awarded for irrelevant conclusions or very basic final statements or for a summary of the previously made points.

### Comments on particular questions

- 1 (a) This part of the question was generally well answered. Most candidates were able to easily identify three customer types, although the weaker candidates did not read the question properly and gave any three customer types and were, therefore, not awarded full marks if the information was not taken directly from the case study.
- 1 (b) There were some excellent responses to this part of the question. Many candidates were able to give good reasons for Wightlink offering a range of fares. It was a pity that some of the weaker candidates did not discuss the benefits to **both** customers and Wightlink and were not, therefore, able to gain the higher level marks.

- 1 (c) There were some candidates who were clearly unfamiliar with the ASA and simply guessed at a response. The more able candidates were able to explain the enforcement of legislation for decency and honesty.
- 1 (d) There were similar issues to part (c) on this part of the question. This was the most challenging question for many candidates and it was clear the EU Package Travel Directive was not covered in detail by many candidates.
- 2 (a) The more able candidates were able to explain the benefits of partnerships between Wightlink and South West trains for customers. The most popular responses included the ability to plan and organise a journey effectively.
- 2 (b) This part of the question was reasonably well answered. Many candidates were able to explain the benefits of Wightlink sponsoring events on the Isle of Wight. However, not all of the candidates were able to discuss these fully and, therefore, could not access Level.
- 2 (c) This part of the question was generally very well answered. The candidates were able to explain the advantages and disadvantages of on-board advertising. However, once again, not all of the candidates were able to 'assess'.
- 3 (a) There were some reasonable responses to this part of the question. However, it was clear that some candidates were unfamiliar with the term 'market segmentation'. Consequently, they were unable to explain the benefits to Wightlink.
- 3 (b) This part of the question was reasonably well answered. The use of mystery shoppers and on-line surveys was covered to a reasonable extent. However, not all candidates were able to 'evaluate' their effectiveness.
- 3 (c) Most candidates made a very good attempt at this part of the question. Many appeared familiar with the reasons why promotion is an important tool for travel and tourism organisations such as Wightlink. Some weaker candidates repeated the same answer and were obviously not given credit for doing so.
- 4 (a) This part of the question was reasonably answered. Most candidates were able to identify the place aspect of Wightlink.
- 4 (bi & bii) Both of these sub-parts of the question were generally very well answered. Many candidates were clearly familiar with the product life cycle and could give good responses to the placement of Wightlink.
- 4 (c) This part of the question was also reasonably well answered. Candidates were able to explain well the effect of PEST on the successful operation of Wightlink. Once again, weaker candidates were unable to 'assess'. This prevented them from moving into the higher mark bands. However, there were some good responses with current economic references accurately made.

## **Unit G735 – Human Resources**

There were some submissions this series with a better 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/contrast. There is also a need to use information appropriately for understanding, rather than simply repeating and downloading.

Once again the Candidates showed difficulty in understanding the requirements and components of a needs analysis this series. Assessment objectives were generally well done in relation to the mark awarded.

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