

Travel & Tourism

Advanced GCE A2 H589, H789

Advanced Subsidiary GCE AS H189, H389

Report on the Units

January 2009

H189/H589/MS/R/09J

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

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

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

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

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

© OCR 2009

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

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

CONTENTS

Advanced GCE Travel & Tourism (H589, H789)

Advanced Subsidiary GCE Travel & Tourism (H189, H389)

REPORTS ON THE UNITS

Unit/Content	Page
Chief Examiner's Report	1
Principal Moderator's Report	2
G721-Customer Service	2
G722-Travel Destinations	3
G729-Event Management	3
G738-Guided Tour	3
G720 Introducing travel & tourism	4
G723 International travel	8
G728 Tourism development	12
G734 Marketing in travel & tourism	15
Grade Thresholds	17

Chief Examiner's Report

It is pleasing yet again to be able to report on many positive aspects of candidate performance. There were many examples of both AS and A2 work where candidates were able to display a thorough appreciation of the topics under consideration. There was further significant evidence to support the view that the qualification is being delivered effectively by the majority of Centres. However, the entry for this session was not as large as in the summer and the majority of candidates entered were, again, studying for the single award.

As in previous sessions, the quality of written work evident in both candidate portfolios and in the external assessment scripts was frequently of a good, sometimes quite impressive standard. The slight changes made to question paper format appear to have been well received. The increase in the allocation of lines for those questions requiring extended writing were effectively utilised and thus candidates were not inconvenienced by the removal of the additional writing space previously provided at the end of the question paper booklets.

There is still a need for significant issues to be addressed in order to ensure that candidates achieve the best possible overall grade. All the Principal Examiners make reference to the fact that many individual candidates fail to do themselves full justice in terms of their examination performance. Centres are once again strongly advised to make sure that candidates understand the differences between the command verbs describe, explain, discuss, analyse and evaluate. It is interesting that Principal Moderator also comments that "*there is still a need for candidates to provide **analysis, evaluative and conclusive** evidence. Many candidates find evaluative evidence difficult and tend to exclude reasoning and judgement with supporting evidence*". Detailed comments about candidate performance and the January papers are provided in the following sections of this document. Centres are strongly advised to take note of the Principal Moderator's comments and to reflect on the extent to which the findings apply within their own institution.

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

Principal Moderator's Report

The moderation of AS and A2 units are conducted separately and in most cases Centres submitting both levels are given a different moderator for each level. Centres do need to be careful that work is sent to the correct moderator.

It is still necessary for Centres to inform OCR of an existing consortium and submit samples together. This session, there was some confusion for moderators where samples had not been sent or had been sent separately, as a split sample.

There were some excellent portfolio samples sent this session with some evidence of improvement in student performance. The quality of assessment and feedback showed evidence of good practice by assessors. In cases where adjustment to marks had been made, it was usually because Centres had marked too leniently and candidates had not fully addressed the requirements of the mark bands. The guidance in the handbook does give a clear indication of the depth of evidence required to cover the mark bands.

Several Centres submitted candidates' work as a re-sit. Candidates' work tended to be disorganised and still lacked evidence of understanding to match the marks awarded by the Centre.

Where candidates had **applied** knowledge and understanding clearly to the organisations etc. being studied, performance was good. However, there are still many cases where candidates become general in nature and provide work not required for the unit. This is still evident in G721-Customer Service, G722 Travel Destinations, but better in A2 units. There is still a need for candidates to source and reference work and provide bibliography at both levels although this is showing improvement

There is still a need for candidates to provide **analysis, evaluative and conclusive** evidence. Many candidates find evaluative evidence difficult and tend to exclude reasoning and judgement with supporting evidence.

G721-Customer Service

A01-This is improving but candidates still needs to consider how needs are met rather than what the needs are with comparison---similarities and differences. Candidates must consider different customer types. Some candidates had covered this well. There was little evidence to support MB3 in relation to benefits that relate to satisfying needs. In particular there was little consideration of cost effectiveness and time efficiency.

A02- This was well evidenced this session with the submission of witness statements. It does need to be clear the skills performed and how well.

A03 Candidates were able to report on the methods used by the organisation although there was some generalisation. They attempted to analyse the methods but struggled to consider what the organisation has or could do in the light of the organisations findings.

A04 Candidates had mainly carried out a survey or mystery shopper experience using different quality criteria. Some evidence was repetitive and lacked clear **evaluative** explanation to warrant higher marks. Some candidates had, however provided clear and comprehensive evidence, performing well here.

G722-Travel Destinations

A01. There is still a need for candidates to annotate, reference and source maps and give clear explanations with the maps. They need to understand there is a link with A02, for example— climate/seasonality, accessibility.

A02. Candidates attempted to make a logical explanation of features and considered the suitability in terms of customer types. There is still a need for reasoning and analysis.

A03 Sources were well referenced in the text by some candidates and the submission of bibliography was better but analysis within the work to warrant the higher marks was not always evident.

A04 Candidates found this objective difficult. They were able to find the information but struggled to analyse and make clear comments particularly with prediction for the future.

G729-Event Management

There were some good portfolios submitted this session. There is an improvement in the candidates' ability to carry out event/project planning techniques and organisational skills. Where candidates fell down, it was in their ability to provide clear aims and objectives, a clear business plan and most of all, their evaluations. Some candidates used different evaluative tools such as customer feedback survey, SWOT etc. but still tended to give a commentary of what had been done rather than evaluate.

G738-Guided Tour

This was well done by candidates this session providing comprehensive evidence for higher marks. There does need to be a detailed **witness statement** from an independent observer or tour participant to support the evidence.

There is a need also, in this unit, to develop the quality of evaluation.

There was insufficient submission this session of all other units for the Principal to provide an accurate overview of these units

G720 Introducing travel & tourism

General Comments

There were some high quality scripts seen, with examples of candidates achieving full marks on some questions. It was noticeable that some candidates seemed to have a timing issue with the paper, not attempting the last question, question 5, or, in some cases, leaving out the longer response questions completely. There were a considerable number of candidates who missed out part questions completely. This issue was more evident than during the summer 2008 series. The pre-released case study materials were used effectively by Centres and their candidates. All documents in the case study were accessed appropriately by the majority of candidates and used well in their answers. Centres do need to ensure that these pre-release materials are seen by the candidates well in advance of the examination, and that each document is explained and analysed by the teacher.

Careful preparation of glossaries of the key terms while preparing candidates for the examination is of great use. In question 1 explanation of the terms 'multinational hotel' and 'guest house' was required. Both of these terms were extracted from Document 1. With careful preparation Centres should ensure their candidates can learn definitions from the pre-release materials which can form likely questions in the examination.

The format and layout of the question paper should now be familiar to Centres. There will always be a question requiring analysis of the statistics in the pre-release materials. This will be a level of response question, with marks awarded at Level 1 for pure extraction from the document; Level 2 for analysis of the statistics and Level 3 for evaluative conclusions. There will be a question requiring analytical comparison of two travel and tourism organisations. The last question on the examination requires an extended answer relating to the prose in the case study materials. This normally relates to some issues or problems highlighted in the materials. There was evidence that Centres are preparing candidates well for these extended questions. Many well written responses were seen with an introduction, a main body of analysis and an evaluative conclusion.

Centres should encourage candidates to write only within the allocated space for an answer. It is suggested that Centres look carefully at the very detailed mark scheme available for this paper. This will assist teachers in guiding candidates to the expected style and length of answers, especially in the extended questions marked as 'levels of response'.

Reiteration of the command words used in this examination would be a worthwhile exercise for Centres to undertake with candidates, especially those relating to the levels of response answers, for example:

- Discuss - candidates need to look at different sides of an argument or different points of view. At the end of the discussion candidates should reach a conclusion relating to what has been discussed.
- Evaluate – candidates need to work out the likely outcomes of a particular course of action and express these as precisely as possible, or weigh up a number of possible courses of action and decide which is likely to be best.

Comments on Individual Questions

- 1a This part of the question was generally well answered, although a substantial number of candidates thought that 'multinational' meant multilingual and that the staff could speak a range of languages. The specific example mainly given was the Hilton chain. 'Guest house' was not always answered well; some candidates interpreted this as a self-catering option for VFRs rather than a B&B type of serviced accommodation or where someone rented out their entire house, e.g. during Wimbledon.
- 1b The explanation of Visit Britain's roles was not answered well. There seemed to be an over reliance on the case study for many candidates, who had purely copied from Document 1 with such statements as 'improve international perceptions of Britain'. This was credited with one mark as it did explain the role of promotion, but an explanation as to who the promotion was aimed at (overseas and domestic visitors) was needed to gain the second mark. The roles of National and Regional Tourist Boards need to be taught to the candidates, as they are an important aspect of the travel and tourism industry in the UK. Often Visit Britain's role was confused with the London 2012 Organising Committee and the Olympic Delivery Authority, e.g. 'to run the Olympics'.
- 1c This part of the question required an analysis of trends in visitor expenditure in London. This was illustrated in Documents 2a and 2c. Document 2b did not refer directly to tourism expenditure, but was provided to offer support to the candidates in analysing and evaluating the trends in order for them to access the higher levels of the mark scheme. Generally most candidates managed to draw out some examples of visitor expenditure from the case study. There was evidence of analysis of these statistics, often referring to the peak in expenditure in 2000 relating to the Millennium celebrations. The type of evaluative comment wanted here, was seen in a few instances, explaining that it would be domestic, rather than overseas visitors, who would participate in London's Millennium event. The events of 2001, such as foot and mouth (FMD in Document 2b) and 9/11 are obviously many years ago now, so candidates need to be taught of the impact of such events on tourism numbers. One common error was for candidates to expand on the trends in visitor numbers rather than expenditure. Another common error was misquoting statistics from the tables. The answer appeared to read very well until the statistics were checked against the tables. Common errors were from Document 2a – interchanging the data for expenditure and number of visits; in Document 2b - reading these figures as actual visits rather than % growth and Document 2c - interpreting % change as the increase/decrease in expenditure.
- 2a This part of the questions was generally well answered, although the DLR stations of Cutty Sark (to use for maritime Greenwich) and Custom House (to use for ExCel) were often incorrect. Both of these were within Document 3a, but were not always correctly extracted by the candidates. Thorough preparation for the examination, with intensive reading of the case study is necessary.
- 2b This part of the question was not well answered. All the terms were stated in Document 3. A World Heritage Site was not fully understood; the concept of designation/ protection was required. There were two examples in Document 3. There was not a clear understanding of a 'mainline rail connection'. Many candidates purely copied from Document 3a and erroneously stated that it was where the DLR links with the tube. 'Peak time' refers to the rush hour in this instance; no credit was given to answers which related to the seasonality of attractions or to activities in travel and tourism.
- 2c Many candidates scored full marks for this part of the question, and it was answered well. Candidates need to take care that they do not repeat the question as their reasoning, i.e. How does the DLR ensure safety? Reason - to keep them safe.

Report on the Units taken in January 2009

- 2d The candidates could select a range of ticket options efficiently, although some assumed that this meant how you could purchase tickets, i.e. from ticket machines. There was frequent repetition of the same option, so that a cash single ticket was given as the answer three times with a description of different fares for different zones on the DLR. This was only credited once, as it was repetition of the same ticket option.
- 3a This part of the question was answered generally well. The main advantage given was a discount for groups of 20 or more – this achieved two marks; for the third mark the candidates needed to explain this further, such as this makes it cheaper for all members of the group.
- 3b This part of the question was generally well answered. Candidates could clearly state the ways in which the City Cruises RiverLiners met the needs of those customers with impaired mobility – the most common reference was made to customers in wheelchairs. It was a straightforward extraction from Document 4 to achieve the Level 1 marks for this question. Candidates did need to do more than copy in order to get marks greater than two, by explaining that this meets the DDA, or that those in wheelchairs would not feel discriminated against. Few candidates gained the full marks by extending their answer to include evaluative statements such as good customer care here would encourage more users. References to the blind and guide dogs were not credited with marks.
- 3c The style of this part of the question should now be familiar to Centres and candidates. Some candidates did not extract information correctly from the pre-release materials, and this limited the marks they could achieve. Candidates are required to both compare and contrast in order to get to the higher mark band. Looking at only the similarities between the Museum of London and the Tower of London limited the marks to the bottom of Level 2. One common misconception was the sector into which these two attractions fall.
- 4a The purpose of this part of the question was to get the response of VFR, business and leisure, i.e. the main reasons for travel as stated in the specifications. Few candidates gave this answer directly, but were credited for explanations which made reference to the relative cheapness of day trips as no overnight accommodation is needed; increases in car ownership meaning that it is convenient to go on day trips and events such as watching a football match. Some candidates did not understand the concept of a day trip and wrote about trips during the day as opposed to trips during the night.
- 4b This part of the question was well answered. Candidates clearly identified the benefits of annual adult membership, but many answers did not extend into Level 3 to get the seven and eight marks at the top of the mark band. A few candidates made evaluative comments, stating that it was not really a benefit to overseas tourists who may only be in London for a short period of time, but for a day visitor/ Londoner it would be cost effective if more than three visits were made over the course of the year. Some candidates misinterpreted the question and looked at the benefits to the Historic Royal Palaces as an organisation rather than the tourist.
- 4c The stem to this part of the question stated that the Museum of London was a charity, but there were many candidates who did not recognise this as an attraction in the voluntary sector. Most candidates could extract the different sources of funding from Document 5b, but could not extend beyond Level 1 marks as they could not analyse or evaluate the different methods of funding. Secondary spend from the shop and cafe is a major source of income for any voluntary sector organisation, but few candidates analysed this aspect, i.e. that this increases dwell time and hence spending. A few candidates recognised that the public sector funding was to ensure that the Museum could meet community objectives such as life-long learning or provides an attraction for tourists or that private sector funding was partly motivated by companies seeking a better image or good will.

Report on the Units taken in January 2009

- 5 There were many lengthy and extended answers to this question; the 2012 Olympics are an ongoing news story so candidates seemed to be fully aware of the benefits of such a major event to the economy of the UK. Many candidates did not concentrate, however, on domestic tourism and were penalised as much of their answer was not creditworthy. There was considerable acknowledgement as how the Olympics would benefit the country as a whole without then relating this to tourism

G723 International travel

General Comments

There was a comparatively small entry for this examination session but it was pleasing to note that candidate performance was yet again reflecting the advice given to Centres in previous reports. Many candidates were able to demonstrate both an understanding and an appreciation of International Travel to and from the UK. It was pleasing to see some accurate references being made to a variety of locations and to the candidate's own personal travel experiences. There were some very good scripts but there was also much variation between Centres in terms of the level of candidate performance.

There are still far too many instances of candidates ignoring the precise wording of individual questions. Many candidates appear to struggle with the actual requirements of particular questions and Centres are now, once again, encouraged to make sure that candidates are fully familiar with the following.

Key Words	Meaning/expectation
Discuss (includes the ability to analyse)	Provide evidence or opinions about something arriving at a balanced conclusion. The candidate is being asked to consider an issue and is thus expected to present arguments and evidence to support particular points of view and to come to a conclusion .
Evaluate/Assess (this also includes the ability to analyse)	To judge from available evidence and arrive at a reasoned conclusion . The candidate is expected to present a number of factors or issues and then weigh up their relative significance or importance.

Candidates who are unable to respond in an appropriate way to these command verbs will always have difficulty in obtaining the higher marks for questions that are assessed by means of 'levels of response'. Levels of achievement varied widely and this tended to reflect the candidate's ability to produce well considered extended responses.

There was some further evidence that candidates are now making an effort to end their answers to the last part of each of the four questions with some form of **conclusion**. This is to be encouraged because a **valid** conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus, usually, warrant a mark in Level 3 (7-9 marks).

Centres are also advised to cover all sections of the unit specification. There was evidence of a lack of knowledge in some fundamental areas (e.g. TICs, consumer protection laws and the role of the CAA).

Most candidates used the space provided in the answer booklets effectively, with very few adding extra pages; though some tended to go into margins to complete sentences. Most candidates were able to answer all four questions within the time available.

Comments on the Individual Questions

Q. No. Comments on candidate response

- 1 (a) This part of the question was very well answered and a clear interpretation of **Fig. 1** allowed many candidates to achieve full marks.
- 1 (b) Most candidates had difficulty with the concept of a 'boutique hotel' and tended to copy out information from **Fig. 1**. Thus, it was hard for them to identify appropriate characteristics usually associated with such properties such as small size, limited number of rooms, high quality, attentive service and being relatively expensive.
- 1 (c) Candidates did not always explain their reasoning and lost the opportunity for additional credit. Most appreciated the idea of seasonality and many linked this to the availability of local produce which was a perfectly valid response. Poorer weather and the Christmas period were also popular choices. However, the amount of explanation provided was always variable.
- 1 (d) This part of the question tended to discriminate very well as the focus was to do with the advantages to travellers of the walking tour being **included** in the advertised package. Weaker candidates tended to focus on the advantages of a guided tour rather than emphasising cost savings, convenience, the opportunity to see local sights and adding variety to the trip. There tended to be rather vague explanations and several individuals tended to repeat themselves.
- 1 (e) A lack of precise knowledge tended to limit candidates and there was much confusion with charter flights. The question invited candidates to consider the reasons why carriers such as Ryanair and easyJet are able to offer cheap flights to Europe. Only a minority of answers made a positive attempt to address factors such as:
- a single passenger class;
 - a single type of airplane, commonly the Airbus A320 or Boeing 737 (reducing training and servicing costs);
 - a simple fare scheme (typically fares increase as the plane fills up, which rewards early reservations);
 - unreserved seating (encouraging passengers to board early and quickly);
 - flying to cheaper, less congested secondary airports (avoiding air traffic delays and taking advantage of lower landing fees);
 - short flights and fast turnaround times (allowing maximum utilisation of planes);
 - simplified routes, emphasising point-to-point transit instead of transfers at hubs (again enhancing aircraft utilisation and eliminating disruption due to delayed passengers or luggage missing connecting flights);
 - emphasis on direct sales of tickets, especially over the Internet (avoiding fees and commissions paid to travel agents and Computer Reservations Systems);
 - employees working in multiple roles, for instance flight attendants also cleaning the aircraft or working as gate agents (limiting personnel costs)
 - 'free' in-flight catering and other 'complimentary' services are eliminated, and replaced by optional paid-for in-flight food and drink (which represent an additional profit source for the airline);
 - aggressive fuel hedging programmes;
 - low or lower operating costs relative to their competitors.

The topic was not always well known and clear discussion tended to be limited.

- 2 (a) This part of the question was well done and many candidates obtained full marks by looking at **Fig. 2** and seeing English writing and the acceptance of British pounds.
- 2 (b) This part of the question was quite well attempted with many candidates identifying a variety of valid factors relevant to the educational visit context. However, the particular advantages were not always analysed and commented on which tended to limit the amount of credit that could be awarded. To help clarify matters for Centres, the following account would have warranted a Level 3 mark:

It is estimated that 2.6 million overseas trips are made by coach from the UK each year and school groups represent a significant proportion of the total. Coach travel offers convenience, flexibility and competitive pricing - all of which are important. Door to door transport reduces the need to change service provider which reduces the risk of children getting lost and makes supervision easier. Also, stops can be arranged for the group's convenience rather than the operator's scheduled timetable. The greatest attraction will be cost because school travel is very price-sensitive and coach travel offers savings compared with air and rail.

- 2 (c) Most candidates offered at least some valid ideas but overall knowledge of the Eurostar service was quite limited. As with Question 1(d), the level of explanation offered was always very variable and many candidates were unable to develop their chosen features as to how business traveller needs would be met. For example, candidates seemed unaware that Eurostar had introduced 'Business Premier' – dedicated exclusively to business travellers for those who want to make the most of their time, or that there was exclusive business lounge access in London and Brussels, thus allowing opportunities for work or relaxation.
- 2 (d) This part of the question proved to be a good discriminator. Many candidates did not perform well and there was a marked lack of expansion of 'culture' or 'traditions' in terms of giving suitable examples. Few candidates could make reference to named destinations' cultural attractions and surprisingly little mention was made of **Fig. 1's** cooking tour or **Fig. 2's** battlefield history. Furthermore, evaluations tended to be very weak.
- 3 (a) The majority of candidates were able to extract valid information to achieve marks for this part of the question.
- 3 (b) Very few candidates failed to suggest at least one or two valid ways but the level of explanation offered was rather variable. Better answers were frequently based around ideas such as the covered set down/pick up area, ground floor accessibility and the shuttle bus service.
- 3 (c) Most candidates were able to identify three services from **Fig. 3**.
- 3 (d) Many answers contained valid ideas but candidates frequently concentrated on explaining matters from the customer perspective. The question clearly asked about why the ferry operators' booking offices were located inside the terminal and few candidates were able to focus on this. To help illustrate what was expected, the following account would have warranted a mark in Level 3:

Operators choose to locate at the terminal for the obvious reasons of maximising revenue and providing a service to customers without a booking or who need to make changes. This is simply a part of the chain of distribution and allows them to have direct access to potential customers. The main reasons they locate in this

way are to better meet customer needs and to compete with rival operators. If they did not have an office there, casual foot passengers might look elsewhere thus limiting sales.

- 3 (e) Most candidates were able to identify a variety of valid TIC services and there was frequently some good analytical comment. However, few answers were able to assess the usefulness of the range of services that they identified and thus progression into Level 3 tended to be limited.
- 4 (a) The majority of candidates were able to identify China, Vietnam and Costa Rica as popular destinations.
- 4 (b) A significant minority of candidates were unaware that the Rhine and Danube were European river cruise destinations.
- 4 (c) Candidates tended to do this part of the question quite well and there were better attempts made to offer valid explanations for the popularity of winter sports holidays. Information from **Fig. 4** tended to be used accurately and there were valid comments made about new resorts, affordability and the variety of activities on offer.
- 4 (di) Most candidates were able to identify two valid pieces of legislation.
- 4 (dii) Understanding of consumer protection legislation was rather variable but most candidates were able to make one or two valid statements. Most candidates had difficulty in developing their explanation within the context of window displays and only a minority of individuals obtained full marks.
- 4 (e) Very simply, most candidates knew very little about the Civil Aviation Authority and a sizeable minority wrote only a few lines. Clearly the topic has been neglected. Candidates were unaware that the CAA is the UK's independent specialist aviation regulator. Its activities include:
- economic regulation;
 - airspace policy;
 - safety regulation;
 - consumer protection.

To help clarify what was expected, the following account would have warranted a mark in Level 3:

The CAA is the UK's independent specialist aviation regulator. Its activities include economic regulation, airspace policy, safety regulation and consumer protection. Its aim is to secure the best sustainable outcome for users of air transport services. It also acts as expert adviser to the government and collects, analyses and publishes statistical information on airlines and airports. Of direct significance to individual travellers is the CAA's role in the planning and regulation of all UK airspace, including the navigation and communications infrastructure to support safe and efficient operations. For example, it sets certain national safety standards and it oversees the activities of the aviation community and its level of compliance with both national and European safety standards. However, as well as their overall safety, travellers are concerned about the security of their travel arrangements. Therefore, the consumer protection afforded by the ATOL scheme is probably most significant. The CAA regulates UK tour operators and airlines which offers an additional security to travellers. It also enforces EC consumer regulations including '[Denied Boarding](#)', '[Cancellation and Delay](#)' and issues to do with [reduced mobility](#) access. Thus, many types of individual traveller fall within these consumer protection roles.

G728 Tourism development

General Comments

The examined paper for unit 9, Tourism Development, consists of three questions and is based on stimulus material/case study to promote answers on a range of topics covered by the 'What You Need To Learn' section of the specification. Question 1 was set on the Isle of Wight - a UK destination. Question 2 was set on the Grand Canyon in the USA – an overseas destination and question 3 was set on the Antarctic and was an overseas current affairs article. The questions set were appropriate and accessible to candidates of all levels i.e. E to A. This gave candidates at the higher range the opportunity to gain an overall high grade, whilst giving candidates at the lower range the opportunity to pass.

The general level of performance was of a good standard this series with very few questions not attempted. All candidates appeared to complete the paper in the allocated time. A number of candidates scored in the higher range of marks, particularly on the extended answers. This was the second time that answer booklets had been used for this examination and it was pleasing to see that many candidates are able to contain their answers in the spaces provided without writing at length in the margins, back of pages, etc. Many candidates with particularly large handwriting are making use of the blank pages at the end of the paper which are there for this particular reason. Many candidates still wrote at some length, even for some of the 'identify', 'describe' type of questions. This is unnecessary in most cases and candidates should be encouraged to learn and recognise the command verbs before writing extended and often repetitive answers.

There was a wide range of responses submitted and it was clear those candidates who had been well prepared and had learned a number of specific case examples were able to apply aspects of analysis and evaluation to their extended answers.

Most candidates scored well on question 1 and found the Isle of Wight (or Weight as many candidates wrote!) a relatively easy destination to discuss, less well known was question 1(e) which referred to environmental impact assessment and environmental auditing. This created many references to solutions which had little bearing to the environment. Question 2 was based on the Grand Canyon and the Hualapi Indian tribe. This was generally well answered, although candidates are still confusing social and cultural impacts with economic impacts. Question 3, again, was generally well answered with the exception of question 3(c), which required knowledge of an international organisation. This was greatly confused with private sector tour operators, airlines, tourist boards and a range of other organisations which did not relate to the case studies in general. Although these answers were out of context, a maximum of Level 1 was awarded to these candidates.

Overall, the majority of candidates found the series of questions on the overseas destinations significantly more difficult than those on the Isle of Wight, which is unusual as evidence in the past suggests that much time is devoted to the study of overseas tourism development. In general, the standard this session was quite pleasing and the use of knowledge and/or a recap of tourism development key terms were evident. As always candidates are encouraged to practice past papers.

Comments on Individual Questions

- 1a) The appeal of the Isle of Wight was well described with many candidates achieving maximum marks.

Report on the Units taken in January 2009

- 1b) The 'tourism plan' itself was identified by a number of candidates as a public sector organisation.
- 1c) The role of the English Tourism Council was poorly understood with a large number of candidates thinking it provided accommodation. A large number of candidates did not use the information in the case study which would have given half marks. Candidates who responded with the role of Enjoy England or Visit Britain were credited. References to the role of Visit Britain overseas, however, were not.
- 1d) A significant number of candidates failed to get full marks either by not attempting, not knowing or missing a word out of the definition of AONB.
- 1dii) Candidates, in general, did not know the aims of an AONB. Many likened it to the National Trust or National Parks and did not achieve maximum marks.
- 1e) Some candidates showed an understanding of EA/EIA and many took the question as a general protection of the environment. This question was probably the least well answered on the paper as candidates who did not know what environmental auditing was had difficulty in discussing measures to protect the environment on the Isle of Wight. Many candidates gave generic environmental impact answers, with methods listed, but not analysed or evaluated
- 1f) Many candidates understood the overall economic benefits of the plan but did not apply it to key information from the case study which clearly identified what the plan was hoping to do. Candidates were expected to use this information to formulate their responses. There were many benefits described but not much analysis of those benefits in context with the Isle of Wight. For future reference the 12 mark questions require an overall summary evaluation of the evidence given to gain the higher mark band.
- 2a) This part of the question was generally well answered with many candidates achieving maximum marks.
- 2b) Candidates who recognised that this part of the question was about the National Park answered well but many answered as if the \$25 fee was for the skywalk and the answers were, therefore, out of context. There is still evidence that a lack of geographical knowledge is a hindrance to many candidates as responses such as theme parks, entertainment shows, shops and restaurants do not match with the 'ethos' of the National Park.
- 2c) This part of the question was generally well answered, although desecration of sacred ground was a common spelling error. Many candidates gave negative environmental impacts here and this was an example of generic information being given without contextual reference to the case study.
- 2d) A number of candidates answered this part of the question from the perspective that there was benefit in educating the tourists. In addition answers were very general with little reference to the stimulus material and little analysis of the benefit to the region. The majority of responses referred to economic benefits and it was disappointing to see that there was little evidence of an understanding of the cultural benefits in terms of the daily shows, the crafts and skills which would guarantee future identity, as well as employment.

Report on the Units taken in January 2009

- 2e) Candidates were clearly aware of a number of positive and negative socio-cultural benefits, but again little use was made of the stimulus material and many candidates listed a large number of impacts without analysing them. Again this was a 12 mark question and it was disappointing to note that candidates failed to take advantage of this through use of the stimulus. There was limited reference to sustainable tourism, long term goals and the benefits of the triangular relationship.
- 3a) This part of the question was mostly well answered, but a number of candidates thought that it was to protect breeding animals, or because it was too hot in the summer and people wanted to go somewhere cool, or because it reminded them of Christmas
- 3b i) This part of the question was generally well answered but a larger number of candidates than expected either gave general private sector companies such as hotels and tour operators, and a significant number suggested IAATO or niche lines.
- 3b ii) This part of the question was reasonably well answered by candidates who understood the objectives of private sector organisations; however, this is a fundamental aspect of tourism development and, other than profit, the other objectives were generally vague.
- 3 c) A very large number of candidates had clearly not studied the role of individual organisations. There was little analysis of the roles of suitable organisations and a large number of organisations provided were either not international or not pressure groups. Tour operators, hotel groups, the National Trust, AONB's were common misconceptions. A small number of candidates suggested private sector organisations. The most popular choices were Tourism Concern, Greenpeace and the WWF. But again general descriptions were given rather than an analysis of the role of such organisations.
- 3 d) This part of the question was answered in a similar way to question 2(e). Candidates were aware of a large number of measures and generally applied these in context but failed to do more than describe rather than analyse a few and evaluate them as required by the question. Whether or not this was due to the fact that it was the last question on the paper or not is debatable, as evidence suggests that candidates were able to complete the paper in sufficient time.

G734 Marketing in travel & tourism

General Comments

A pre-release case study was forwarded to Centres. The case study covered the work and marketing activity of the no frills airline - easyJet. There was a small entry for this examination. There was a significant variation between Centres and in some instances it appeared that some candidates were completely unfamiliar with the case study and had not been well prepared. It was disappointing to see that some candidates were unsure of common marketing terminology such as PR and SWOT. On occasions there was evidence that candidates did not read the questions carefully and wrote from an incorrect perspective, e.g. from the customer view point rather than the organisation. There was also evidence of too much copying of the case study material. It was a pity to see very little application to the case study or reference to other industry examples – this was a shame particularly as there is a wealth of travel and tourism organisations where good marketing detail is in evidence.

As with previous examinations in this unit, extended prose questions were once again, marked using a level of response criteria. Some of the better candidates failed to gain top marks as they did not always evaluate when asked and simply explained. The responses to these questions require candidates to work through well constructed responses showing a greater depth of analysis or explanation resulting in some form of evaluative or judgemental statement. These statements must be relevant to the question.

Centres should ensure that candidates are familiar with all marketing terminology and work steadily through the case study.

It is also important that candidates are guided by the meaning of the command words and given plenty of practice in examination techniques.

The length of the examination did not appear to pose problems for the majority of candidates. Some of the weaker candidates, however, did not always complete all sections of each of the three questions.

Comments on Individual Questions

Q. No.	Comment
1 a	The majority of candidates were able to correctly identify the meaning of brand leader and brand extension.
1 b	Again, correctly identified by most – leisure and business.
1c	Many candidates were clearly familiar with the benefits of having a strong brand and this was well answered.
1 d	Many candidates were able to describe the advantages and disadvantages of an online booking system for easyJet, occasionally candidates wrote from the perspective of customers only and did not relate their answer to easyJet. Higher level ability candidates were able to evaluate, whereas lower ability candidates simply listed or described.
1 e	Weaker candidates were unable to assess the effectiveness of national newspaper advertising. Some simply spoke of types of advertisements and did not consider distribution of life span of papers, etc.

Report on the Units taken in January 2009

- 2 a Many candidates were familiar with the term 'promotion' and exemplified well for both marks.
- 2 b Some candidates were unable to reach the higher grades by discussing the benefits to easyJet and its customers of having a range of fares. Many were able to easily identify the benefits but only the higher ability were able to analyse or discuss.
- 2 c Some candidates again failed to gain access to all levels here, whilst evaluating how a SWOT analysis helps easyJet to be an effective organisation. The question did not ask candidates to perform a SWOT analysis – although higher ability candidates were able to explain the analysis linked to effectiveness.
- 2 d This part of the question was very well answered. Most candidates were able to identify PEST – however, the second mark was for an accurate description of political, economic, social and technological. No mark was given for 'economical'.
- 3 a This part of the question was very well answered. Most candidates were able to explain the use of market research.
- 3 b Many candidates were familiar with both the ITC and ASA – some, however, struggled to differentiate between them.
- 3 c This part of the question was reasonably answered. Most candidates were able to give reasons as to why the ASA had upheld the complaint – however, some were not able to evaluate.
- 3 d This part of the question was generally very well answered. Candidates appeared to be particularly well prepared for a question using AIDA. Higher marks were awarded for not only comparing advertisements, but also making the contrast obvious too.
- 3e Many candidates were unable to evaluate the usefulness of PR to easyJet. Some at the lower end of the ability range discussed customer services and were not able to discuss editorial, press releases, corporate communication, etc. This was a pity; however, some candidates were obviously familiar with the Airline programme where easyJet is featured and were able to relate part of their answer to this.

Grade Thresholds

GCE Travel and Tourism (H189/H389/H589/H789)

January 2009 Examination Series

Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G721	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G722	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G724	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G725	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G726	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G727	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G729	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G730	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G731	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G732	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G733	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G735	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0

Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G720	Raw	100	85	75	65	55	45	0
	UMS	100	80	70	60	50	40	0
G723	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0
G728	Raw	100	82	73	64	55	46	0
	UMS	100	80	70	60	50	40	0
G734	Raw	100	78	69	61	53	45	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE (H189)

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

Advanced Subsidiary GCE (Double Award) (H389)

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

Advanced GCE (H589)

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

Advanced GCE (Double Award) (H789)

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

Cumulative Percentage in Grade

Advanced Subsidiary GCE (H189)

A	B	C	D	E	U
1.11	12.22	48.89	86.67	98.89	100
There were 115 candidates aggregating in January 2009					

Advanced Subsidiary GCE (Double Award) (H389)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
0	0	0	0	12.50	31.25	68.75	81.25	87.50	100
There were 18 candidates aggregating in January 2009									

Advanced GCE (H589)

A	B	C	D	E	U
0	40.00	60.00	60.00	80.00	100
There were 21 candidates aggregating in January 2009					

Advanced GCE (Double Award) (H789)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
There were 0 candidates aggregating in January 2009									

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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

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

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

© OCR 2009

