TRAVEL AND TOURISM

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Paper 9395/01

Core Paper

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Key messages

- Many candidates tend to rely on generalised theory rather than attempting to analyse what has happened at particular destinations/locations with which they are familiar.

- A generalised approach tends to limit the amount of credit that can be awarded.

- Centres are once again reminded that candidates will always obtain credit for providing **specific details about facilities and locations** that are appropriate to the demands of particular questions. For example, in **Question 1(e)**, Mauritius and Victoria Falls were frequently used by candidates as destinations to illustrate their answers. However, in both instances, there was a general lack of specific factual detail about different types of change.

- Candidates' knowledge and understanding of customer service issues remain extremely variable and precise knowledge of particular job roles is frequently superficial.

- A significant minority of candidates are unable to use the valid information with which they are familiar to answer the question.

General comments

Candidates seemed to have been well prepared and the structure of the paper appeared to have become clear to Centres. Most candidates were able to handle the four pieces of stimulus material without too much difficulty.

As in previous examination sessions, most candidates were able to answer all four questions within the time available.

Comments on specific questions

Question 1

(a) Most candidates were able to interpret **Fig. 1(a)** correctly.

(b) Most candidates were aware that Seaflights would gain certain advantages from being in a business relationship with local hotels and frequent reference was made to valid benefits, such as extra customers, free advertising, promotional opportunities and additional revenue streams. Weaker candidates tended to include benefits to the hotels and/or guests, for which no credit was awarded.

(c) Most candidates were able to select at least two appropriate business uses of a Seaflights trip.

(d) Better candidates took the time to explain the possible impacts of what they could see, such as noise pollution from the crane or other machinery, possible leaks or spills from the large storage tank causing water pollution, visual pollution from the road construction site in a coastal setting. Where wildlife was concerned, credit was given for appropriate comments/suggestions in the coastal context.

(e) Knowledge of the Butler model is very sound but most candidates were not able to demonstrate clearly how their chosen destination had changed. Some weaker candidates thought that a single

built attraction or hotel qualified as a destination and that conditions within their chosen destinations were uniform. For example, many candidates wrote about Mauritius but the comments offered would only apply to particular destinations within the country. Some answers lacked depth about where the destination should be placed in terms of the Butler stages.

Question 2

(a) Most candidates had little difficulty in stating three duties usually performed by hotel receptionists, such as the one shown in the **Fig. 2** photograph.

(b) Weaker candidates explained personal skills and qualities rather than stating elements of good practice when performing particular tasks. There were some very thoughtful responses and some candidates had a clear understanding and appreciation of the concept of 'the moment of truth'.

(c) Some candidates neglected to explain which pieces of new technology would actually be used by the receptionist. Most candidates had the correct ideas but lost marks by not relating what they said to particular types of new technology with which they were familiar.

(d) Most candidates correctly identified kitchen, accounts and human resources as being the departments with least external customer interaction.

(e) There were some very thoughtful answers to this question but weaker candidates were not able to explain the importance of product knowledge in two customer service situations. It was expected that candidates would be aware of how, in their selected job role, employees have the opportunity to use initiative and to act as an intermediary between the organisation and the client. The candidate was being invited to consider illustrations of staff product knowledge being used to enhance the customer's experience.

Question 3

(a) The **Fig. 3** stimulus material was very well interpreted by candidates and most were able to score full marks on this question.

(b) Not all candidates were able to identify correctly and explain three ways in which the **attraction** was likely to appeal to overseas visitors. Better candidates clearly wrote about named aspects of the museum, pointing out valid ways in which each of the chosen aspects would appeal to international leisure travellers visiting the destination.

(c) The question asked about conflicts and many candidates found difficulty in expressing what any given conflict might involve. Thus, both the nature of the conflict and the causes of it were rarely stated with any clarity and marks were frequently lost because of these shortfalls. Better answers clearly pointed out key conflict issues, such as local property prices, congestion, not respecting local cultural sensitivities and similar tourist behaviours causing a moral decline in formerly very traditional societies.

(d) There were comparatively few shortcomings with answers to this question and most candidates were able to offer a variety of valid reasons to explain why many tourists make their own travel arrangements. There were many good overviews and most candidates were aware that 'do-it-yourself' packaging is becoming much more widespread. Cost-savings, convenience, online payments and e-ticketing were frequently commented on and there were many lucid accounts which scored well. This topic was clearly well known and understood.

Question 4

(a) Most candidates were able to identify correctly the three Asian countries of China, Taiwan and South Korea. However, some candidates stated cities rather than countries.

(b) Most answers concentrated on providing characteristics of chartered flights (there was also confusion with low-cost carriers) but needed to link them in with package holiday tours helping to develop a mass market.

(c) Better candidates selected three appropriate methods but weaker candidates wrote limited responses repeating the term 'advert'.

(d) Candidates needed to explain two ways in which the multiplier effect would cause spread effects and a large number of candidates knew that it related to the circulation of money within the economy. Better answers simply and clearly stated two ways in which this might happen, supporting their view with an appropriate explanatory comment.

(e) Some candidates made inappropriate choices, usually selected from either the private or public sectors. However, there were some very good answers based on Greenpeace, the World Wildlife Fund in Mauritius or particular smaller schemes, such as saving the rhino in Zimbabwe. Candidates should be made aware of this topic. The better answers were able to provide clear illustration of the ways in which specific developments have taken place within particular locations and then offer some analytical comment about the ways in which given initiatives or strategies have worked. There were some very thoughtful responses from individual candidates who clearly had a good understanding of the major issues involved.

TRAVEL AND TOURISM

> **Paper 9395/02**
>
> **Planning and Managing a Tourism Event**

Key messages

- The work must be the candidate's own. The writing-up of the work should not be exactly the same as other group members', i.e. there should be no copying or precise duplication.

- Candidates should include at least two feasibility studies.

- The teacher's witness statement should be included.

- Recommendations for future should be included in the evaluation for Assessment Objective 4.

General comments

Many Centres submitted portfolios for the November session on time, which greatly assisted the smooth running of the moderation process.

Where 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 because key evidence was missing.

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

Assessment objective 1

On occasions, there were minor omissions from the plans and some evidence of poor organisational skills. Some candidates presented clear and well-structured itineraries and timescales. Some candidates presented muddled formats where it was difficult to distinguish between mark bands.

Assessment objective 2

Candidates made a good attempt to show how they contributed to the event, in terms of both planning and execution. It should be noted that the Moderator does not have the facility to watch DVDs, so assessors should include witness statements for verification of tasks completed.

Assessment objective 3

Some candidates did not 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.

Assessment objective 4

Generally, candidates evaluated their event well. There were occasions when candidates simply produced a running commentary of what they had done, rather than actually evaluating and drawing conclusions from the results of the customer feedback and offering 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 and will help the candidate to evaluate their performance further. Significant omissions were evident during this submission where candidates did not include recommendations for future trips. In order to access mark bands 2 and 3, recommendations must be included.

Some assessors did not annotate candidates' work. **Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands. This will help with both marking and moderating.**

Some Centres omitted the clear documentation from their packs – MS1s should be completed both by underlining the correct marks and writing the corresponding number. Centres should also insert the candidate marksheet in each candidate's portfolio, which will aid the moderation process.

On the whole, this November entry included some very pleasing projects. For those Centres that have been scaled, there is a training manual prepared by Cambridge to assist with any queries that may arise. Centre training is also available.

TRAVEL AND TOURISM

> **Paper 9395/03**
>
> **International Business and Leisure Travel Services**

Key messages

It is important that candidates study as many local, national, regional and international examples of business and leisure travel as possible, in order to prepare them for the demands of the four scenario-based questions of this module. Candidates must cite vocationally-specific examples within their answers, in order to access the higher level marks, and must attempt the higher order skills of analysis and evaluation for questions with command words such as 'discuss' and 'evaluate'.

General comments

This Question Paper adopted its standard format, comprising four main questions, each accounting for 25 marks. Each question used a case study approach, with a small piece of stimulus and a subset of questions relating to the stimulus. **Question 1** took as its focus information about an international business hotel, the Swissôtel Krasnye Holmy. Candidates were provided with information about Incheon International Airport in Seoul for **Question 2**, whilst **Question 3** was based on an advertisement for a rambling holiday in Nepal. **Question 4** used information about consular services as its focus.

Many candidates demonstrated a good level of knowledge and understanding in the short answer/recall type questions. Better-performing candidates were able to use the higher order skills of application, analysis and evaluation within their responses to the extended answer questions. Candidates should be encouraged to attempt these higher order skills, in order to access some of the higher level marks, as the skills of identification and description do not always allow candidates to demonstrate their understanding within an appropriate applied context. At the lower end of performance, responses tended to be too brief, with a more generalised tone or inappropriate contexts being used.

Comments on specific questions

Question 1

This question was introduced by an advertisement for the Swissôtel Krasnye Holmy in Russia, which outlined the 'Swiss Business Deal' offered to business customers. The majority of candidates seemed to find this text accessible and were able to draw upon the text appropriately in order to answer the questions which followed.

(a) (i) The majority of candidates were comfortable in providing two features of the 'Swiss Business Deal' promotion.

(ii) Candidates were often able to suggest reasons for hotels developing specific business packages, to gain three marks in this question. Further consideration as to why such promotions may be important to the hotel would have allowed candidates better access to the remaining three marks here.

(b) (i) Candidates were familiar with Internet technology being required by business customers. It was important that they realised that free Wi-Fi connection and broadband access are the same thing to avoid limiting their marks to one way in which the hotel met the technological needs of customers.

(ii) Candidates were comfortable in identifying aspects of the appeal of the hotel to leisure customers. Better-performing candidates were able to develop their answers sufficiently in order to explain the reason for the likely appeal of named products and services.

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(c)   The question required candidates to consider the benefits to conference organisers of using online tools to plan business events at venues such as the Swissôtel. At the lower end of performance, candidates appeared unsure of who the conference organiser was, and answered the question from the perspective of the hotel rather than the customer, so limiting their access to the full range of marks for this question.

Question 2

This question used information about the products and services of Incheon International Airport in Seoul as its stimulus. Candidates again appeared to find the text easy to understand.

(a)(i)   The majority of candidates were comfortable in defining the term 'transit passenger'.

(ii)   Many candidates were able to respond to this question appropriately by selecting a range of products and services offered by the 'Integrated Air City'. Weaker candidates missed the emphasis in the question about the airport becoming a 'business and leisure hub' and described other aspects of the airport's provision that make it successful; no marks could be awarded in such instances.

(b)(i)   This question tested candidates' understanding of the features of an airport's provision which determine its success. Many candidates were able to use information from the text to answer this question effectively.

(ii)   There was some excellent exemplification using the specific context of an airport within many responses.

(c)   Candidates were familiar with the Airbus A380 and understood its need for improved infrastructure to accommodate the size of the aircraft. They must also understand that accommodating such aircraft plays an important economic role for airports, in terms of generating investment and raising competitiveness, as well as contributing towards operational efficiency.

Question 3

The stimulus for this question came from an advertisement for 'Himalayan Rambles', a specialised tour company in Nepal.

(a)(i)   The majority of candidates were competent in describing the term 'guiding service'.

(ii)   Most candidates were able to identify at least one reason why leisure visitors to Nepal may require the services of a guide. This is another example of where candidates needed to be able to develop their answer further, in order to be able to explain why these reasons are important.

(b)   There appeared to be some overlap in the responses candidates made to this question and the previous one. Candidates need to consider aspects of the appeal of specific products from such advertisements, based on the target market at which the product is aimed.

(c)   Candidates should be familiar with the concept of ancillary products and services offered by organisations in the travel industry. As such, it was expected that candidates would be able to suggest two such ancillary products or services that this organisation could provide, with a justification for offering such products. At the lower end of performance, candidates tended to identify aspects of the main product (health and safety equipment, packed lunches etc.).

(d)   Many candidates used 'Nepal as a destination' as the focus of their response, rather than 'activities such as trekking in Nepal', as the question intended. Better-performing candidates recognised that trekking is a form of adventure tourism and were able to analyse reasons why adventure tourism has gained in popularity. Candidates need to be familiar with current tourism trends, in order to be able to answer such questions.

Question 4

The provision of consular services formed the basis of the case study for this question.

(a)   Most candidates were able to extract the relevant information from the provided text, in order to identify the four main consular services provided.

(b)   Many candidates offered broad, generic answers about visitors needing to know about the culture of the destination they intended to visit. Candidates needed to consider the specific applied context of the services offered – e.g. passport and visa services and how this might influence reasons why travellers make use of travel advice offered by such organisations. At the lower end of performance, candidates needed to understand better the role played by such organisations, as many responses made irrelevant reference to travel agents and tour operators.

(c)   Candidates were clearly familiar with the impact of Internet technology on sales of travel products and services. This question required candidates to consider the additional impact that the Internet can have in sharing travel advice and information. Candidates should understand the concept of 'sharing advice' and appreciate that travel advice can also come from fellow travellers through the use of blogs or social media accounts such as Facebook, Twitter etc. or from specific travel advice sites, such as TripAdvisor, rather than writing responses from the perspective of gaining information from the travel provider. Candidates should be familiar with such concepts through their study of trends affecting the travel and tourism industry.

(d)   Candidates were asked to evaluate reasons why the demand for consular services may have increased. At the lower end of performance, candidates often repeated information from **Question 4(b)** about using consular services to 'prepare before you go'. Only better-performing candidates seemed to make the connection between increased demand on consular services and increased numbers of tourists abroad, resulting from low-cost travel, more independent travellers, higher levels of risk from terrorism or natural disasters etc.

TRAVEL AND TOURISM

| **Paper 9395/04** |
| **Specialised Tourism** |

Key messages

- Candidates must read the questions carefully.

- Candidates need to understand the meaning of each of the command words – Evaluate, Analyse, Discuss, Assess and Explain.

- Candidates should be able to distinguish clearly between the economic, social and environmental impacts and be able to demonstrate knowledge of positive and negative impacts.

- Candidates should read up on relevant case studies from eco, culture and adventure tourism.

General comments

This paper followed a similar format to those in previous sessions and contained two case studies for candidates. **Question 1** covered information on Kilimanjaro Ecotourism Project in the Njari Village and **Question 2** focused on Georgia's Tusheti National Park. Once again, candidates were provided with an answer booklet for their responses. Timing does not appear to have been a problem, with the majority of candidates answering all questions. Generally, the standard of entry was very pleasing. It was clear that many Centres had studied relevant case studies of eco, adventure and cultural tourism, as candidates gave interesting and appropriate examples when requested.

Some candidates appeared to struggle with the correct terminology for the different types of tourism impact. Centres should endeavour to make explicit the meanings of 'environmental', 'social-cultural' and 'economic'. In some instances, candidates confused the definitions.

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 available for the written response. Candidates should try to 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 'assess', 'discuss' or 'evaluate' where asked. It would help candidates if Centres explained the difference between such command words and encouraged candidates to make clear and concise judgements or conclusions. If a question asks candidates to 'identify and explain', it follows that the answer must be taken from the stimulus provided. 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.

Comments on specific questions

Section A

Question 1

(a)   This question was reasonably well answered. Most candidates were able to identify negative environmental impacts. In some instances, candidates did not realise that the answer was to be taken from the stimulus and that in order to get the second mark an explanation was required.

(b)   There was a mixed response to this question. Candidates were asked to assess the importance to the community of the Njari Lodge and Campsite providing cultural activities for visitors. In some

instances, candidates discussed the importance to the visitor and not to the community as requested. Candidates should read questions carefully in order not to lose valuable marks.

(c) This question was reasonably well answered. Candidates were asked to evaluate the ways in which the input and support of local people were vital to the success of the eco project. There were some good responses. Very few candidates 'evaluated' the input fully before offering a final judgemental conclusion, which were required to access the higher mark band.

Question 2

(a) This question was well answered, with most candidates gaining good marks. Most candidates were able to explain two negative environmental impacts that might occur in the Tusheti National Park.

(b) Again, this question was well answered. Most candidates were able to explain the benefits to the local population of a growth in adventure tourism in the area. Some weaker candidates were unable to 'assess' and were therefore unable to access the higher marks.

(c) This question was reasonably well answered. Most candidates were able to explain some of the benefits of a partnership. Some of the weaker candidates struggled to develop fully their response and did not explore the role of collaboration.