

Travel and Tourism

Advanced GCE A2 H589, H789

Advanced Subsidiary GCE AS H189, H389

OCR Report to Centres

June 2013

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

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

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

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

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

© OCR 2013

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
G720 Introducing Travel and Tourism	3
G723 International Travel	8
G728 Tourism Development	12
G734 Marketing in Travel and Tourism	15
Moderator's Report	17

Overview

The 2013 June examination series represents something of a watershed. From 2014, there will no longer be a January examination series and so many centres may have to review the way in which they deliver this GCE Travel and Tourism qualification in the new academic year. In undertaking any review and making appropriate plans for the delivery of the curriculum, the comments and suggestions contained in the following reports will provide much food for thought.

If changes are to be made, it is important to keep the following points in mind. The OCR GCE Travel and Tourism specification was designed to be an ‘applied’ qualification which is suitable for both A Level candidates and for those seeking a more specialised study of the subject. The specification encourages candidates to appreciate the scale and importance of the travel and tourism industry in the world and to recognise the positive and negative impacts which the industry may have on people, environments and economies. During their programme of study candidates should learn that the travel and tourism industry is dynamic in nature and that it responds to change: e.g., external factors such as changing consumer needs and expectations and developments in ICT. The specification encourages candidates to learn practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

It should be noted that although some elements of the current specification are now becoming outdated, questions on the four examined units may still be asked about topics from all elements of the specification throughout its remaining lifetime.

To help prepare candidates to take full advantage of future opportunities, they should be encouraged to participate in visits to appropriate travel and tourism organisations and destinations. Such activities will clearly help the individual candidate to:

- develop an understanding of the scale and importance of the industry;
- appreciate the importance of host destinations and communities to the industry and the importance of sustainable development;
- appreciate the positive and negative impacts which the industry may have on people, environment and economy;
- appreciate the global and dynamic nature of the industry.

Furthermore, participation in such activities will help candidates to gain a knowledge and understanding of the travel and tourism industry which is fully appropriate to the needs of an employee working at operational level with direct contact with customers. Indeed, it can be argued that acquisition of such knowledge and understanding will clearly relate to that required of an employee working at supervisory level. These vocational subjects seek to promote in candidates the ability 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.

On the basis of candidate performance in the June 2013 examination series, there is plenty of evidence to suggest that many of the principles outlined in the previous paragraphs have been put in place. However, performance is variable both within and between centres. All of the Principal Examiners make comments about the need for all candidates to respond appropriately to the wording of particular questions and the G720 report is particularly lucid in this respect. Similarly, the Principal Moderator highlights important issues relating to both portfolio construction and assessment. Centres are strongly advised to pay close attention to the various pieces of advice contained in the following reports.

G720 Introducing Travel and Tourism

General comments

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

Many of the general comments below have been made in reports on this unit in previous examination series.

There were a number of questions which asked the candidates to identify information from the case study materials. This command word requires the responses to be extracted accurately from the text. In travel and tourism, accuracy of data is vital; therefore, 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 the identification of details and data.

Some responses also demonstrated a lack of understanding of terms within the case study. Again, good preparation prior to the examination is necessary; extracting all the terms from the case study and ensuring that definitions are accurate would prepare candidates more fully. A glossary of terms could be a solution.

Those questions which asked for definitions/meaning of travel and tourism terminology (Questions 1a and 2a) are all extracted from the case study, so candidates should have been aware of all of these terms prior to the examination. Two marks are awarded for the correct definition/meaning of these 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 a full understanding of the term.

There was evidence that some candidates were 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.

When using additional pages, it is imperative that the question number is included on the additional pages.

It is also necessary for the candidates to have fully covered 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.

The evaluative levels of response questions require an overall conclusion in order to reach the top mark. It is obvious that centres are instructing their candidates correctly, but many candidates write a conclusion without contributing enough in the prior answer in order to achieve a Level 3 mark. Detailed responses are required which demonstrate thorough and accurate knowledge and understanding of the issue in order to achieve Level 3.

Comments on individual questions

Question 1

- a) The vast majority of the candidates could demonstrate that they understood the terms. Unfortunately many responses were awarded low marks because the answers were considered vague as all that was provided was a rewrite of the question. It was common to see that a TIC 'provides information to tourists' which was not worthy of a mark. Good responses used different terminology, such as 'visitors' instead of 'tourists'; explained fully the type of information provided and added that it was a facility, often provided by the local authority. Car hire again elicited a great number of responses such as 'when you hire a car', which was, again, not worthy of credit, because of the repetition. Good answers stated that it is a vehicle which is rented for a period of time, and which then provided more detail of the reasons for this, or an example of a car hire company.
- b) This was an identification question, which was generally well answered. Most candidates selected appropriate, different types of serviced accommodation. The description was the weaker part – candidates frequently gave a description of the type of service provided, rather than a description of the accommodation type. To gain a description mark for a 'hotel', a statement about the size of the property (technically five or more letting bedrooms) was necessary; a 'motel' would be located on a transport route and would often be budget accommodation. Descriptive answers where the type of board was described were not a valid description of the type of serviced accommodation.
- 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 type of question using the pre-released materials. In responses which purely stated what these statistics were, a Level 1 mark was awarded; explanation of the statistics was necessary to get to Level 2. This part of the question asked for the candidate to draw conclusions throughout their answer, so no additional marks are awarded for an overall conclusion. However, in many responses there was a failure to draw conclusion throughout the answer and only the statistics were stated with a limited description; this limited the marks to the lower end of Level 2.

Question 2

- a) This was a straightforward question requiring the full description of three travel and tourism terms taken from the case study materials. It was well answered, especially in relation to the 'international airport'. 'En-suite' frequently only gained one of the two marks allocated, as candidates did not extend their answers by explaining the privacy aspect. 'Timeshare apartment' was well answered if the candidates understood the concept of timeshare, and there were many good responses relating to the ownership of 'week blocks' and the ability to swap weeks. Unfortunately, many answers did not always distinguish between renting a holiday apartment and timeshare ownership.
- b) This was also a straightforward question requiring the selection and description of three travel and tourism terms taken from the case study materials. The question was generally well answered. There was sometimes a failure to distinguish between a leisure facility and a leisure activity, e.g. 'golf course' instead of 'golf'. Some candidates then failed to provide a description beyond a repetition of the activity, thus not accessing the second mark for the description.
- c) The style of this question should now be fully familiar to centres and candidates. This was a straightforward compare/contrast of two different types of accommodation. It was generally well answered, with good interpretation of the case study materials. In order for a

candidate to achieve the full 10 marks, a comparison and contrast of product, service and facilities were necessary. Product can be the type of attraction – so both are serviced accommodation for a comparison; the contrast of the product is that one (Broadlands) is a small guest house and the other (Holiday Inn) a large hotel. Candidates could be fully prepared for this type of question by developing a wide range of vocabulary which is synonymous with the words ‘compare’ and ‘contrast’ – such as ‘the same as’, ‘similarly’, ‘also has’ and ‘different from’, ‘whereas’ and ‘unlike’. Credit was not given for comments about the location of the accommodation 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 like product, facility or service, e.g. both Broadlands and Holiday Inn have parking available for guests. Comparing the en-suite rooms at Broadlands Guest House with conference rooms at Holiday Inn is not comparing like with like. Although differences may be easier to identify, the question requires candidates to find both – differences and similarities.

Candidates should avoid comments relating to products, services, facilities which are not evidenced through the case study; for example, wifi at Broadlands is in the case study, wifi at the Holiday inn is not listed in the case study. Although it should be fairly obvious that a hotel of that size, especially with the conference facilities, will have wifi, because it is not in the pre-released case study credit cannot be given if this was a comparison or contrast selected by the candidates.

A significant number of the responses evaluated the services, facilities and products in relation to a specific customer group, which was not required by the question. . 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.

Question 3

- a) This part of the question was mostly well answered. Candidates needed to use the map of Stratford upon Avon to locate two features, an important skill in travel and tourism, especially when providing directions to travellers.
- b) Most candidates answered this part of the question well; but there were still significant knowledge gaps in the candidates’ knowledge and understanding of the sectors, and the roles each performs. This is a consistently weak aspect in each examination series. Centres should ensure that the commercial and non-commercial sectors; their objectives, funding, revenue generation and how they meet stakeholder or shareholder expectations are fully taught. In respect of the public sector, such as in this case Stratford upon Avon District Council, the service aspect of the authority in provision for visitors should be the main focus of the answer. Car parking facilities, litter collection, and the provision of a TIC were all acceptable answers as they can be used by tourists to the town. Other aspects of the role such as a planning or licensing authority were also suitable answers. Credit was not given for answers which related to the way in which the public sector is financed, as that is not a role in the travel and tourism industry.
- c) Some candidates selected the wrong document from the case study to answer this question. It is always clearly stated in the stem to the question, to which document reference needs to be made. The Rosalind, as a fully serviced canal boat, is ideal for short breaks, as there is an element of luxury (the second or first honeymoon) and also a range of lengths of stay. Many candidates only referred to a day trip to see the sights of Stratford upon Avon, which gained no credit as the question asked about the advantages to customers of taking a short break on the boat.

- d) This was a 'level of response' question which required the candidates to extract information about the benefits to groups of using Bancroft Cruisers. Most candidates could find the relevant information, such as the specialism in custom-made cruises; the provision of catering and bars; special school rates and discounts for the travel trade. The answers were frequently not further extended beyond this identification. Many candidates, when referring to the discount for the travel trade, did not understand the meaning of the term 'fully', so did not extend their answer to examine that this would make a package put together by a coach company, tour operator or hotel (such as the Holiday Inn) more cost effective and, hence, lead to a higher profit margin for the organiser. It is this level of comment which is required to achieve high Level 3 marks. Too many candidates received Level 2 as there was a statement given about the discount making the cruise cheaper for participants, without extending this to an evaluative comment. A number of candidates erroneously identified the benefits to Bancroft Cruises rather than to groups.

Question 4

- a) This part of the question was answered well.
- b) This part of the question was also answered well, with candidates selecting appropriate ICT developments from the case study. Some candidates were not aware of the difference between technology, e.g. the lift, printing of the 'Transformation' book and ICT.
- c) This question was answered well in the majority of cases. Many candidates, however, did not fully understand that the term 'corporate' is interchangeable with 'business' and, hence, did not focus on this aspect of tourism in their answer. Instead they discussed benefits to, for example, wedding parties. Good answers identified the privacy aspect of the room, the ability to hire in advance in order to ensure availability and the fact that its shape allowed good discussions and presentations to take place. Some candidates veered away from corporate, mentioning family functions, which were not credited.
- d) This part of the question required candidates to discuss the benefits to customers and the businesses of the Arden Hotel and the RSC of the joint promotion activity. Many candidates interpreted the question as the advantages to business customers of using the Arden Hotel and the RSC, hence failing to achieve any credit in their answers. It is important that the questions are read thoroughly so that the correct stance is taken in a candidate's response. The majority of the candidates did fully discuss the benefits to the customers of the arrangement (location, perceived quality due to recommendation), and to both the hotel and the RSC (increased business, reduced costs as a joint promotion). In order to reach the top levels of the mark band, it was necessary to make a judgement about the benefits to both customers and businesses, and again an overall supporting conclusion was required in order to achieve full marks.
- e) Socio-economic factors are clearly identified in the specification, e.g. an increase in car ownership, an increase in leisure time, an increase in disposable income and the national economy – boom or recession.

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

In too many cases the candidates relied solely on socio-economic groups for the entire response. Some credit was given for these responses but if the answer was not extended into increased disposable income, a rise in car ownership or other relevant factors, then the candidates could not achieve beyond Level 1.

As this was the question which assessed the candidates' 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 spelling, punctuation and grammar.

G723 International Travel

Although there was a comparatively small entry for this examination, it was pleasing to note that most candidates were clearly attempting to apply the various pieces of advice which have been given to centres in previous reports.

Generally performance was good, though there were some examples of a lack of knowledge of some aspects of the specification. There were some instances of candidates failing to provide valid illustration of the points which they were attempting to make and this had an effect on the amount of credit which could be awarded for particular answers. However, most candidates made a positive attempt to answer the question and the better scripts contained clear evidence of the following approach.

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 and 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 further evidence of candidates making an effort to respond in an appropriate manner to the higher order command verbs and several of them were able to access the top mark band for those questions which are assessed through 'Levels of Response' criteria.

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

Comments on the individual questions

Question 1

- a) The Fig.1 stimulus material was usually correctly interpreted and most candidates managed to score all four marks by identifying valid services such as child meals, Skyflyer packs, family check-in, family movies, children's television channels and the ability to choose seats together.
- b) Candidates again used the Fig. 1 stimulus material very well and most answers correctly commented on the usefulness of 'assistance lanes', 'kids zones', modernised baby changing areas or the 'porter service'. It was quite common to see full marks being awarded.
- c) Some candidates failed to realise that this part of the question was an opportunity to comment on the advantages of car hire. Inappropriate responses concentrated on features of the flight, rather than offering reasons why families going to Florida might find access to a vehicle of use. Better responses offered a clear explanation of ideas such as convenience (accommodation transfers), freedom to explore without timetable restrictions, savings compared with public transport and the ability to carry luggage/buggies more easily.

- d) Airport ancillary products and services were a familiar topic and most candidates were able to produce a valid consideration of availability and usefulness. However, it was quite rare for the more simple statements/explanations to be developed with comment about the extent to which particular types of passenger needs were being met. There were some excellent comments about the provision for business travellers and passengers with special needs. Yet, even when such considerations were present, there was little attempt made to come to a judgement about issues such as: which passenger groups are able to benefit most and any shortfalls in provision.

Question 2

- a) Some candidates struggled with this part of the question and few responses managed to achieve full marks. Figs. 2(a) and 2(b) indicated that there are only four ways by which an international traveller could arrive **directly** at Holyhead – by road, by rail, by ferry and by **cruise**.
- b) Fig. 2(a) was well interpreted and most candidates recognised that the Dublin to Holyhead crossing had some key advantages for travellers from the UK going to the Irish Republic. Most candidates made valid reference to ideas such as the 58 mile crossing, a 3 hour 15 minute journey, a £99 fare, two ferry companies and convenient access from population centres. However, few answers could be awarded a higher level mark because these valid features of the route were not always assessed properly and commented on from the perspective of the traveller.
- c) There were some very thoughtful responses to this part of the question and most candidates were aware of the advantages of having an Internet website. However, the question required a consideration of the advantages to the ferry operator rather than the customer. Weaker responses confused the two and only more considered responses concentrated on advantages to the company. The better responses considered ideas such as maximising distribution, 24/7 availability, keeping up with competitors, easy to update and the timely receipt of funds from on-line bookings.
- d) Some candidates found this part of the question quite difficult and several were unable to discuss seasonality with any degree of confidence. Many responses ignored the clues provided by Fig. 2(b) and the fact that Holyhead was visited by cruise ships between May and September only. However, some candidates thought quite carefully about the seasonal implications for cruise holidays and pointed out that cold winters in the UK would encourage some travellers to seek Caribbean sun. Similarly, most candidates were aware that the demand for cruises will be greatest during the best season in terms of weather conditions. As far as Europe is concerned, cruising is highly seasonal centred around the peak summer months, when most holidaymakers take their annual break. Such comments allowed the candidate to access a mark within Level 2.

Question 3

- a) The candidates had little difficulty in correctly interpreting the Fig. 3 stimulus material to identify the four types of UNWTO Affiliate Member – the private sector, educational institutions, tourism associations and local tourism authorities.
- b) Some responses to this part of the question rather missed the point and did not make any reference to how each piece of FCO advice might help support the Global Code of Ethics for Tourism. Credit was awarded for comments which suggested ideas such as:
- buying locally created positive economic impacts, supported jobs, raised local incomes and exerted a multiplier effect
 - respecting local culture/traditions created a positive socio-cultural impact, supported local heritage and reduced potential conflicts
 - booking safari trips with licensed and trained guides created positive environmental impacts, kept visitors away from sensitive areas and helped generate local employment.
- c) The idea of FCO travel warnings was well understood and many candidates were able to provide accurate illustrations of different types of threat to travel. It was pleasing to see frequent and accurate reference to terrorist attacks, war zones, political unrest, natural disasters and disease outbreaks.
- d) The usefulness of ‘travel blogs’ was clearly understood and many candidates wrote very sound answers which allowed them to achieve high marks on this part of the question. It was pleasing to see that many candidates appreciated such Internet posts usually had a variety of content, were written by people with first hand experience, were usually unbiased and frequently provided the opportunity to view images and video. There were also many appropriate comments about sites such as Tripadvisor. The topic is clearly well understood and appreciated.

Question 4

- a) The data contained within Figs. 4(a) and 4(b) was readily interpreted and virtually all candidates were able to obtain full marks.
- b) Most candidates were able to offer valid suggestions as to how venues such as Aintree Racecourse generate revenue on non-sporting days. However, valid suggestions were not always properly explained and this tended to limit the amount of credit which could be awarded. The better responses clearly pointed out strategies such as:
- hiring out premises for business use
 - charging for group tours
 - the sale of merchandise as souvenirs
 - use as a wedding venue
 - renting out space for events such as fairs and car boot sales
 - catering for private parties – birthdays, anniversaries, etc.
- c) i) Some candidates were unable to identify three appropriate laws or regulations but popular valid choices included Data Protection, Health & Safety at Work, Trade Descriptions, Consumer Protection and the Supply of Goods and Services.
- c) ii) The key aspect of this part of the question was to relate the chosen law or regulation to operational procedures at the venue. Many candidates struggled to provide an appropriate level of detail but there were several sound accounts based on either the Data Protection or the Health & Safety at Work Acts.

- d) Many responses to this part of the question tended to lack precise exemplification but valid opinions were usually expressed. The better answers attempted to point out that there has been a growing interest in pursuing sporting activities on holiday, due to a variety of factors such as an increased concern about health and fitness, an ageing population which is becoming more active and the fact that sporting pursuits are now more mainstream and fashionable than they used to be. Taking part in various sporting activities is now seen as a way in which to relax and mentally unwind during a holiday. Similarly, holidays which include more vigorous or extreme activities such as climbing, watersports, scuba diving, mountain biking, surfing or white-water rafting, sometimes referred to as 'adventure holidays', are now offered as specific adventure packages. Furthermore, there are many benefits to be had from participation in sporting activities such as personal enjoyment, teamwork, fitness and improved levels of skill. At a more basic level, candidates correctly pointed out the appeal of events such as the Olympics and World Cup as being a travel motivator.

G728 Tourism Development

General Comments

This examination continues to attract some excellent candidates with sound knowledge of tourism development. There were six extended answers within this question paper and, with a few exceptions, timing did not appear to be an issue. It was also obvious that many candidates had benefitted from past paper practice. What was evident in this series was the number of candidates who had used additional pages to write their extended answers. In most cases this was due to an unnecessary introduction/re-writing of question at the beginning of the response. This is not only costly in terms of time but candidates need to know that no marks are awarded for unnecessary paragraphs at the start. Spelling and handwriting continue to be a major issue; if the answers are illegible they **cannot be credited** and, as mentioned previously, if candidates have extremely poor handwriting then centres should address this and arrange for a scribe or for candidates to word process their responses. Sections 1 and 2 of the paper were answered particularly well but Section 3 was not as well answered. There were some good responses to Question 1(e) regarding the TT races on the Isle of Man; obviously the timing of the paper coincided with the event and produced some quality and innovative responses. The geographical context of Myanmar proved more challenging, as did the transport systems in the Alpine regions, but overall many responses reflected a good knowledge of current affairs in the travel industry.

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 responding to ALL questions. There are still examples of candidates providing generic responses, e.g. “Explain two ways in which stakeholders will need to work together in order to ensure a prosperous future for the Isle of Man” – responses to such a question should explicitly refer to the case study which clearly gave several possibilities which could be developed. Overwhelmingly, however, the response was generic.

The understanding of the standard definitions of sustainable tourism; pressure groups; stakeholders; niche markets and tour operators were unclear in many responses.

There will always be questions at the end of each section which require an extended written answer. These questions will require the responses to assess, analyse or evaluate a particular issue. There were many responses with really good extended answers but which could not access Level 3 as they did not provide a clear analysis of the evidence presented in the case studies; or lacked a conclusion as to the findings and with an opinion of the evidence presented.

The major weaknesses on this paper were questions 3(b) and 3(d); typical responses gave benefits to a destination and not an organisation thus losing a possible six marks. Question 3(d) asked for methods such organisations could use, and as many candidates had not utilised the case study in part (b) it meant that, in the majority of cases, the response to Question 3(d) was also poor.

Finally, as in previous series, underlining the command verb and key terms or writing small notes above the question is very good practice and shows that candidates are taking onboard the comments made in previous reports.

Comments on the individual questions

Question 1 – Isle of Man

- a) i) This was a different type of question with which to start the paper than usual and it required careful reading of the stimulus material. There were five aspects clearly numbered and these needed to be understood and expanded upon. This part of the question was answered particularly well in most cases and it ensured that the majority of the candidates made a good start to the question paper with many achieving the full nine marks available.
- a) ii) Many responses to this part of the question failed to use the evidence in the case study and gave a generic answer to the role of stakeholders.
- b) Responses to this part of the question suggested that the term ‘niche market’ was sometimes not known. The most popular responses were social media and the Internet.
- c) There were some very good responses to this part of the question. Varied reasons were given for hosting the Youth Games and maximum marks were achieved by many candidates.
- d) There were generally good responses to this part of the question which considered the reasons for the preservation of the culture of the Isle of Man. although the geographical context was rather suspect at times.
- e) It was particularly encouraging to see that this part of the question was, on the whole, answered very well. There was good use of the case study to evaluate positive economic impacts of the TT races. However, negative economic impacts such as seasonality were often missed and, therefore, if only a positive response was given, the mark awarded to the candidate was limited to a maximum of Level 2.

Question 2 – Myanmar Case Study

- a) This part of the question was very well answered. Most candidates responded with good amplification of the examples in the case study and achieved maximum marks.
- b) This part of the question was in two parts. The first part asked for the benefits to tour operators and the second those to international hotel chains. Many candidates simply gave the benefits to the destination in part (i) but managed to fully answer the benefits in relation to hotel chains. There were a number of hotel chains identified including Hilton, Marriott, and Holiday Inn.
- c) A significant number of responses to this part of the question did not recognise that this was a question about political objectives, although the appropriate quote was extensively used but not developed.
- d) Many responses to this part of the question showed a limited understanding of pressure groups, and examples offered tended to be local and or UK based. These were accepted if given in context, e.g. a full understanding of the role of a pressure group and development with an example (ie. new runway at Heathrow). Greenpeace and Tourism Concern were also popular examples of pressure groups.

- e) Negative and positive cultural impacts always pose a challenge in terms of geographical context. Crime, prostitution and begging were common responses. Many responses gave recognisable terminology such as the aiding of understanding, westernisation, demonstration effect, national pride and the preservation of crafts but which could not then develop these examples in relation to the impact which they might have on Myanmar. This part of the question was generally quite well answered.

Question 3 – Sustainable Tourism

- a) This part of the question was very well attempted and, in general, somewhat lengthy personal definitions were given of eco-tourism, but very few responses gave, or knew, the correct definition – ‘Tourism which meets and protects the needs of the present, without compromise to future generations’.
- b) At first glance this part of the question would appear to be relatively straightforward as the answers were bulleted in Fig. 3a and only required appropriate development. The reality was that many candidates did not use this information OR they did not give benefits to the organisation. This part of the question carried six marks and many candidates failed to achieve some/all of the marks which were available.
- c) There were some excellent responses to this part of the question. There was very good understanding and use of Fig. 3b.
- d) Respondents who failed to answer part (b) correctly found themselves struggling to answer this part of the question. Many candidates then proceeded to provide what should have been the answer to part (b) when responding to this part of the question. Again, there was limited use of the evidence in the article with many responses giving generic methods such as the Internet, social media and visitor guides. These were accepted in context but they could not achieve the higher levels within the mark scheme.
- e) There were many mixed responses to this part of the question. There was some very good use of the case material, but many candidates did not really grasp why the new transport provision was so important, and generally did not use the evidence in the article to fully understand what the “Alpine Pearls” are. Many candidates thought they were an organisation seeking funding. There were too many responses which discussed the negative environmental impact rather than the importance of the transport system. It is often the case that the last question on the paper proves challenging in terms of time and understanding; however, some responses did achieve the maximum marks available.

G734 Marketing in Travel and Tourism

General comments

Some key points for candidates to bear in mind in advance of future examinations in this unit include:

- practice examination style questions
- become familiar with the meaning of all command words
- read the pre-release case study several times and work through key marketing concepts
- be aware of marketing terms and meanings (as covered in the specification)

There was a small entry for this examination. The pre-release case study covered information regarding Harrogate and its conference centre. Details included information on the size and role of the conference centre, the new box office hub and a recent press release. The pre-release information was forwarded to centres six weeks ahead of the examination date.

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 two and four marks and these followed a similar format to previous papers with short answer responses in questions 1(a), 2(a), 3(a) and 4(a). Candidates should be made aware that if a question asks them 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 in relation to each question. Questions were designed to be accessible to all candidates and level of response marking was applied for the longer 'essay' style questions. Some candidates used continuation sheets; however, teachers should encourage their candidates to complete their answers in the space given within the answer booklet. Examination practice using previous papers would assist greatly with this type of preparation.

Centres should ensure that their candidates are familiar with the case study material before sitting the examination. There are many marketing terms with which the candidates should be familiar, such as PEST, SMART, SWOT, pricing strategies, marketing mix, etc and centres should attempt to work through the case study and apply these concepts to the scenario given.

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

Comments on particular Questions

Question 1

- a) This part of the question was generally well answered. Most candidates were able to easily identify the USPs for Harrogate International Conference Centre (HIC).
- b) There were some very good responses to this part of the question. Many candidates were able to assess clear benefits of using social networking sites.

- c) There were some good responses to this part of the question. Many candidates made thoughtful contributions in relation to the advantages to HIC of having partnerships and affiliations.

Question 2

- a) There was a mixed response to this part of the question. Some candidates were able to give good reasons for the carrying out of market research. However, in some instances, the reasoning was too simplistic to reward with full marks.
- b) This part of the question was reasonably well answered. Many candidates were able to give reasons why organisations such as HIC should have SMART objectives. However, in order for the higher marks to be gained, a full discussion was required.
- c) This part of the question was reasonably well answered. Many candidates were able to give good reasons in relation to the benefits of the new box office hub. There were some excellent links to the case study and appropriate links to customers.

Question 3

- a) Some candidates were unfamiliar with the Trade Descriptions Act. Centres should attempt to cover the legislation section when the case study is analysed.
- b) This part of the question was reasonably well answered. Many candidates were able to assess three sales promotions; however some candidates simply discussed advertising and did not answer the question asked. Most good responses included BOGOFs, loyalty schemes and coupons which were generally linked very successfully to the case study.
- c) Most candidates made a very good attempt at this part of the question. Many were familiar with external influences and discussed relevant PEST scenarios. However, not all candidates were able to evaluate and, therefore, did not access the higher banded marks.

Question 4

- a) This part of the question was reasonably answered – most candidates were familiar with the term ‘above the line’.
- b) This part of the question was generally very well answered. Many candidates were clearly familiar with the concept of marketing segmentation and were able to give some advantages and disadvantages.
- c) There were some candidates who were unfamiliar with ‘PR’ and confused this with the ‘general public’. Centres should attempt to ensure that their candidates are fully conversant with all marketing terminology. It was pleasing that some candidates were able to explain the usefulness of PR and its importance to organisations in travel and tourism.

Moderator's Report

General Comments

The standard of evidence and the quality of assessment this series was mixed and this was particularly the case in relation to the AS units. Some candidates had been assessed well and they had provided clear, comprehensive evidence in line with the key requirements of the assessment grid. However, there were a number of candidates who fell down on the nature of the evidence. Work throughout the units from such candidates tended to be descriptive where evaluation was required or again descriptive when an analytical response was required. This had been misinterpreted by assessors and, in some cases, had led to an adjustment to marks. The ability to evaluate and make realistic recommendations is a difficulty displayed in candidates' evidence at both AS and A2 level and can be over-marked by centres. Several candidates provided narrative text and little application to the requirements of the mark bands and key words such as evaluate, analyse, recommend, explain, plan. Some candidates had done primary research where they provided a questionnaire. However, providing the answers to the questions with no analysis or evaluation to support the finding is not sufficient to provide a good analytical and evaluative response at either AS and A2 level. This problem was particularly evident on unit G721 (Customer Service), unit G729 (Event Management) and unit G730 (The Guided Tour).

Some portfolio work had been presented in a well organised manner with some evidence of extensive research. Candidates had clearly used both primary and secondary sources and were referencing within their work. In several cases candidates had clearly applied their knowledge to the requirements of the unit. However, this session, there were a number of candidates who failed to reference, source or provide a bibliography. Where some problems occurred it was mainly due to too much theoretical content which had been equated to marks by the assessor. In some cases candidates were unable to provide enough evidence of applied knowledge and understanding because their research was too narrow.

There were a number of administrative difficulties which occurred this series. This was either a lack of authentication sheets being submitted, candidate numbers missing on URS sheets, clerical errors, doubled marks on MS1s, and, in particular, centres failing to send the required samples; some samples were not sent in the original parcels. Most assessors had appropriately annotated the work, though there were times when the moderator had to re-mark the work because of a lack of annotation and assessor comment.

In several cases centres had responded well to advice, training and moderator reports provided by OCR to develop good assessment practices. There were occasions of over-marking but the reason for adjustment has been clearly highlighted in the report to the centre in order to provide advice for future cohorts. In most cases assessment by a centre was consistent amongst the samples. In other cases there was inconsistency in assessment where candidates at the higher levels had been over-marked but at the lower levels the centre had under-marked. There were also some occasions when candidates in danger of failing had been over-marked. This caused an adjustment to marks.

AS Units

Unit G721 – Customer Service in Travel and Tourism

There were many submissions for moderation of this unit this series with a good response but there was some evidence of leniency in assessment and misinterpretation of the requirements of the marking grid. There were, however, some excellent portfolios, which were thorough and appropriate.

AO1 – Candidates clearly identified the needs of internal and external customers and made a reasonable attempt to evidence how their needs are met but this was sometimes descriptive in nature. It was pleasing to see that centres are guiding candidates appropriately to address different types of customers. Where candidates displayed difficulties it was because they had looked at the needs of the customers rather than at how their needs are met. It is important to consider communication here, too.

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

AO2 was generally well evidenced with many candidates replying to a complaint by letter. Assessors had provided some clear witness statements which reviewed how well the candidate performed specific skills. Skill application does, however, need addressing in the candidates' evaluation. Candidates need to look at a minimum of two to three situations to evidence a variety of customers. At least one of these needs to be face-to-face. It is expected, at this level, that candidates, if answering by letter; format the letter in a 'business style' and ensure there are no errors, eg. spelling.

Where candidates had used scripts to perform particular role plays, this was considered as insufficient evidence of effective customer service. There were occasions this series when there were no witness statements, or unclear evidence as to the situation.

AO3 – Portfolios generally showed some evidence of good research into how the organisation assesses the effectiveness of its customer service and the methods which the organisation uses. Candidates had made a good attempt at analysing these methods in terms of their appropriateness and effectiveness. Candidates did struggle, sometimes, with analysis in terms of what the organisation had done to make improvements, etc. This would relate to the results found using the different methods.

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

Centres generally carried out and evidenced this well with checklists, etc. There was a tendency for candidates to evaluate products and services well but not to consider personal qualities and skills, eg. face-to-face communication, etc. Candidates had looked at different types of customers and how well they thought the organisation met their needs, making some judgements, but tended to miss out on recommendations.

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

Unit G722 – Travel Destinations

There was a large submission for this unit this series with a mixed response. In many cases again this series, this was the unit which was less well evidenced. In particular this was in relation to AO1 and maps with description. There were some cases where candidates had not considered two very different/contrasting destinations and thus such candidates were restricted on the scope of analysis in terms of customer types for AO2/3. Candidates need guiding here as to the suitability of the destinations, e.g. not two cities.

AO1 – In some cases this was addressed well but in many other cases there was a lack of evidence and understanding to warrant the mark awarded. This was the main cause of adjustment in many cases, as candidates annotated maps incorrectly and were unable to give a clear description but Level 2 or 3 marks had been awarded.

Downloaded maps must be annotated, sourced/referenced and be linked to a description. There was a tendency for candidates to omit annotated maps and/or reference the source with the map. There should be a world map and candidates need to consider how clear the maps are in relation to the suitability of giving it to a tourist and pointing out aspects a tourist might need to know. There should also be the inclusion of a local map, as a part of the series of maps, and comment in relation to the distribution of features relating to AO2 as well as, for example, an analysis such as the location of the destination in relation to climate, season, accessibility, etc. In many cases this aspect of the unit was over-marked as candidates had not provided a clear enough description to warrant the marks awarded.

AO2 – Care needs to be taken when candidates have evidenced sections of text and websites. With reference to the appeal of their destinations, candidates usually attempted to make a logical explanation but still omitted to fully cover the appeal of their destinations with particular reference to who and why the destination appeals, i.e. to particular types of customer. There was, for example, very little reference to business appeal/business customers, short and long breaks, the range of customers, etc. Another example is different types of accommodation and cost versus appeal to different types of customers/visitors. Some candidates had analysed well but several candidates had not fully addressed this aspect of the assessment objective.

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

Sources were well referenced in the text by some candidates.

AO4 was generally well assessed and some candidates had done this aspect well and considered more up-to-date trends and problems envisaged as a result of a weak economy. There was, in some cases, little evidence of any statistical data to support the candidates' reasoning. For some candidates, AO4 was an afterthought, but it should really be the starting point for research to check the availability of data at international level. Beyond Mark Band 1, it is expected that trends are analysed and that realistic future predictions are provided. Higher marked candidates completed this AO well, whereas the lower marked candidates displayed difficulty in analysis.

Unit G724 – Tourist Attractions

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

Candidates made a good attempt at the criteria but with reference to AO1 there was still a tendency for candidates to omit the comparative aspect in their work. .

Candidates considered technological features well, but they also need to develop their analysis in terms of how these enhance both the customer and the staff experience. There is also a need to consider how new technology is used to promote the attractions' features.

Unit G725 – Organising Travel

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

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

AO2 – This was well addressed.

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

AO4 – Candidates had produced some good itineraries.

Unit G726 – Hospitality

There were some submissions for moderation of this unit this series with a mixed response. This related to the amount of research undertaken by the candidates and the appropriateness of the organisation selected. There was, however, evidence of downloaded material and a lack of clear examples.

Again, there was a tendency for candidates to quantify the hospitality provider for AO2, but only briefly describe a corporate hospitality package, without a review. Components of the package were not clear and there was a lack of evidence of marketing strategies.

Unit G727 – Working Overseas

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

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

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

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

AO4 was well assessed by candidates and centres.

A2 Units

Unit G729 – Event Management

As this is the mandatory unit there was a large submission for this unit this series with a good response. There is a need to clearly annotate the work when assessing, as the unit is holistic in its approach. Again, some centres had attempted to interlink unit G730 (The Guided Tour) and unit G732 (Adventure Tourism) to this unit, but in many cases this created difficulties for their candidates as the amount of evidence needed and skills required for Event Management needed developing further. **It is not recommended that centres try to interlink the delivery of two units.**

Candidates had obviously enjoyed doing this unit and had learned, with some understanding, the complexities of organising and carrying out a travel and tourism event, as part of a team. It was pleasing to see the range of appropriate events considered and carried out. There were occasions when candidates had carried out a pre-determined event and had little evidence to support their own organisational skills. Good practice was noted when centres had in, several cases, differentiated assessments/marks awarded to their candidates, together with an individual report and witness statement on personal performance. **Where problems existed during moderation this series, it was due to centres awarding all their candidates the same mark, particularly in mark bands 2 and 3, with little evidence to support individuality, specific skills, team working, customer service and communication.**

AO1 – With reference to the business plan, some candidates had been methodical in their approach, while other responses were repetitive and unclear. In some samples the candidates had not set out a plan, but had tended to produce a report and running commentary which caused them to omit relevant information. This was particularly relevant to the need for clearer aims and objectives, purpose, SMART targets and financial accounts. There was some confusion as to the requirements of a plan and evidence became muddled and difficult to decipher. **There should be no theoretical content.**

Candidates this series had produced their own business plan and it was good to see this series that centres had taken on board the comments made in the June 2012 examination series Principal Moderators' Report, and actually encouraged their candidates to consider legislation such as data protection, health and safety practices, insurance, etc. There is still a need for the candidates to provide clear financial accounts. There was some evidence of how the team was going to assess the success of the event or the plan.

There should be clear evidence of project planning techniques and roles and responsibilities. Where candidates had created a Gantt chart, for example, there was often little evidence of how this was executed and any changes to be made to it – e.g. re-drafting of the flow chart, did it work? Some candidates had produced a critical path analysis, which was well executed.

AO2 – Several candidates were clear on what they precisely contributed; for example through use of a log book and evidence highlighting where they had made a major contribution, such as agendas and minutes of meetings which clearly identified their contribution, etc. There was a need, however, for higher grade candidates to develop their project planning techniques. There was a need also for candidates to address any problems/difficulties encountered. This was sometimes omitted in candidates' evidence.

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

AO4 – Some candidates evaluated well, but many showed a tendency to omit any reference to aims and objectives. They tended to produce a narrative of what they had done, rather than an evaluation. There is also a need to appropriately record qualitative and quantitative data from customer feedback, with appropriate analysis. It is insufficient evidence to answer prompt questions. Candidates can use this as brief guidance but they must produce an evaluative report.

Unit G730 – Guided Tour

There were several submissions with a good response.

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

Unit G731 – Ecotourism

There were several submissions this series with a good response.

Some candidates had approached very different ecotourism projects and where assessment was in the higher bracket, they had produced extensive evidence of their understanding of the project, future development(s) and the nature of ecotourism. It is important that candidates consider the unit holistically in order to ensure that the project which they have chosen allows sufficient access to the requirements of the assessment criteria. Where some candidates lost marks, it was by not choosing a suitable ecotourism project.

There was still a tendency for candidates' responses to become too general in nature and off the point rather than being specific to their chosen project and destination, resulting in a lack of application of knowledge and understanding. However, this created some good responses in relation to AO4 when considering ecotourism worldwide. It is also important for candidates to not only support opinions by expressing their own values and attitudes but also to be aware of those of the relevant stakeholders. In some cases this was well evidenced. There was also a tendency for examples and information to lack sourcing and referencing.

Unit G732 – Adventure Tourism

There were several submissions this series with a good response.

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

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

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

Unit G733 – Cultural Tourism

There were several submissions this series with a mixed response.

Where candidates produced weaker evidence, it was usually due to a lack of application to the cultural tourist. There was also a lack of primary research such as asking people who had been to the destination, in order to form views and opinions (AO2) and motivational theory (AO1).

Where candidates had difficulty, it was because inappropriate destinations had been chosen and work was downloaded directly from the Internet. These destinations gave candidates little scope to develop their understanding of cultural tourism. There is also a need to consider diversity.

Again, few candidates had actually researched and evidenced specific cultural tours which might be available at their destination. These would relate to AO1/AO2/AO3, as well as motivational theory.

There is a need to clearly source and reference work.

Unit G735 – Human Resources

There were some submissions this series with a good response. Where responses were weak, it was usually due to a lack of evidence of the management and planning of human resources and/or comparison/contrast. There was also a need to use information appropriately to demonstrate understanding, rather than simply repeating and downloading material.

This series the candidates showed some difficulty in understanding the requirements and components of a needs analysis.

Assessment objectives were generally awarded appropriately in relation to the mark given.

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

OCR Customer Contact Centre

Education and Learning

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 2013

