

Travel and Tourism

Advanced GCE A2 H589, H789

Advanced Subsidiary GCE AS H189, H389

OCR Report to Centres

January 2013

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

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

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CONTENTS

Advanced GCE Travel and Tourism (H589)

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

Advanced Subsidiary GCE Travel and Tourism (H189)

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

OCR REPORT TO CENTRES

Content	Page
Overview	1
Moderator's Report	4
G720 Unit 1 – Introducing travel and tourism	6
G723 Unit 4 – International travel	10
G728 Unit 9 – Tourism development	14
G734 Unit 15 – Marketing in travel and tourism	17

Overview

Many of the trends which were evident throughout the 2012 examination sessions appear to have continued as we now enter 2013. The general entry pattern suggests that the decline in entries for this specification, and especially for the double award qualifications, has continued. Further to the advice offered to centres in both the January and June 2012 reports, the Principal Examiners continue to make the following observations with regard to overall candidate performance.

- The Principal Examiner for unit G720 states that there “was evidence the candidates are not fully prepared 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”.
- Similarly, the Principal Examiner for unit G728 highlights the fact that some candidates “were unable to give clear analysis of the evidence presented in the stimulus material; or they lacked the ability to conclude their findings with an opinion of the evidence presented in the case study.”
- The Principal Examiner for unit G734 emphasises that candidates should be provided with definitions/explanations of the key command words such as ‘Evaluate’, ‘Analyse’ or ‘Assess’.

Furthermore, the Principal Moderator points out that the work of some candidates “showed a lack of explanatory, analytical and evaluative comment”. Although, as pointed out in the unit G723 report, there was “some further evidence of candidates making an effort to respond in an appropriate way to the higher order command verbs”, it would seem appropriate to provide some further advice as to how the more open ended questions might be approached.

Some A Level Travel and Tourism candidates frequently fail to make maximum use of the valid information included within their answers. In an attempt to help rectify such a situation, it is worthwhile to consider the following illustrations based on a nine mark question representative of this qualification.

Question: *Discuss the visitor appeal of **one** cultural attraction with which you are familiar. (9 marks)*

Commentary: This is a typical illustration of a more open ended question. In this instance the candidates are given the option to select any appropriate cultural example with which they are familiar and so a consideration of attractions such as museums, galleries, events, historic buildings and festivals is equally valid.

Mark Scheme: This question is quite specific and the candidate is expected to offer precise details about an identifiable **cultural** visitor attraction and the ways in which its facilities appeal to all appropriate types of visitor.

Use of level of response criteria

- **Level 1** (1–3 marks) in general terms, credit will be awarded for a simple **description or identification** of the attraction's features/facilities. Such an answer, in effect, is basic and shows limited knowledge and understanding. There is little, if any, attempt to analyse or discuss.
- **Level 2** (4–6 marks) in general terms, credit will be awarded for **analysis** and possibly some weak evaluation of 1, 2 or more features of the named attraction, showing clearly the appeal to particular types of visitor, eg business versus leisure and/or named segments.
- **Level 3** (7–9 marks) in general terms, credit will be awarded for good analysis and **evaluative** comment about two or more of the attraction's features and some conclusion about what aspects are most important or significant and why this is the case.

Commentary: The command verb used in the question is '**discuss**' and so to obtain a mark in Level 3 the candidate is expected to:

- provide evidence or opinions arriving at a balanced conclusion
- consider the issue and present arguments and evidence to support particular points of view and to show where they stand in relation to topic
- look at different interpretations or approaches to the issue.

Candidate response (1): Dubai Museum

A visit to the Dubai museum is a must for leisure tourists staying in the destination. Housed within the beautifully restored Al Fahidi Fort, which was erected around 1787 to defend the city against invasion, the museum's diverse collection of exhibits offers a fascinating insight into the rich history and cultural heritage. Renovated in 1971 for use as museum, its colourful life size displays depict everyday life in the days before the discovery of oil. Galleries recreate scenes from the Creek, traditional Arab houses, mosques, the souk, date farms and desert and marine life. One of the more spectacular exhibits portrays pearl diving, including sets of pearl merchants' weights and scales. Also on display are artefacts from several excavations in the Emirate which have been recovered from graves that date back to the third millennium B.C.

Candidate response (2): The Louvre in Paris

As one of Europe's leading cultural attractions, the Louvre in Paris has many types of visitor including people (individuals and groups) on educational trips, leisure tourists on holiday excursions, those attending an event or other specialised activity. Made up of eight departments, the Louvre now displays 35,000 works in 60,000 square metres of exhibition space. The Louvre provides a wide range of aids and amenities to ensure any given visit is fruitful, from floor plans to locate items of interest, audio guides to provide extra information and programme listings to highlight forthcoming attractions. Visitor needs are further met by a café for light refreshment, media centres and a bookstore for publications and souvenirs. The Louvre's libraries and multimedia centres enable visitors to learn about the collections in greater depth. In addition to these, the museum's various curatorial departments have research centres and libraries which contain a wealth of material for the use of researchers, students and other interested parties. The Musée du Louvre and the Musée Delacroix can provide a prestigious setting for private receptions, gala evenings, prize-giving ceremonies, product launches, concerts, film premieres with dinners, cocktails, and breakfasts. Open to all since 1793, the Louvre has embodied the concept of a truly 'universal' institution. Universal in the scope of its collections, it is also universal in its appeal to some six million business and leisure visitors every year.

Commentary on the responses: Both answers are very clear and well written responses and the candidates have a very good command of written English. Features of the attractions are well known but in response (1) the appeal of each aspect is not stated or even considered and so the requirement of the Level 2 descriptor is not being met, let alone that for Level 3. Thus, the answer has to remain at Level 1 with a score of three marks. In contrast, response (2) clearly meets the Level 1 and Level 2 descriptors in full. Furthermore, it clearly addresses the requirements of Level 3 and so the issue is to decide the extent to which the descriptor has been met. To help decide the most appropriate mark, the following checklist can be applied:

- evaluation of more than one feature – expressing a point of view = 7 marks
- an evaluation/judgement without an overall conclusion/prioritisation = 8 marks
- the above with an overall supporting conclusion = 9 marks

The answer offers a point of view and the ‘universal’ comments related to a mix of visitors warrant the award of eight marks.

Further advice:

- Candidates are encouraged to reflect on their knowledge and understanding of the travel and tourism industry in order to aid the exemplification of the various points made.
- Candidates should make reference to their own experiences of travel, tourism and hospitality where appropriate to the question.
- There should be clear evidence of candidates making an effort to end their answers to the last part of each of the questions with some form of **conclusion**. This is important because a **valid** conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus usually warrant a score in Level 3.

The following Principal Examiner Reports contain further details and offer various pieces of advice to centres in order to help ensure that all of their 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 via the Qualification Manager for this specification if appropriate.

Moderator's Report

General Comments

There were several centres entering candidates for moderation this series; some were from accredited centres being randomly sampled and some were from candidates who had re-sat one or more units. There were some administrative difficulties this session as some centres were late in both submitting their marks and sending samples which caused a delay in the moderation process.

The units entered were mainly the mandatory ones; G721, G722 and G729. These portfolios were generally well organised and the standard of evidence good. It was obvious that candidates had been guided appropriately and evidence this session was well applied rather than general in nature.

Candidates had been well prepared but there were some occasions when candidates had either incorrectly applied the marking grid or showed a lack of explanatory, analytical and evaluative comment for the marks awarded by the assessors to be sustained. This is particularly relevant to AO4 of the mandatory units where some samples showed a lack of an evaluative comment for the mark awarded. In some cases this caused an adjustment to marks during the moderation period.

G721 – Customer Service

In most cases the standard of work was good and centres had provided some excellent evidence to support the marks awarded for AO2. Candidates had provided very clear evidence for AO3 and carried out their own surveys for AO4, providing some good evidence of the strengths and weaknesses of customer service at their chosen organisation. When candidates fell down, it was because they had provided a repeat of AO1 for AO4, rather than making an evaluative comment.

For AO1 candidates provided good evidence of how needs are met at their chosen organisation for both internal and external customers. Although some candidates identified products, services and communication methods, they did not relate their response to the meeting of different customer needs and the benefits to their chosen organisation.

G722 – Travel Destinations

For AO2 and AO3 the candidates provided good, appropriate evidence of what is at their chosen destinations but fell down through a lack of analysis. Again for AO1 map coverage was weak and over marked; candidates tended to show a lack of knowledge as to where their destination is and failed to provide a good description relevant for the traveller and what they might need to know.

For AO4 some candidates provided very good evidence of research and explanatory and evaluative comments, whereas others failed to carry out the necessary research and make comments in relation to current trends and thoughts for the future.

G729 – Event Management

There were several submissions for this unit this session with some interesting and appropriate events being conducted. This was generally well done and samples were well organised. Where candidates fell down it was due to a lack of ability to use a range of project planning techniques for AO1, AO2 and AO3 and to evaluate for AO4.

There were no or very few submissions for the other units this series.

This information contained within any Principal Moderator's summer series report would help to guide centres and these reports can be found on the OCR website.

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 of the documents in the case study were accessed appropriately by candidates and used well in their answers.

There were a number of questions which asked the candidates to identify from the case study materials. This command word required the responses to be extracted accurately from the text. In travel and tourism the accuracy of data is vital, so it is a necessary vocationally specific skill. There were a considerable number of responses where identification was not made correctly from the pre-released materials. One way in which to assist candidates to prepare for the examination is to prepare a 'quiz' to be used in lessons in which the candidates practice identification of details and data.

Some responses also demonstrated a lack of understanding of terms within the case study. This was evident in the interpretation of Document 5(b). The responses did not always demonstrate understanding that 'supplement' meant that this was an additional payment which needed to be made by holidaymakers on the coach tour. Again, good preparation prior to the examination is necessary; extracting all the terms from the case study and ensuring definitions are accurate would prepare candidates fully.

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. On questions 2(a) and 4(b) two marks were awarded for the correct definition/meaning of the terms. A vague response would be worthy of only one mark; the named example was only credited with a second mark, if there was demonstration of full understanding of the term.

There was evidence that centres are not preparing 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 element of the unit content. The main aim of the examination is for the 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 was a straightforward identification question which was well answered by most of the candidates who accurately selected different methods of transport to Cumbria. The description was the weak aspect of many responses; a description of the method identified was required, such as 'a form of private transport which tourists drive themselves' for car. Instead the weaker responses extracted the statistics from the case study, which was not a description of the actual mode of transport.
- (b) This was, once again, a straightforward identification question which was generally well answered by most of the candidates who selected appropriate outdoor activities from the case study; although 'visiting heritage attractions' and 'visiting pubs' were not credited as outdoor activities. The description was the weak aspect – responses purely extracted statistics from the case study, such as '29% took part in this activity' for the identification of long walks, rather than a description of what a long walk might be in Cumbria – such as fell walking in the Lake District.

- (c) This part of the question was generally well answered. The statistics were very easily accessed by the candidates who had obviously been prepared well for this question using the pre-released materials. Not all the statistics in the case study referred to staying visitors only; most candidates concluded that the majority of visitors to Cumbria were staying (72%) and made some valid conclusion as to why this may be the case; such as the wide range of attractions in the area and its physical location. The main aspects of the statistics on which candidates should have concentrated were the expenditure of staying visitors, length of stay, type of accommodation and the choice of, booking of and spend on accommodation. In responses which purely stated what these statistics were, a Level 1 mark was awarded, explanation of the statistics was necessary to access to Level 2. This part of the question asked the candidate to draw conclusions throughout their answer, so no additional marks were awarded for an overall conclusion, but in many responses there was a failure to draw conclusion(s) throughout the answer and they only stated the statistics with a limited description. This limited the marks available for such responses to the lower end of Level 2. There were a number of candidates who misread the question and provided information about types of visitors (their demographics), spending (what the money was spent on) or modes of transport, instead of identifying and analysing the statistics linked to staying visitors. Reading and understanding exam questions is an examination technique which needs to be practised as identification and analysis of incorrect data will result in candidates being awarded a low mark.
- 2 (a) This was a straightforward question which required a description of three travel and tourism terms taken from the case study material. The question was generally well answered, although there were a substantial number of responses with a repetition of 'visitor' or 'visiting' for the descriptions of domestic and overseas. This lowered the marks which could be awarded.
- (b) The identification element of this part of the question was well answered. The description was the weaker aspect – weak responses extracted statistics from the case study, such as '23% used the Internet' for the identification of internet, rather than a description of what this entailed, such as using specific websites to research information, eg Trip Advisor or the website of Cumbria Tourism.
- (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 generally well answered, with good interpretation of the case study materials. In order for a candidate to score the full 10 marks available a comparison and contrasting of product, service and facilities was necessary. Product can be the type of attraction – so both are built historical attraction for a comparison; the contrast of the product is that one (Carlisle Castle) is a medieval castle in an urban area and Hill Top is a house in a rural area. Credit was not given for recognising that Hill Top was a National Trust property and that Carlisle Castle was English Heritage, as this is not a product, service or facility. Some responses compared or contrasted only, which restricted marks to the lower end of Level 2; a comparison or contrast needs to be of a similar product, facility or service, eg both Carlisle Castle and Hill Top have shops from which visitors can purchase souvenirs. Comparing the picnic facilities at Carlisle Castle with the timed ticketing system at Hill Top is not comparing like with like. A significant number of responses evaluated the services, facilities and products in relation to a specific customer group. This was not required in the answer. Candidates should be advised just to focus on the comparison and contrast of the products, services and facilities. The fact that a product/service or facility is not mentioned in the source material is not considered to be a valid contrast. There were some common errors which have been identified in previous examiner reports for unit G720; the key alongside the description of Hill Top in Document 2 and Carlisle Castle in Document 3 refer to all properties of the National Trust and English

Heritage respectively. Consequently, neither has holiday accommodation, nor are they licensed for weddings/civil ceremonies.

- 3**
- (a)** This part of the question was very well answered.
 - (b)** Most candidates answered this part of the question well. There was demonstration of a full understanding of the EU Package Travel Regulations. This was aided by the fact that the case study explained security of payment and compensation for customers. A good answer extended this beyond the case study, explaining that the Package Travel Directive also covered the need for a contract with customers and that brochure descriptions needed to be correct. These answers achieved Level 2 as they were more than a copy of the relevant sections from Document 4(a). Some responses failed to stress the importance of compliance to the customer, and focussed on the advantages to Mickledore Travel.
 - (c)** There were some very good answers to this part of the question with a detailed understanding of the need to have luggage transport available for a walking holiday. Candidates need to ensure that the question is read thoroughly. The options offered by Mickledore Travel were clearly identified under that heading in Document 4(b). These were additional extras which attracted an additional payment by the customer. Good candidates recognised this fact. Many responses were about the basic package itself, such as the accommodation provided and the personal briefing. These were not optional extras. Many responses did not access Level 3 as they did not fully assess the advantages to a specific option. Good answers linked these to particular customer groups, such as the need for the young to have a light walking pack only, and the availability of food when the walkers were hungry.
- 4**
- (a)** This part of the question was well answered.
 - (b)** This part of the question was well answered. There were some responses which confused 'tour operator' with a 'tour guide' which meant that credit could not be awarded. A considerable number of responses demonstrated a lack of understanding of what a tour operator was; an issue which should be addressed when discussing chain of distribution or disintermediation in the travel and tourism industry.
 - (c)** This part of the question was also quite well answered. Again care needed to be taken in reading the question carefully. Some responses referred to the benefits to Shearings of the provision of accessible technology, rather than the customer. The most noticeable issue on this part of the question was the few full marks awarded, as there was no overall conclusion. A final statement which draws together the findings from the decision was necessary.
 - (d)** This part of the question was quite well answered. There was little information in the document about the way in which Shearings met the needs of single travellers, although in preparation prior to the examination centres should have looked at the likely target market for domestic coach holiday tours. Candidates who stated that Shearings did not meet the needs of single travellers well gained credit, especially if it was pointed out that more would need to be paid per head for the tours in the respect of a supplement. Candidates should also have looked at the facilities and services available, such as excursions and evening entertainment, as this would mean that a single traveller would have the opportunity, if they so wished, to be with others and perhaps make new friends. Products and services provided by Shearings such as the selection of tours or types of accommodation was not something beneficial for single travellers. In addition, a number of responses confused single travellers with independent travellers. A customer would probably not select Shearings if they wished to visit places on their own.

- 5** As this was the question which assessed the Quality of Written Communication, centres need to ensure that their candidates can write proper essay style answers under 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. Many responses were limited to relatively low marks as the candidates had mainly copied quotations from Document 6, rather than evaluating the ways in which they demonstrated the public and private sectors working together in order to improve tourism, and hence a tourist's experience in Cumbria. Good answers showed a full understanding of the roles of the sectors explaining that the promotional activities and specialist skills base of public sector organisations such as Cumbria Tourism would assist private sector businesses to advertise more effectively and, hence, bring in more visitors. Some candidates made good evaluative comments relating to the current economic situation, specifically the squeeze in public sector finance and the impact this could have on partnership working. There were still significant knowledge gaps in candidates' knowledge and understanding of the sectors, and the roles each performs. This is a consistently weak area in each examination session. Centres should ensure that the commercial and non-commercial sectors, their objectives, funding, revenue generation and how they meet stakeholder or shareholder expectations are all fully taught.

G723 Unit 4 – International travel

General Comments

There was a very small entry for this unit in this examination session and thus overall conclusions are based on a very limited sample. However, as was the case in last year's examinations, it was pleasing to see that most of the candidates attempted to apply the various pieces of advice which have been given to centres in previous reports.

Generally, performance was limited by a lack of knowledge of aspects of the specification. There were some quite vague responses and it was difficult to decide whether the individual candidates did not know the answer or could not express themselves clearly enough. Similarly, there were some instances of candidates failing to provide valid illustration and/or exemplification of the points they were attempting to make. In several cases this had an adverse effect on the amount of credit which could be awarded for particular answers.

The following table helps to illustrate the above points.

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

It was pleasing to see some 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 to access the top mark band for questions which were assessed by means of a level of response mark scheme. However, there was evidence of candidates either misreading particular questions or neglecting to give sufficient emphasis to the context in which particular questions had been set.

The stimulus material included within each question tended to be well used by the majority of the 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(a) stimulus material was correctly interpreted and most candidates managed to achieve all four marks by identifying the accommodation, car parking, public toilets and destination cleanliness categories.
- (b) Candidates were able to interpret Fig. 1(b) and were clearly aware of some of the reasons why many international visitors to Liverpool were Spanish. However, weaker responses neglected to point out that easyJet and Ryanair provided a frequent number of low cost, short haul flights and that 15 destinations in Spain offered these direct flights, thus increasing accessibility. Better answers made closer 'reference to Fig. 1(b)' as instructed in the question and developed their points with appropriate exemplification and discussion. Such responses usually obtained a mark in Level 2.

- (c) The topics of airport accessibility and the needs of people with disabilities were well known and understood by most candidates. Better responses clearly itemised particular facilities available within terminal buildings and provided some appropriate comment about how a special need was being met. Weaker responses failed to provide a proper explanation of the feature/service under consideration and this tended to limit the amount of credit which could be awarded. It was common to see valid reference being made to facilities such as disabled parking and drop-off zones, special vehicles to convey non-walking passengers, lifts/ramps and types of signage to assist passengers who may be deaf or hard of hearing.
- (d) Although the word **types** was highlighted within the question, many candidates concentrated on TIC functions, rather than providing a consideration of what information was available and how an international leisure traveller might use it. Better responses looked at the sources of information available such as:
- maps
 - timetables
 - guide books
 - leaflets/brochures
 - accommodation availability
 - screen displays.

Appropriate comment could then be offered as to the usefulness of each valid type of information. Weaker answers tended to list functions/services without providing explanatory comment or a simple analysis of how such information might be used. Such responses could not progress beyond Level 1.

- 2 (a) Fig. 2 was usually interpreted correctly and candidates were able to recognise that an on-line booking would be confirmed at (F), a business meeting would be held in (C), a gala banquet hosted in (D) and a room service order prepared in (E).
- (b) Candidates seemed to understand the general principle that the ancillary services mentioned in the question might not be appropriate for a variety of reasons. However, few candidates thought in terms of the 'touring package holiday' mentioned and so missed the opportunity to argue that:
- all transfers would usually be included
 - short stay makes car hire in a destination inappropriate
 - excursions such as sightseeing would be part of the tour.

Several candidates did point out that inclusive tours already provided such extras or that they could be pre-purchased at the time of booking. Weaker responses tended to repeat the 'cost' argument and were characterised by an inability to provide precise reasoning why such guests were unlikely to take advantage of such hotel services.

- (c) There were some very thoughtful responses and many candidates were able to provide well reasoned answers. It was common to see reference being made to methods such as in-room tv, public notice boards/screens, in-room leaflets and messages under the door. Weaker answers suggested inappropriate methods and/or provided insufficient explanation of why a particular method was used.

- (d)** Many candidates seemed unaware that UK self-catering options include:
- hotels – room only basis
 - apartments/flats
 - houses/villas/lodges
 - boats/barges
 - hostels
 - camp sites
 - caravans (touring/fixed) and mobile homes.

Thus many answers lacked depth and appropriate exemplification and progress beyond Level 1 proved difficult to achieve. Better responses were able to provide some evaluation of two or more valid options and such answers readily obtained a mark in Level 2. Given that there are a range of self-catering options, candidates frequently missed the opportunity to point out that different types of international leisure traveller will have different requirements.

- 3**
- (a)** The Fig. 3 stimulus material was interpreted very clearly and most candidates correctly identified walking and dancing as holidays for active seniors, together with gardens and wildlife for those interested in nature.
- (b)** Only a few candidates realised that this question required comment about the appropriateness of the 'solo' product to the over 50 age group. Most candidates neglected to provide any consideration of issues such as:
- due to longer life expectancy women outlive men and so there are many widowed single female travellers
 - divorce/separation rates have been increasing producing more single travellers
 - changes in lifestyle have made the over-50s more confident/affluent to travel alone.

This topic was thus not really appreciated by most candidates although there were a few references to deaths and opportunities for companionship which were duly credited.

- (c)** There were some good responses to this part of the question but some candidates had a rather limited appreciation of ABTA membership. The better answers clearly stated three benefits and offered an appropriate explanatory comment in each case. Correct ideas included ABTA agents having to abide by a code of conduct and thus giving customers accurate information, complaints can go to ABTA for arbitration with fair treatment assured and the bond system and ATOL meaning that even if a company fails, all payments are safe.

(d) This part of the question invited the candidates to focus on tours which were sold by operators and very few of them linked this idea to the purchase of an ancillary service when booking international leisure travel. Thus answers frequently lacked structure and purpose, with the weakest responses being little more than cursory descriptions of seeing various sights. Better responses made an attempt to consider some of the wider implications of a given tour's appeal such as:

- ease of booking
- different distribution channels
- value for money, inclusion of entrance fees etc
- itinerary, route and sites visited
- guide, method of transport used, collection/drop-off arrangements.

Without these types of contextualisation, answers had great difficulty in progressing beyond Level 1.

4 (a) The Fig. 4 stimulus material was not always correctly interpreted. Candidates had been expected to exercise a degree of judgement when making their choices. The 'best fit' advantages were as follows:

- reach your destination fast (C)
- travel when it is convenient (D)
- relaxing trouble-free journeys (B)
- get there on time (E).

(b) Candidates needed to know particular information about Eurostar in order to answer this part of the question and very few of them could provide appropriate explanatory detail. Wheelchair users are not particularly well catered for and dedicated space is located in only one of both Standard Premier and Business Premier carriages. However, a companion may travel with the user at a discounted rate but there are only two wheelchair spaces per train. Some candidates were aware that Business Premier or Standard Premier passengers can advise Eurostar if they have any specific dietary requirements and they can choose from the following: vegetarian, kosher, halal, vegan, diabetic, low fat, low salt and gluten free items. However, Eurostar require 24/36 hours notice in advance of travel. Finally, few candidates were aware that Eurostar will not accept children under the age of 12 on any train by themselves but they will consider doing this for 13 to 17 year olds, subject to an email discussion.

(c) Candidates were aware of the ways in which international conferences were likely to differ from business meetings and there were several thoughtful responses. Weaker answers tended to lack clear explanation but there were several particularly well reasoned attempts which gave emphasis to ideas relating to size of venue, number of attendees and duration of proceedings. The latter type of response scored highly.

(d) Candidates writing about a trip on the Orient Express tended to score well and there were several good accounts which clearly related the services provided to the needs and expectations of international luxury leisure travellers. Weaker responses selected inappropriate travel products, neglecting the idea of a luxurious journey, which tended to significantly limit the degree of credit which could be awarded. Candidates were expected to be familiar with the services provided for this key market segment.

G728 Unit 9 – Tourism development

General Comments

This examination showed some good answers and an awareness of a range of tourism development issues. Many responses to questions showed an intelligent use of the resource booklet and an application of the facts stated in the various case studies. There were seven extended written questions on this paper and, with a few exceptions, timing did not appear to be an issue. Past paper practice continues to be the best examination preparation method as many common themes and terminology continue to be assessed.

Spelling, grammar 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, most sections of the paper were answered well with the exception of the following from the 'What You Need To Learn' section of the specification.

- development company
- sponsorship
- leakage
- agents of tourism development
- UNESCO
- private sector objectives

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 Question 2(b) – Describe **three** likely environmental objectives which might help to maintain the appeal of the island – here, candidates should refer to the case study; however, overwhelmingly the answers were given as generic objectives which could apply to anywhere. Some candidates still see copying text as application, eg Question 3(d) – Assess how cruise ships such as 'Oasis of the Seas' may have a negative impact on the environment. Many answers could not reach the highest marks as candidates just listed facts from the case study rather than interpreting them in order to form an opinion.

Candidates need to be careful to read the questions, eg those which ask for a discussion of negative impacts still attract answers looking at both positive and negative impacts.

There were some very interesting interpretations as to what UNESCO stood for: Understanding economic and social companies; environmental schools; and various other interpretations.

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 who could not get beyond Level 2 as they were unable to give clear analysis of the evidence presented in the stimulus material; or they lacked the ability to conclude their findings with an opinion of the evidence presented in the case study. Candidates need to be reminded that when answering a UK based question they should not drift into writing extensively in relation to their own knowledge of an overseas destination, likewise, vice versa, when writing about an overseas destination they should not refer to a UK based example. Responses must be in context to the geographical destination.

The major weaknesses on this question paper were some of the shorter ones, eg Question 1(b) – development company; Question 1(e) –, sponsorship; Question 3(a) – private sector objectives and finally Question 3(c) – leakage. Candidates either knew or did not attempt an answer in many cases.

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 centres and their candidates are taking on board the comments given in training and in past reports.

1 Westfield Stratford City

- (a) Good answers to this part of the question gave sound objectives related to the case study.
- (b) An understanding of the role of a development company by way of responses to this part of the question was very vague.
- (c) Good answers to this part of the question demonstrated why winning an award affected popularity. Poorer responses gave benefits to the shops, such as profit.
- (d) To achieve marks on this part of the question the candidates needed to know who the agents of tourism development were, from the PUBLIC, PRIVATE and VOLUNTARY sectors. This part of the question asked the candidates to discuss their roles; however, if the candidates did not know who they were, then the responses tended to lapse into generic economic benefits.
- (e) Sponsorship was generally misinterpreted with many candidates thinking that Emirates would gain £32 million pounds profit.
- (f) Good responses given to this part of the question. Most candidates used the case study but other UK destinations, eg Portsmouth, Liverpool, Newcastle and Belfast were also referred to. When candidates used an alternative destination there tended to be too much descriptive content which limited the time and space for evaluative comment. Where the case study was used it was generally well answered with sound use of the case study in order to emphasise the impacts. The command of language and grammar supporting correct discussion was taken into account as this was the part-question which assessed the candidates' quality of written communication.

2 Madeira

- (a) This part of the question was very well answered and most candidates scored maximum marks.
- (b) The candidates were familiar with environmental objectives but were unable to indicate how these help to maintain the appeal of Madeira.
- (c) The definition of UNESCO was a common error.
- (d) The candidates needed to discuss the benefits of being a world heritage site. This part of the question caused many problems as the candidates needed to address the benefits of the attraction to the area and not the economic benefits to Madeira in general. Shops making a profit, and negative environmental impacts were given incorrectly.
- (e) The identification of public/private sectors from the case study still caused some problems on this part of the question.

- (f) This part of the question differentiated well. To achieve level 3 the candidates had to assess the likely negative economic impacts and there were some excellent responses with candidates being able to address both short and long term impacts.

3 The cruise sector

- (a) Private sector objectives were very poorly answered. Other than profit making, the responses were very limited. This was a basic question from the specification and the candidates were expected to know the objectives from all of the sectors.
- (b) There were some very interesting responses to this part of the question and various interpretations were given for the popularity of cruising. Most candidates scored maximum marks on this part of the question.
- (c) Although many candidates were familiar with the term 'multiplier effect' they had major difficulty in expressing the opposite term 'leakage' and how it can impact on a port of call. The candidates seemed more concerned about the amount of sewage 'leaking' into the sea.
- (d) Answers to this part of the question were very repetitive with a 'list' of the causes of the environmental impact taken from the case study. There was limited evidence of analysis of the reasons for this impact, thus leading to a maximum of Level 2 on this part of the question.
- (e) There were some excellent responses to this part of the question. Socio-cultural impacts were explained in a number of different ways, with Chinese trinkets proving very popular!

G734 Unit 15 – Marketing in travel and tourism

General Comments

The key points which arose from the assessment of this unit in the January 2013 examination series were that the candidates should be:

- fully familiar with the pre-release case study
- have an understanding of the command word definitions
- familiar with marketing terminology

Candidates had been reasonably well prepared for this unit. The pre-release case study covered information regarding the Globe Theatre in London. Details included sections on the Globe's history, market segmentation, travel trade and the Globe's theatre tours. Pre-release information was forwarded to centres in good time for preparatory work to be conducted.

The questions tested the candidates' knowledge of the marketing specification covering marketing theories and their application to the Globe Theatre and to organisations of a similar nature.

The majority of the candidates were able to attempt all of the questions in the time allowed for the paper. Short response questions ranged between three and six mark tariffs. It should be noted that if a question asks the candidates to 'Identify' an answer, then the response must be taken directly from the case study.

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 for the longer, higher tariff 'essay' style questions.

Centres should ensure that their candidates are familiar with the case study material before sitting the examination. Candidates should also be given instruction as to the different marketing terms now used in the industry, in order that they may have a good grounding in the basic marketing principles as outlined in the 'What You Need to Learn' Section of the specification.

Once again examination preparation seemed key to the success for many candidates entering this examination. Centres should aim to provide candidates with definitions/explanations of the key command words such as 'Evaluate', 'Analyse' or 'Assess'. Most of the higher tariff questions are marked using a level of response criteria, and it is imperative that the candidates are able to demonstrate the skills required.

Comments on particular Questions

- 1 (a) This part of the question was generally well answered. Most of the candidates were able to easily identify three customer types which use the Globe.
- (b) There were some very good responses to this part of the question. Many candidates were able to give two benefits to The Globe of knowing the profile of its theatre audiences.
- (c) There were, once again, some good responses to this part of the question. Many candidates made thoughtful contributions to the benefits to The Globe of using primary market research. Some responses, however, failed to evaluate one source of market research against another and, therefore, could only access up to Level 2 response marks.

- (d) Many candidates were able to gain good marks on this part of the question. Demonstration of good understanding of the Data Protection Act was in evidence.
- 2 (a) A mixed response to this part of the question was received. A common response to the benefits to The Globe of working with the travel trade included working with professionals with a guaranteed source of income.
- (b) This part of the question was reasonably well answered. Many of the candidates were able to explain the advantages and disadvantages of The Globe of having corporate support. However, in order for the higher marks to be gained, an assessment of these advantages and disadvantages was required.
- (c) This part of the question was reasonably well answered. However, it was clear that some candidates were unfamiliar with the term 'pricing policies'.
- 3 (a) There were some excellent responses to this part of the question. Many candidates were able to give benefits to The Globe of having a 'Friends' membership section.
- (b) This part of the question was also reasonably well answered. The use of information sources was generally well discussed. Many candidates were able to link the information in the case study to the question.
- (c) Most candidates made a very good attempt at this part of the question. Many appeared familiar with AIDA. However, some responses simply discussed AIDA and did not assess its importance as a tool for advertising for organisations.
- (d) There were some reasonable responses to this part of the question. Market segmentation was covered by many candidates in detail but not always evaluated as an essential tool.
- 4 (a) This part of the question was reasonably answered. Most of the candidates were able to identify and justify the position of The Globe on the product life cycle. Good responses showed clear links to the timeframe provided in the case study, with information regarding further growth detailed.
- (b) This part of the question was generally very well answered. Many candidates were clearly familiar with current economic factors and were able to make good connections between these issues and the success of The Globe.
- (c) This part of the question was well answered. Candidates were able to explain the importance to a travel and tourism organisation of having an iconic brand. However, those responses which did not assess the importance were unable to access the higher mark bands.

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