

TRAVEL AND TOURISM

Paper 9395/01

Core Paper

Key messages

- Candidates should analyse what has happened at particular destinations, rather than just generalising, and they should be aware of how destinations have changed over time.
- Candidate should be able to identify and provide examples of the main travel and tourism component activities present in their **local** area.

General comments

Once again there was a large entry for this session's examination and candidates seemed to have been quite well prepared. The structure of the paper appears to be clear to Centres and most candidates were able to handle the four pieces of stimulus material without difficulty, which was extremely positive. Centres are again reminded that questions will continue to be based on 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 to support the view that candidates understand and appreciate the development of travel and tourism within their immediate **local** area as well as within their country as a whole, although many candidates still tend to rely on generalised theory rather than attempting to analyse what has happened at particular destinations with which they are familiar. A generalised approach often limits the amount of credit that could be awarded. Candidates should be reminded that they will always obtain credit for providing specific details about facilities and locations that are appropriate to the demands of particular questions. Therefore, Centres should actively encourage candidates to reflect more on their own personal experiences to aid the process of exemplification.

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

Comments on the specific questions

Question 1

- (a) The vast majority of candidates were able to identify correctly the three service environments and the photographs were interpreted very well.
- (b) Principles of customer service training were understood by the majority of candidates and valid comments were frequently offered with regard to matters such as better service levels, higher standards, increased skills and improved customer satisfaction. The level of explanation provided tended to be rather variable.
- (c) A variety of methods was offered and most candidates were aware of feedback from surveys, comment cards, direct observation and the use of a 'mystery shopper'.
- (d) Most candidates had a good appreciation of the role of a mystery shopper and it was pleasing to see many individuals making a positive attempt to point out how and why organisations use them to assess customer service. There were many thoughtful and lucid accounts. The key to the question was a clear description of the method chosen.
- (e) This question proved challenging to many candidates, whose answers were often very simplistic in their treatment of team-work. The question asked candidates to choose one organisation with

which they were familiar and to discuss the role of team-work in delivering an excellent **quality** of customer service. Many wrote about the theory of team-work rather than relating this to any operational procedures carried out by particular members of staff.

The syllabus states that candidates are expected to be able to explain how quality service is delivered by three different staff roles within one chosen outlet with which they are familiar.

General accounts about waiting staff or receptionist job roles did not allow candidates to address the key thrust of the question. Many candidates chose to consider the role of waiting staff and some candidates were able to address valid ideas about working with colleagues in the kitchen and the bar but more attention needed to be given to the role played by members of the immediate waiting staff team and what they do to deliver a high standard (**quality**) of service. For example, if silver service is taking place, one server will distribute the main dish and a second server will follow with vegetables. Similarly, larger tables will require the services of two or more staff to serve all guests at approximately the same time.

Better candidates commented about housekeeping tasks and made a positive attempt to highlight how working as a team aided productivity and task completion.

Question 2

- (a) The vast majority of candidates were able to identify correctly three out of Namibia, Zambia, Republic of the Congo and Democratic Republic of the Congo shown on Fig. 2.
- (b) Although many candidates were able to make good use of the Fig. 2 stimulus material, few answers displayed a thorough appreciation of conditions associated with the 'Exploration Stage' of the Butler model. Thus, explanation of the various points identified was extremely variable and only more thoughtful individuals were able to maximise their scores. The best answers clearly stated that during 'Exploration' a destination begins as a relatively unknown location and visitors initially come in **small numbers** restricted by **lack of access** and the fact that there are very few **facilities**. These points needed to be illustrated clearly with reference to the facts contained in the stimulus material.
- (c) This question was well understood and individual scores reflected the candidate's ability to explain each of two valid identifications about the agreement as stated in Fig. 2. Better answers clearly itemised points, for example that simplified migration procedures will allow easier cross-border travel, a joint tourism market will increase attractiveness as a destination and increased security will make visitors feel safer.
- (d) There were some good responses to this question and many individuals were able to itemise three ways in which visitors experience traditional culture such as food, music, dance and religion.
- (e) There were some issues with this particular question. Many candidates simply stated a list of generic negative environmental impacts, as itemised within the syllabus. To access higher marks, they were expected to exemplify these from their knowledge of particular destinations and only a few candidates were able to provide appropriate illustrations of given impacts.

Question 3

- (a) The vast majority of candidates were able to interpret Fig. 3 correctly and readily identified the Golden Loop, Anaconda and the Tower of Terror.
- (b) Most candidates understood what was required here and many correctly pointed out that temperatures would be lower in the early morning, thus maximising savings offered by the 'Ride the Weather' promotion. Similarly, most candidates appreciated that food and beverage outlets catering for every taste would clearly boost secondary spending by visitors to Gold Reef City.

- (c) This question was quite well answered and most candidates were able to point out characteristic aims of private sector organisations, such as:
- to maintain profitability
 - to increase sales/revenue
 - to increase market share
 - to meet shareholder expectations/dividends
 - to maintain/improve company image/reputation.
- (d) Candidates identified a variety of valid methods but these were not always well explained. The question emphasised the fact that the information was made available **within** the destination and better answers maintained this focus, with clear reference to ideas such as:
- a local tourist information centre (TIC) having leaflets available
 - the hotel's concierge offering advice and making arrangements
 - adverts in tourist publications offering promotional vouchers
 - posters being seen around town
 - an Internet site providing details of attractions.
- (e) The term '**large visitor attraction**' in the question caused some confusion and it is worth clarifying what was expected. Attractions are an extremely important part of the tourism industry and are the driving force behind much of the development that has taken place in a variety of destinations. It can be argued that tourist attractions are the most important component in the tourism system. They are the main motivators for tourist trips and are at the core of a destination's tourism product. Without attractions there would be no need for many other tourism services. Indeed, tourism as such would not exist if it were not for attractions. A great many tourist attractions have strong entertainment connections, being areas that are used primarily for an audience to be engaged or captivated. These include sports stadia, theatres, and museums, all of which could be considered to be tourist attractions. Indeed, a great many (but not all) entertainment venues are tourist attractions. Furthermore, an important characteristic of many attraction venues is the fact that they offer products, services and facilities that appeal to different types of customer.

Many candidates were unaware of how new technology has been used to improve the guest experience in such venues. Answers were expected to include ideas such as:

- the availability of ICT resources for both staff and customers, e.g. Internet and touch screens
- new, improved exhibits
- types of viewing galleries
- new thrill rides
- simulation and virtual reality
- photography and sound effects
- use of robots in rides or exhibits and animated figures
- laser and computer-generated equipment
- the use of film, music and lighting.

Answers that simply looked at hotels and/or airline operations could only be awarded partial credit.

Question 4

- (a) Candidates had little difficulty in correctly interpreting Fig. 4 and most individuals obtained full marks. The correct responses were leading medical suppliers, healthcare travel facilitators, medical spas, and hospitals.
- (b) The information in Fig. 4 was readily interpreted by most candidates and the key aspects of cost and rising standards of healthcare were commented on to good effect.
- (c) Not all candidates identified Internet availability and express check-out as being key hotel services for business travel guests.
- (d) General understanding of business tourism appeared to be somewhat limited. Candidates were expected to consider aspects of conferences, exhibitions and trade fairs, which are important components of the tourism economy of many international destinations. Furthermore, business tourism is growing at a faster rate than leisure tourism and, perhaps more significantly, the average

conference delegate spends some 2.5 times more than the average holiday visitor. It is to be expected that many destinations will try to maximise their business tourism receipts. Only a few individuals seemed to understand how the needs of the business travel market are being met by service providers in their local area and so appropriate exemplification tended to be lacking. The assessment aspect of the question was thus poorly attempted.

- (e) Destinations are places where tourism develops. Tourist destinations are themselves influenced by the prevailing social, cultural, environmental, economic and political conditions. It is fundamental to the concept of the tourist destination that tourism is generally not the sole economic activity or function within the area identified as a destination. Thus, this last question invited candidates to show off their knowledge and understanding of the appeal of a destination with which they were familiar.

Many answers needed to demonstrate greater depth of reasoning and there were comparatively few analytical comments about what was appealing to overseas visitors, so few answers were able to progress beyond Level 2.

TRAVEL AND TOURISM

Paper 9395/02

Planning and Managing a Tourism Event

Key messages

- Candidates must make recommendations for future events in order to gain mark band 3 at A04.
- Witness statements for all candidates must be included in each portfolio.
- More than one feasibility study must be included.
- Candidates' work must be individually produced and not submitted as one piece of group work.

General comments

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.

Some Centres' marks were scaled downwards, generally because work was marked too leniently across the mark bands and in some instances key evidence was missing. Most common issues related to poor evaluation, no other feasibility studies considered and limited ability to demonstrate a candidate's 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.

An issue that appears to be a problem during each submission process is the lack of good Assessor annotation on candidates' work. It is vital that Centres can demonstrate clearly where their candidates pass through each mark band. This must 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 both teacher and Moderator assessment.

Assessment Objective 1

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

Assessment Objective 2

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. It would also help candidates to keep log books or diaries of meetings and scheduled activities.

Assessment Objective 3

Some candidates did not consider at least two feasibility studies. Some needed to provide evidence of risk assessments or contingency plans and some candidates did not use a SWOT analysis to aid their reasoning. This was disappointing and was the cause of most scaling issues.

Assessment Objective 4

Generally, candidates evaluated their event well. Some candidates needed to evaluate the performance of the group as a whole and not just their own personal performance. On occasion, there were incidences of candidates simply producing 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. 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 all candidates in a group 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. In such cases, all the work will be returned.

Please note that University of Cambridge International Examinations has now prepared a detailed coursework guidelines booklet for this unit. This contains useful information on the planning and organisation of coursework and exemplars of candidate work.



TRAVEL AND TOURISM

Paper 9395/03

International Business and Leisure Travel Services

Key messages

The question paper for this module comprised 4 questions, each carrying 25 marks. Each question was divided into a subset of question parts based on a piece of relevant stimulus material, chosen to reflect international travel industry practices.

- Candidates must be familiar with all aspects of the syllabus for this module and should have studied a range of different business and leisure travel providers, including at least one international airport and one international sea port.
- Candidates must also have studied other travel providers, including travel agents and tour operators at a local, national and international level, in order to have the necessary knowledge and understanding required by this module.
- Questions within each subset target the full ability range; some questions require candidates to use source materials to identify key aspects of travel industry practices, and some questions require candidates to use the higher order skills of analysis and evaluation within an applied vocational context.
- It is important that candidates are able to select appropriate examples of international travel service provision, in order to exemplify their responses to the questions.

General comments

The overall level of performance this session was good. Candidates seemed to be well prepared and most were able to demonstrate a good level of knowledge and understanding of the international travel industry.

Better-performing candidates were able to use the skills of application, demonstrating knowledge of the syllabus through the contexts of the stimulus materials used within this question paper.

At the lower end of performance, responses tended to be too brief, with a more generalised tone or inappropriate examples being given.

The focus of cruise tourism in the Bahamas in **Question 1** and all of its subset questions was well received by the majority of candidates, with good levels of understanding of this particular market segment being demonstrated. **Question 2** used the example of business tourism provision in Macau as its stimulus; most candidates seemed confident in the use of business tourism as the context for responses to this series of questions. The focus on the 'VIP Supabus' express bus travel service in **Question 3** also appeared to be accessible to the majority of candidates. **Question 4** used an advertisement for a package holiday for leisure travellers to Borneo as its stimulus, a format with which most candidates were familiar.

Comments on specific questions

Question 1

Candidates were provided with information about the Royal Caribbean International's Oasis of the Seas cruise ship and its scheduled service to Nassau in the Bahamas. The stimulus material also provided information about the Florida Caribbean Cruise Association, a trade organisation for the cruise industry. Candidates needed to understand the impacts that developments in the cruise industry will have on cruise destinations as well as understanding that trade organisations play an important role in the travel industry,

- (a) (i) Candidates should be familiar with industry-specific terms such as 'port of call'.
- (ii) The majority of candidates demonstrated clear understanding of the reasons why cruise tourism is important for destinations such as the Bahamas. There was good explanation of the multiplier effect here.
- (b) There were some excellent responses to this question, with many candidates providing a good explanation of the reasons why developments in the cruise industry cause destinations to expand and improve.
- (c) (i) Candidates should be encouraged to use the source material effectively for questions such as this one in order to identify the key functions of trade organisations such as the FCCA. This would help weaker candidates, who sometimes struggle because of the applied context of this type of question.
- (ii) This level of response question required candidates to consider how cruise companies provide differentiated products and services to meet the specific needs of their leisure customers. There were some good answers, which analysed ways in which different customer needs may be catered for. Candidates should be encouraged to develop their skills of evaluation for such questions by making judgements about how well the needs of customers are met.

Question 2

This subset of questions was based on information about business tourism provision in Macau. The stimulus material included a map showing the accessibility of Macau by air as well as information specifically about the Macau Business Centre.

- (a) Candidates were able to use the source material effectively to identify four appropriate aspects of the appeal of Macau as a tourist destination in order to gain full marks for this question.
- (b) Candidates need to study different factors which influence international travel in **section 3.4** of the syllabus for this module. One aspect of this is the appeal of cultural tourism, which is specifically targeted by this question. Some candidates were able to identify why cultural festivals and events are important to the host community. Candidates should also consider the appeal of such events from a tourist's perspective, in order to access the full mark range for this type of question.
- (c) This question enabled candidates to use their skills of application. The stimulus material made specific reference to factors affecting Macau's accessibility to tourists. Better-performing candidates were able to use this information to draw the conclusion that Macau has limited accessibility on an international scale due to its limited air service provision. Less able candidates could be encouraged to 'interrogate' the stimulus material more fully to extract such information more easily.
- (d) Candidates needed to consider the particular needs of the business tourism market in order to respond to this question. They should have a clear understanding of how specific trade organisations facilitate the provision of business tourism services within certain destinations. Many of the responses to this question relied too heavily upon the source material, meaning that candidates did not demonstrate fully their understanding of the roles of such organisations in promoting and supporting conferences and other MICE events.

Question 3

This question was based on an advertisement for a new express bus service between Singapore and Malaysia. Information was also provided about the bus service market, including membership of a trade association for bus service providers.

- (a) (i) Candidates should be able to identify specific market segments targeted by different travel service providers.
- (ii) The majority of candidates were able to use the stimulus material effectively to identify three features of the travel product. Weaker candidates seemed uncertain about the difference between a product and a service.

- (b) The majority of candidates were familiar with the ancillary product of travel insurance. They clearly understood the benefits of obtaining travel insurance from a customer's perspective. Few were able to respond appropriately to this question, which focused specifically on the benefits to travel companies from offering travel insurance through its membership of a trade organisation.
- (c) Candidates did not seem familiar with the concept of an integrated transport hub such as the inter-city bus terminal in Kuala Lumpur. The syllabus requires candidates to study coach services, major transport terminals and new routes/services that transport providers offer which increase the accessibility of different destinations. Candidates need to understand that transport terminals are designed to assist travellers in finding connecting services with ease as well as catering for customer needs for comfort and refreshment.
- (d) This Level of Response question tested candidates' understanding of how the new 'VIP Supabus' service competes with the provision of air travel services between Singapore and Malaysia. There were some excellent responses, with candidates making strong evaluative comments about the way in which this express bus service can better meet the needs of travellers than air service provision may.

Question 4

This question used an advertisement for a special interest holiday package to Borneo offered by an independent tour operator specialising in responsible travel.

- (a) (i) Candidates should be familiar with the main components of a package holiday and should have no difficulty in identifying the components mentioned in an advertisement such as this one..
 - (ii) Candidates should be familiar with different pricing policies used by tour operators, such as single supplement charges.
- (b) Candidates clearly understood the different channels of distribution used by travel providers. Weaker candidates were not always able to justify the use of posted or faxed documents. They seemed better equipped to explain the use of new technology, e.g. the Internet. It is important that candidates understand the associated costs of such technology, especially within the context of a small-scale travel provider, as well as the benefits of this method of distribution.
- (c) The responses to this question were very varied. Better-performing candidates were able to use analytical language to make judgements about the appeal of the advertised package to leisure travellers based on the features identified in the text – cost, wildlife, accommodation suited to couples, responsible and sustainable tourism practices.
- (d) This last question tested candidates' understanding of the inclusion of a tour guide in a package such as the one advertised to Borneo. Candidates should be familiar with the concept of competition between providers and how different operators can offer value for money; they should also recognise that customers have specific needs and expectations, often associated with their comfort and safety when travelling to unfamiliar destinations. This type of question requires candidates to write extended answers. The command word 'discuss' requires candidates to look at arguments from more than one perspective – in this case the benefits to both the tour operator and the customer of the inclusion of a tour guide. There were many excellent responses to this question. Weaker candidates needed to develop skills beyond simple bullet-listing of identified information, in order to gain higher level marks from these types of questions.

TRAVEL AND TOURISM

Paper 9395/04
Specialised Tourism

Key messages

- Candidates should be able to distinguish between economic, social and environmental impacts.
- Candidates should understand the meaning of each of the command words: evaluate, analyse, discuss, assess and explain.
- Candidates should research relevant case studies of ecotourism, cultural tourism and adventure tourism.

General comments

This paper followed a similar format to those in previous sessions and contained two case studies for candidates. **Question one** looked at information on the Sapodilla Cayes Marine Reserve and **Question two** on Venice. Once again candidates were provided with an answer booklet for their responses, 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 ecotourism, adventure tourism and cultural tourism, as candidates gave interesting and appropriate examples when requested.

Some candidates had difficulty with using the correct terminology for the different types of tourism impacts. Centres should make the meaning of 'environmental', 'social-cultural' and 'economic' clear to candidates, as 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 limit the space for the written response. Candidates should try to avoid repetition within answers, particularly those relating to the impacts of tourism. Candidates who were unable to 'assess', 'discuss' or 'evaluate' when asked were unable to access the higher marks for extended answers. It would help candidates if Centres explained the difference between such command words and encouraged candidates to make clear and concise judgements or conclusions. It should be noted that candidates were 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

Question 1

- (a) This was reasonably well answered; most candidates were able to give reasons why the Sapodilla Cayes Marine Reserve would benefit from marine conservation tourism.
- (b) Candidates were asked to explain why it is important that guests integrate into the local community. Some candidates explained the value of economic benefits, although this did not address the question.
- (c) Candidates were asked to assess the need for a responsible tourism global accreditation scheme. There were some good responses relating to the positive issues for this scheme, such as the importance of education and advice, and the link to the benefit of genuine protection for the environment. Very few candidates fully assessed the scheme in terms of covering negative issues and then offering a final judgemental conclusion, which was required in order to achieve the higher end mark band.
- (d) Candidates gave some very good examples in this question. They were asked to discuss whether providing adventure tourism is compatible with conservation. Many candidates were able to

discuss in detail the negative environmental impacts. The more able candidates were able to discuss the positive effects that adventure tourism may well have and the possibility of some types of compatibility. Zoning and timing issues were covered, and the growth of resources, jobs and education were also considered.

Question 2

- (a) Most candidates gained high marks for this question.
- (b) Some candidates were able to give good explanations here, whilst others needed to develop a discussion to access the higher mark bands.
- (c) Most candidates were able to explain the extent to which tourism is seen as a necessary evil to historic cities. Others needed to 'assess' in order to achieve access to the higher level marks.