

TRAVEL AND TOURISM

Paper 9395/01

Core Paper

General Comments

The structure of the examination appears to have become clear to Centres and most candidates were able to use the four pieces of stimulus material quite well. This was extremely positive and Centres are again reminded that questions will continue to be based around pieces of stimulus material, derived mainly from travel and tourism industry sources, which will have been selected solely on the basis of their ability to illustrate key aspects of the syllabus content.

There was plenty of evidence that candidates understand and appreciate the development of travel and tourism at a variety of scales. This means that they should be aware of developments within their immediate local area, within their country as a whole and on an international scale. It should be remembered that candidates will obtain credit for providing specific details about facilities and locations that are appropriate to the demands of particular questions. Centres should now also encourage candidates to reflect more on their own personal experiences to aid the process of exemplification. All candidates should make reference to their own experiences of travel, tourism and hospitality where appropriate to the question.

Many candidates still appear to struggle with the actual requirements of particular questions. Centres are strongly advised to make the following '**Key Word**' definitions part of the examination preparation sessions for this paper.

Key Word(s)	Meaning/expectation
Identify	Simply name, state or list.
Describe	State the characteristic features of something.
Explain	Make the meaning of something clear by providing appropriate valid details.
Outline	Set out the main characteristics describing essentials only
Discuss (including 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 expected to present arguments and evidence to support particular points of view and to show where they stand in relation to topic. The candidate is expected to look at different interpretations or approaches to the issue.
Assess (including the ability to evaluate)	To judge from available evidence and arrive at a reasoned conclusion. The candidate is expected to present a number of factors or issues and weigh up or appraise their relative significance or importance.
Compare and contrast	Point out similarities/differences and discuss the variations identified.
Justify	Present a reasoned case to show that an idea or statement is true.

Candidates who are unable to respond in an appropriate way to these command verbs will always have difficulty in obtaining the higher marks for questions that are assessed by means of 'Levels of Response'. There was some further evidence that candidates were making an effort to end their answers to the last part of each of the four questions with some form of conclusion. This is to be encouraged because a valid conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus usually warrant a score in Level 3.

The vast majority of candidates were able to answer all four questions within the time available.

Comments on the individual Questions

Question 1

- (a) Many candidates were able to correctly interpret the stimulus material and state appropriate functions for the Commissionaire (open door, carry luggage etc.), the Concierge (give directions, make reservations etc.) and the Beach Attendant (give out towels, open umbrellas etc.). There were many full mark answers.
- (b) Methods used for staff evaluation were familiar to most candidates and concepts such as the 'mystery shopper' were very well explained. It was pleasing to see many excellent answers.
- (c) There were a few difficulties with this question as some candidates did not appreciate the focus on internal customers. The question was not about customer service in the general sense but more a particular review of the benefits to organisations that treat their employees well. The more able candidates were able to offer a clear explanation as to how things like improved inter-department efficiency, low staff turnover and improved communication would bring sustainable benefits.
- (d) Answers were rather simplistic, with some candidates unable to identify a particular customer service situation properly. The syllabus states in Section 3.2 of Paper 1:

'Candidates must explain how quality service is delivered by three different staff roles within one chosen outlet with which they are familiar.'

Thus, general accounts about waiting staff or receptionist job roles did not allow candidates to address the key aspects of the question: what exactly is the service task, what particular standards are expected and what is the nature of the delivery system when performing the task? For example, a waiter in a Hilton hotel will perform differently to a waiter in the Burj Al Arab in Dubai or the Savoy in London. Few answers were able to progress beyond Level 1 because the comments offered were not specific to a known example.

Question 2

- (a) Many candidates were able to correctly identify Puerto Rico, Dominican Republic and Aruba from the Fig.1 stimulus material.
- (b) Many candidates were able to correctly identify both Costa Rica and Belize.
- (c) There were a variety of suggestions about the ways in which hotels can become eco-friendly, but some candidates tended to repeat themselves and were unable to indicate how a particular environmentally friendly action would create a precise positive local impact. The more thoughtful answers scored well and included aspects such as the following:
- built in an appropriate style so as not to cause visual pollution;
 - reduce water consumption through efficiencies;
 - reduce power consumption through efficiencies;
 - beach maintained to prevent degradation.
- (d) (i) The vast majority of candidates were able to correctly identify hurricanes as being a seasonal risk.
- (ii) Many answers offered appropriate suggestions for resorts to maintain occupancy rates throughout the year and there were references to strategies such as price reduction, offering free nights or upgrades and the holding of special events.



- (e) Some answers limited credit by not considering a range of services provided by travel agencies. Candidates are expected to be aware of the chain of distribution and the fact that agencies provide the following:

- accessible high street locations;
- brochures and additional information;
- an opportunity for help and advice (most customers value face to face contact);
- ancillary services such as insurance, airport transfers, currency exchange, excursions, theme park tickets etc.;
- promotion of special offers;
- offer security of bookings via schemes such as ABTA, ATOL etc.

Lack of consideration of a range of benefits resulted in candidates being unable to come to a valid conclusion and limited their progress beyond Level 2.

Question 3

- (a) (i) Many candidates were able to correctly interpret Fig. 2 and identify both the UK and the Maldives.
- (ii) Many candidates were again able to correctly interpret Fig. 2 and identify Australia, the UK and the Maldives.

- (b) Not all candidates understood what was required and comments frequently repeated leisure activities instead of appropriate categories such as VFR, health, religion and education.

- (c) This question was about the positive impacts of tourism development. A candidate was awarded one mark for the identification of a valid impact and a second mark was awarded for an appropriate explanatory amplification of that particular point. Thus, there had to be an appropriate link made between the impact and its beneficial effect. The more obvious illustrations of each type of impact included:

- more jobs – less unemployment;
- demand for local souvenirs – support traditional craft industries;
- national parks – preserve local fauna and flora;
- provision of new facilities – provides additional opportunities.

- (d) Some responses were vague, superficial and sometimes inappropriate. The question was not simply about the Butler Model but about what causes destinations to stagnate or go into relative decline. Candidates were expected to consider and illustrate ideas such as:

- current trends are that tourists have higher levels of disposable income and greater leisure time;
- they are also better educated and have developed more sophisticated tastes;
- new competing destinations have emerged and now actively attract different visitor types and market segments;
- there is now a demand for a better quality product in many destinations;
- the old 'sun, sea, and sand' mass market has fragmented;
- people are taking second holidays in the form of short breaks/city breaks, ranging from British and European cities to country hotels;
- there has been a growth in niche markets catering for special interests or activities.

Better answers clearly analysed issues to do with overdevelopment and there were some very good case studies based in Cyprus, Florida and Spain.



Question 4

- (a) There was some difficulty interpreting Fig. 3 with some individuals unable to identify ageing American residents and business travellers as being target markets.
- (b) There were some excellent answers to this question and many candidates have a clear understanding of how the multiplier effect works. However, weaker candidates made little direct reference to the information contained in Fig. 3 which indicated:
- each job created in the tourism industry produces five additional indirectly related jobs;
 - every \$1.00 spent in tourism results in a further \$5 spent in related industries.
- (c) Some candidates found it difficult to extract appropriate ideas from Fig. 3 and answers tended to be vague and rather superficial. Some candidates were unable to appreciate that this question was about partnerships between the sectors involved in tourism development. However, there were some very good answers making a series of valid observations such as working together to meet objectives and helping to meet stakeholder expectations for the benefit of all in the destination.
- (d) Only a small minority of candidates scored full marks for this question. Many candidates could not name examples of commercial and non-commercial Travel and Tourism organisations and thus did not know about their funding and stakeholders, although it is part of Sections 1.41 and 1.42 of the syllabus.
- (e) Some answers were very limited and showed a very simplistic view. Some candidates were unaware of the role of government as a regulator and comments about the local tourism product in particular destinations were limited. There were some very good answers based on Cyprus and St. Lucia. Answers making reference to Dubai for example could have made valid comments such as:
- the DTCM is the principal authority for the planning, supervision and development of the tourism sector in the emirate;
 - as part of its marketing role, the DTCM plans and implements an integrated programme of international promotions and publicity activities;
 - this programme includes exhibition participation, marketing visits, presentations and roadshows, familiarisation and assisted visits, advertising, brochure production and distribution, media relations and enquiry information services;
 - in assuming its administrative responsibilities within Dubai, the DTCM has now taken over the licensing of hotels, hotel apartments, tour operators, tourist transport companies and travel agents;
 - its supervisory role also covers all tourist, archaeological and heritage sites, tourism conferences and exhibitions, the operation of tourist information services and the organisation and licensing of tour guides.

Candidates unable to clearly itemise ways in which the government influenced tourism found it difficult to progress beyond Level 2.



TRAVEL AND TOURISM

Paper 9395/02

Planning and Managing a Tourism Event

There were many pleasing submissions for this June's entry. Several Centres were able to demonstrate interesting and appropriate candidate work that showed successful activities and events had taken place.

Thanks must be extended to the Centres that submitted portfolios for this June session on time. Once again, this very much helped with the smooth running of the moderation process.

A small number of Centres were scaled downwards this was generally applied because a Centre had marked too leniently across the bands and in some instances key evidence was missing. Most common issues relate to poor evaluation, no other feasibility studies considered and limited ability to demonstrate a candidates' contribution to the planning, preparation and running of the event.

It was pleasing to see candidate work submitted by Centres that had clearly followed the guidance notes. These portfolios were generally well structured and presented in a clear and logical format. It was good to see the range of events organised and the enthusiasm demonstrated by candidates.

Some Centres omitted the clear documentation from their packs – MS1 should be completed both by the underlining of the correct marks and writing the corresponding number.

An issue that appears to be a problem during each submission process is the lack of good assessor annotation on candidates' work. It is imperative that Centres can demonstrate clearly where their candidates pass through each mark band. This must also be done to assist with the marking and internal verification processes. Therefore, Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands, this will aid with both teacher and Moderator assessment.

A01 – Some candidates presented clear and logical plans with realistic itineraries and timescales. On occasions, there were large omissions from the plans along with poor organisational skills. Several of the weaker portfolios had a large amount of missing data such as staffing roles, team roles and legal requirements. This is a pity as the event appeared to be very successful but the writing up of the work lacked full detail and cohesion.

A02 – Many candidates were able to demonstrate impressive contributions to the running and preparation of the actual events, particularly in terms of the planning and implementation of set tasks. Assessors should include witness statements for verification of tasks completed, particularly on customer service achieved.

A03 – Some candidates failed to consider at least two feasibility studies. In some cases there was little evidence of risk assessments or contingency plans put forward and some candidates did not use a SWOT analysis to aid their reasoning. This was disappointing and was the cause of most scaling issues.

A04 – Generally candidates evaluated their event well. Some candidates failed to evaluate not only their personal performance but also the performance of the group as a whole. On occasion, there were incidences of candidates simply producing a running commentary of what they had done rather than actually evaluate and draw conclusions from the results of the customer feedback and offer suitable options/recommendations for improvements. It should be noted that all candidates should include at least one detailed witness statement from an independent observer or participant. This will provide evidence of customer service skills during event planning and implementation. This will help the candidate to further evaluate their performance.

It should be noted that although this assessment is organised as a group assignment, each individual candidate should complete their own work. It is not acceptable for candidates to have exact copies of the written sections of their coursework. Individuals must submit their work independently. Similarly a single portfolio that represents the work of a whole group is unacceptable.



Please note that CIE has now prepared a detailed coursework guideline booklet for this unit. This contains useful information on the planning and organisation of lessons and exemplars of candidate work. In some instances, it may be appropriate for Centres to ask CIE for a trainer to visit to assist with planning, preparation and moderation issues.



TRAVEL AND TOURISM

Paper 9395/03

International Business and Leisure Travel Services

General comments

The number of entries for this module continues to rise, with an increased number of candidates sitting this examination in a wide range of Centres around the world. As has been the case on previous occasions, the performance of candidates in this examination reflected the whole ability range. Most candidates appeared to have been well prepared for the examination and were generally able to demonstrate sound vocational understanding across the assessment objectives for this module.

This question paper comprised four main questions, each accounting for 25 marks. Each main question was divided into a subset of questions, each based loosely around the stimulus material provided. **Question 1** took as its focus information about a holiday package provided by United Vacations to New York City. Candidates were provided with a brochure extract for Abela Sleeping Trains in Egypt for **Question 2**, whilst **Question 3** was based around the European Cruise Council and the Italian cruise market. **Question 4** featured stimulus material about business tourism in South Africa.

Candidates were able to demonstrate the higher order skills of application, analysis and evaluation to varying degrees, dependent upon their individual ability level across this series of questions. It was pleasing to note that a greater number of candidates this session seemed more able to cope with the applied contexts of the questions than has been seen in previous sessions. The majority of candidates attempted all of the questions on the paper in the time allowed and there was only limited evidence of candidates requiring additional pages to complete their answers outside the space provided in the question paper.

Comments on specific questions

Question 1

This question was introduced by an extract for a holiday package to New York City, provided by United Vacations. The stimulus provided details of the package, including specific information about the accommodation provided by the St Regis Hotel.

- (a) (i) The majority of candidates were comfortable in providing two reasons for the appeal of this hotel for a honeymoon couple. Less able candidates may have limited their access to the full mark range by listing four reasons for the appeal, rather than identifying only two reasons and then explaining each of those reasons.
- (ii) Candidates were generally familiar with the components of a holiday package gaining the two marks available here.
- (b) (i) Better performing candidates were able to recognise the financial benefits to the organisation as well as the boost to its image gained from offering branded leisure services. Weaker candidates sometimes failed to score because they tried to answer only from the perspective of the customer.
- (ii) This question proved quite challenging for some candidates. It is important that candidates learn the international scope of a tour operator as being an organisation responsible for putting together holiday packages, rather than viewing this from a purely local perspective, where tour operators may often only provide day trips to a particular visitor attraction. Many candidates failed to make the comparison of the role of the operator and the agent from within the context of the distribution channel. Those candidates who identified the tour operator as the provider or the wholesaler and the agent as the retailer scored highly for this question.

- (iii) Few candidates scored really well for this question, although similar questions have occurred in previous sessions. The question required candidates to evaluate the benefits to leisure travellers of using the services of United Vacations. Weaker candidates tended to score one or two marks for their understanding that this may have cost benefits to the customer but few went on to develop their answer to explain the passing on of benefits gained through economies of scale. Only the better performing candidates made mention of the benefits of experience that such a provider can offer its customers.

Question 2

This question used an extract from a brochure about rail-based tourism in Egypt as its stimulus. Candidates were provided with information about the product of the Abela Sleeping train together with details of a specific route offered between Cairo and Matrouh.

- (a) The majority of candidates had no difficulty in using the stimulus material to identify two features of the travel product offered by this company.
- (b) (i) Some candidates seemed unfamiliar with the concept of pricing policies and so scored no marks. Better performing candidates were able to explain the use of single supplements having an impact on the prices charged, as well as recognising that the package included a half board meal plan.
- (ii) This question tested candidates' understanding of the range of ancillary products/services that travel providers such as Abela Sleeping Trains can offer its customers. Many candidates failed to score the marks available for this question. Only the very able proposed appropriate 'pre-bookable' products or services for a train operator to offer.
- (iii) The majority of candidates were able to offer at least one valid reason for the route only operating for three months of the year.
- (c) This type of question has appeared on previous question papers and has usually been answered well, but a significant number of candidates in this cohort found this question challenging. Weaker performing candidates listed possible booking methods that the organisation could offer, rather than focusing attention on those methods identified in the stimulus material. Only candidates at the top end recognised the limitations of booking by email rather than via the Internet using a GDS. It is important that candidates learn about a range of different distribution channels, and not only about the merits of the Internet as a distribution channel.

Question 3

The stimulus for this question came from information about the European Cruise Council and the Italian cruise market in general.

- (a) (i) This proved to be one of the easiest questions on the paper, with nearly all candidates scoring maximum marks for correctly identifying the two largest European cruise markets.
- (ii) Most candidates were familiar with the term 'berth capacity' in relation to a cruise ship, although several weaker candidates gave the definition of berth capacity in relation to a port rather than to a cruise ship.
- (b) Only a small number of candidates used transferable knowledge from the core module in answering this question. Candidates were asked why the Mediterranean may be popular with Italian cruise customers. Few recognised that Italy is a Mediterranean country, therefore travelling distances to join a cruise would be minimal and the weather, customs and currency would be familiar to the customer. Many responses talked generically about the appeal of cruising, which could have applied to any cruise destination in the world, and thus did not gain credit.

- (c) (i) The majority of candidates were able to extract appropriate information from the stimulus in order to correctly identify two functions of the European Cruise Council.
- (ii) This question was generally poorly answered. Candidates have been asked similar questions in the context of airport safety and security in previous examinations and have demonstrated good understanding of this aspect of the syllabus. But for the majority of candidates in this session, the change of context to the cruise industry rendered this question very challenging. Many responses did identify health and safety measures on board a cruise liner such as medically qualified personnel, lifeboats and jackets etc., but few responses considered aspects such as staff identity cards, passport control and luggage scanning as a means of security available to the cruise industry.

Question 4

Business tourism in South Africa provided the context for this subset of questions. Candidates were provided with a fact sheet of reasons why South Africa might appeal for business tourism, as well as information about the contribution that business tourism makes to the South African economy.

- (a) (i) All candidates scored marks for the correct identification of convention sites in South Africa.
- (ii) Only a small minority of candidates failed to notice the emphasis in the question on air travel, and thus did not gain credit for an answer involving only improved highways.
- (b) (i) The term 'incentive travel destination' caused confusion for some candidates. This question was quite poorly answered, and Centres are reminded that business tourism is often also referred to as MICE tourism (Meetings, Incentives, Conferences and Exhibitions). As such candidates must be familiar with all aspects of this important tourism market.
- (ii) Similarly, many candidates were unsure of the term 'familiarisation event' used in the context of 'Meetings Africa'. This forms an important aspect of the business tourism industry, covering the tourism trade itself, and must also be considered during coverage of MICE or business tourism.
- (c) The majority of candidates demonstrated sound vocational understanding through their responses to this question. Candidates were comfortable with the concept that business tourism makes an important economic contribution to the receiving area's economy and its subsequent ability to develop infrastructure. Better performing candidates were also able to recognise the social importance of business tourism in terms of increased employment opportunities with training etc.
- (d) Candidates showed good awareness of the factors that make a destination suitable for business tourism in terms of infrastructure and accessibility, together with a recognition that business tourists also require leisure facilities for their recreational time during a business visit.

TRAVEL AND TOURISM

Paper 9395/04
Specialised Tourism

General comments

This paper contained two case studies for candidates. **Question one** covered an article from a journal entitled "Tourism: Can it be Green?" and **Question two** was based on an adventure tourism theme of windsurfing based in Elounda in Crete. Candidates were provided with an answer booklet for responses.

There appeared to be no problems of timing for candidates as all answers were completed in the 1.5 hour duration. Generally, the standard of ~~entry~~ entries was very pleasing: it was clear that many Centres had studied relevant case studies of eco-tourism. Some interesting responses were given covering the Kruger National Park, Langtang National park in Nepal and Kerala in India. In some cases candidates appeared to struggle with **Question 1d** when asked to name an eco-tourism project that they were familiar with – Centres should attempt to give candidates some suggestions of different eco-projects/case studies from around the world in order to assist with candidate learning and exam practice techniques. It should be noted that it is not necessary for candidates to repeat the question at the start of their answer, as this will severely limit the space for the written response. Candidates should try and avoid repetition within answers, particularly those relating to the impacts of tourism. Weaker candidates were unable to access the higher marks for extended answers if they were unable to 'analyse' 'discuss' or 'evaluate' where asked. It would help candidates if Centres explained the difference between such command words. Centres should guide candidates on exam techniques. For example, if a question asks for identification from the figure or article given, then the answer must come from this and this alone. For the higher order questions, candidates should make clear and concise judgements or conclusions. It should be noted that candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response.

In general the standard this session was very pleasing.

Comments on specific questions

Section A

Question 1

- (a) Generally well answered; most candidates were able to identify three positive impacts of tourism from the given text. Some candidates made up answers rather than simply identifying them from the journal. These were not credited.
- (b) Well answered; many candidates were able to gain good marks, explaining two negative environmental impacts that trekkers brought to Mount Everest.
- (c) Well answered. Candidates were generally able to discuss the reasons why the World Wide Fund for Nature believes that tourism has a greater impact than the tsunami. Many discussed long term issues and the problem of continued environmental problems. Several candidates also discussed other impacts and were able to link these successfully to the case study.
- (d) Some very good examples were given for this answer. Candidates were asked to evaluate the success on a local scale of an eco-tourism project that they were familiar with. ~~As already discussed there~~ There were several interesting projects covered. In a couple of instances candidates struggled to understand the question and gave the name of environmental products and not projects. This was a pity, as the question was generally well answered by many. Issues covered included the protection of the land, jobs and security for the local people and ensuring wealth and the multiplier effect around the region.



Question 2

- (a) Generally well answered; once again this question requested candidates to identify from the case study three ways in which adventure tourism had encouraged the growth of businesses in Elounda Bay. Candidates that were able to identify three ways and then explain each one were able to gain the full six marks.
- (b) A mixed response to this question. Some candidates were able to explain the problems for a small community that relies heavily on tourism. Weaker candidates struggled with the concept and simply explained impacts rather than understand the implications of a community that solely relies on tourism for its wealth and job creation. Several candidates were able to develop their answers fully and gained some good marks here.
- (c) Reasonably well answered; most candidates were able to explain why the cultures and traditions of host populations would conflict with the pursuits of adventure tourists. Some excellent responses centred around the noise, clothing and general ignorance and lack of respect for the customs and cultures of specific destinations.

