TRAVEL AND TOURISM

Paper 9395/11

Core Paper

Key Messages

- Read the question carefully and respond in an appropriate manner, paying particular attention to the command verb used
- Clearer and more specific use to be made of information relating to named examples with which candidates are familiar
- Greater precision when explaining the significance of particular factors, avoiding unsubstantiated generalisation
- Closer inspection and more careful interpretation of the stimulus materials provided

General Comments

It was pleasing to see candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted. Many candidates attempt to quote a range of examples but some choices were inappropriate to the context of the particular question.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	Nature of mistaken approach
1(b)	Although many individuals were aware of appropriate topics for customer service training, only limited attention was given to the various ways in which such training might actually be made available to individual employees.
2(c)	A significant minority of candidates did not talk about **sociocultural** impacts.
3(d)	On the whole, there was a tendency to describe what information might be useful rather than evaluating the usefulness of the sources.
4(d)	Many candidates seemed to be unaware of the Butler model, even though it is specified in section 4.1.2.3 (page 15) of the Syllabus document.

There was evidence of poor exam technique when candidates attempt to answer the more open ended questions. Centres are once again reminded that candidates should make a positive attempt to structure their responses to address the following criteria:

Level 1 (1 to 3 marks) – the candidate **identifies/describes** some **valid** types/features/factors.

Level 2 (4 to 6 marks) – the candidates offers **explanatory** or **analytical** comment about some of the **valid** types/features/factors that have been identified.

Level 3 (7 to 9 marks) – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating **why** this is the case. The best answers will have a **reasoned conclusion**.

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Comments on Specific Questions

Question 1

(a) The Fig. 1 stimulus material was used very well and most candidates were able to offer some appropriate comment about two of the 'Golden Rules'. However, many individuals did not always contextualise their comments by means of an illustration of how the customer's expectations might be exceeded by the particular actions of a member of staff.

(b) There were some thoughtful responses but many individuals neglected to point out how or where the training might take place and why this would be appropriate. Better answers clearly itemised different learning environments (e.g. seminars/workshops, work shadowing, self-study etc.) and provided comment about what each involved.

(c) Many candidates made the mistake of describing a job rather than explaining how the employee's performance might be monitored. More thoughtful responses clearly explained how observation by a manager, the use of a mystery shopper and customer surveys might be used to accurately assess performance levels. However, most candidates neglected to consider what method was most appropriate for the particular job role that was chosen and thus progress towards a mark in Level 3 was very limited in the majority of cases.

(d) Candidates were aware of several ways in which employees can be motivated and there were many very sound responses. It was pleasing to see some individuals making reference to their own personal experiences in the workplace. However, as pointed out in the general comments section, very few answers were able to access Level 3 because of the lack of evaluative comment. The question invited candidates to discuss the ways in which travel and tourism employees might be motivated. Which method(s) were the most appropriate and why?

Question 2

(a) Candidates readily interpreted the Fig. 2 stimulus material and correctly commented on positive economic impacts such as direct and indirect job creation, rising incomes, higher tax returns, increased demand, higher infrastructure spending and the re-investment of capital.

(b) There were difficulties with this and the majority of candidates were not familiar with the concept of leakage. Only a minority of answers correctly identified and explained import and export leakage with the better responses highlighting the issues faced by LEDC destinations. To help clarify what was expected, import leakage commonly occurs when tourists demand standards of equipment, food, and other products that the host country cannot supply. In many LEDC's, food and drinks must often be imported, since local products are not up to the hotel's (i.e. tourist's) standards or the country simply does not have a supplying industry. Much income from tourism expenditure leaves the country to pay for these imports. Multi-national companies have a substantial share in export leakage. In the poorer developing destinations, such companies are the only ones that possess the necessary capital to invest in the construction of tourism infrastructure and facilities. As a consequence of this, an export leakage arises when overseas investors who finance the resorts and hotels take their profits back to their country of origin.

(c) Candidates did not always understand the concept of sociocultural impacts and there were many instances of environmental and economic issues that were not awarded any credit. The better responses clearly itemised valid sociocultural issues such as the Demonstration Effect, loss of authenticity, social segregation (tourists versus locals for beach access), population displacement and rising crime rates.

(d) Many candidates responded to the challenge of this question and several argued that leisure destinations had the greater multiplier effect. Credit was awarded for an explained argument supporting either point of view. There was frequent excellent illustrative detail from destinations such as St. Lucia, the Cayman Islands and Florida. However, several answers failed to fully appreciate the nature of business tourism and this tended to limit the final mark that could be awarded. On the other hand, there were some excellent observations about seasonality, spending patterns and the consumption of ancillary services between the different types of tourist.
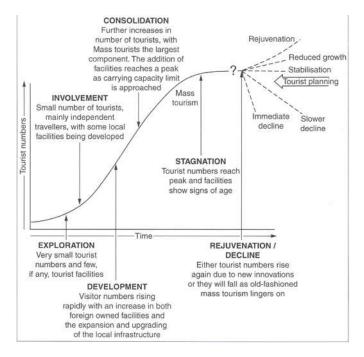
Question 3

(a) The Fig. 3 stimulus material was very well used and the majority of candidates were able to correctly identify events, attractions, restaurants and accommodation thus obtaining full marks.

(b) The focus of this question was on the reasons for the increase in international VFR tourism. Better responses contained reference to appropriate factors such as changes in sending country's GDP increasing purchasing power, higher levels of disposable income, changes in the supply of air services in terms of lower fare levels and better route networks, improved connectivity and increased migration rates stimulating international movements. Weaker responses concentrated on vague generalisations relating to holiday travel or the appeal of attractions in given destinations and such responses received only minimal credit.

(c) Most candidates were able to identify valid advantages of using private cars for sight-seeing trips. However, some individuals limited their responses to talking about car rental issues. The higher marks were awarded for simple explanations involving valid ideas such as convenience, cost effective, cheaper than public transport, allow door-to-door journeys, ability to stop/sightsee at will and there is no timetable to follow.

(d) There were some very thoughtful responses to this with some excellent evaluative comments about the use of particular sources. However, several individuals wrote about the types of information available rather than the sources in which such information might be found. The better answers considered a range of sources and clearly pointed out how and why a particular source might be used. Appropriate illustrations included:

- maps – route for drivers
- timetables – to plan journey
- leaflets and brochures – give full details of all products and services to be found at destination
- guide books – identify places of interest
- TICs – staff answer questions/give advice
- Internet – displays images/information in convenient format, no need to visit etc.

Question 4

(a) The Fig. 4 stimulus material was usually very well interpreted and the majority of candidates were able to correctly identify the Andes, the River Urubamba, Aguas Calientes and The Inca Trail thus obtaining full marks.

(b) There were several very sound attempts to answer this but even the better responses were frequently limited by the failure to make reference to Fig. 4. In order to receive maximum credit for a valid negative environmental impact, the suggestion had to be set in the details provided in the stimulus material. Thus, the higher marks went to those individuals clearly commenting on issues such as footpath erosion (concentration on the route of the Trail), water pollution (waste in the Urubamba) and habitat loss (orchids and spectacled bear). It was a pity that a large minority of individuals failed to offer an appropriate Fig. 4 contextualisation of their ideas.

(c) Several individuals correctly commented on this issue in the context of destination management, sustainability and the idea of partnership between the sectors. However, many others could not develop their answers beyond the community living in the area and the private sector providing funds and investment. Candidates could and should have taken the view that those responsible for destination management need to think in terms of creating a balance between the competing needs and demands of the visitor, industry, community and environment in order to achieve sustainability. So, in this context, the aim of sustainable tourism would be that the INC would be trying to ensure that development brings a positive experience for local people and tourism companies.

(d)   Thoughtful answers usually scored well but, as pointed out in the general comments section of this report, many individuals did not appreciate the wording of this question and had virtually no knowledge of the Butler model. For the avoidance of any doubt, candidates are expected to be familiar with the following diagram.

Candidates were then expected to consider how the carrying capacity of a destination will also change over time, as each particular stage is reached. There were some excellent reviews of locations such as the Cayman Islands, Mediterranean Spain and the Maldives. Candidates reviewing the evolution of these destinations were able to comment clearly, indicating how carrying capacity changes in an appropriate context.

TRAVEL AND TOURISM

Paper 9395/12

Core Paper

Key Messages

- Read the Insert material carefully as questions will require interpretation of the information contained therein
- Pay particular attention to the wording of the question and note the command verb used
- Clearer and more specific use to be made of information relating to named examples with which candidates are familiar, avoiding unsubstantiated generalisations

General Comments

It was pleasing to see many of the candidates making a very positive attempt to address the key issues posed by the various questions. The stimulus materials were accessible and frequently well interpreted. Many candidates attempted to quote a range of examples but some choices were inappropriate in terms of the context of particular questions.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	Nature of mistaken approach
1(b)	Although many individuals could think of advantages of working together, the question clearly asked for benefits as itemised in the Fig. 1 stimulus material.
1(d)	Many individuals could comment on what particular jobs involved but could not explain particular **procedures** that the employee was expected to follow when performing a given job-related task.
2(b)	On the whole, there was a tendency to confuse what a destination might do with what a particular attraction within the destination might do. The question was asking about the former and not the latter.
3(d)	Many candidates seemed to be unaware of what self-catering accommodation involves and several individuals confused the topic with different types of meal plan.

There is still evidence of poor exam technique when candidates attempt to answer the more open ended questions. Centres are once again reminded that candidates should make a positive attempt to structure their responses to address the following criteria:

Level 1 (1 to 3 marks) – the candidate **identifies/describes** some **valid** types/features/factors.

Level 2 (4 to 6 marks) – the candidates offers **explanatory** or **analytical** comment about some of the **valid** types/features/factors that have been identified.

Level 3 (7 to 9 marks) – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating **why** this is the case. The best answers will have a **reasoned conclusion**.

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Comments on Specific Questions

Question 1

(a)   The Fig. 1 stimulus material was generally used very well and most candidates were able to correctly identify four from uniformed military personnel, First/Business/Business First customers, elite-level frequent flyers, families with children under the age of four and unescorted minors.

(b)   There were some thoughtful responses but many individuals neglected to check the content of Fig. 1 where clear emphasis was placed on the following benefits. Candidates were thus expected to make reference to the punctuality and attendance incentives, profit sharing and the travel pass perk, all of which provide a material benefit to employees. These were the only acceptable answers.

(c)   Many candidates provided a logical account and there were plenty of references to valid ways such as staff meetings, employee focus groups, suggestion boxes and formal complaints. Weaker answers tended to include irrelevant methods such as the use of mystery shoppers and it was clear that some individuals had ignored the wording of the question, with the focus being on **employee** feedback rather than feedback from external customers.

(d)   Candidates were certainly aware of what their chosen job role involved but many individuals struggled to clearly explain the **procedures** used when performing specific service tasks. Thus, it proved rather difficult to evaluate what was actually done by the member of staff under consideration. Few candidates were aware why particular actions were performed in a certain way. Very few responses contained any personal reference to workplace experiences. However, as pointed out in the general comments section, very few answers were able to access Level 3 because of the lack of valid evaluative comment. The 9395 Syllabus is quite clear about the level of detail expected, as stated on page 19:

Candidates should be able to explain identifiable customer service procedures that are appropriate for a particular operation. For example, staff duties in a hospitality environment would involve the 'meeting and greeting' functions of the face-to-face encounter such as:

- *always acknowledge guests upon arrival and departure*
- *always walk guests at a comfortable pace*
- *assist the guest as much as possible*
- *always keep guests fully informed, e.g. about delays*
- *always smile and show enthusiasm*
- *never leave the table before everyone has sat down*
- *never leave the host stand unattended*
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- *always present a positive image of the organisation and its products*
- *never chew gum, eat, drink, swear or smoke while working.*

Question 2

(a)   Candidates readily interpreted the Fig. 2 stimulus material and the majority correctly identified visitors, industry, community and environment thus obtaining maximum credit.

(b)   There were some difficulties with this and the majority of candidates were not familiar with concepts such as advertising and promotion in new target markets, building new facilities to appeal to different market segments and in meeting the needs of different types of visitor (e.g. by creating business tourism facilities). Many individuals concentrated on aspects appropriate to a particular attraction rather than giving some thoughtful consideration to the destination as a whole. Valid mention was sometimes made to rejuvenation strategies and where possible credit was awarded for appropriate explanatory comment.

(c)   Candidates tended to do this quite well but the focus on negative economic impacts was not always emphasised. The better answers clearly itemised valid impacts such as local inflation, import and export leakage and a reduced multiplier effect. Weaker responses tended to digress into negative sociocultural and environmental issues but these were not relevant in this instance and so only limited credit could be awarded.

(d)   Many candidates had difficulty keeping the overseas target market in mind when attempting this question. Similarly, the role of the tourist board was not always accurately appreciated and some individuals produced particularly vague accounts. The better responses correctly emphasised valid functions and made appropriate comments about matters such as attending trade fairs, hosting familiarisation visits, maintaining overseas offices, running promotional campaigns and having a multi-lingual Internet site. However, the question asked for an assessment of the methods used and this was not always attempted thus limiting the candidate's progress to Level 3.

Question 3

(a)   The Fig. 3 stimulus material was very well interpreted and the majority of candidates were able to correctly identify the 7.5 million visitors, the $142 daily spend, the 26.2% increase in spending and the 22.3% increase in business visitors.

(b)   Some individuals had difficulty describing the selected business tourism terms. However, most responses contained some credit-worthy information. Comparatively few individuals made reference to variations in the scale of the three types of business tourism function. **Conventions** are generally accepted as being multi-day events having at least 100 delegates attending for the purpose of exchanging information. Conventions are thus differentiated from meetings by both the duration of the event and the number of people attending. **Trade Shows** involve the bringing together of people for the purposes of viewing products and services usually in a large hall such as a hotel ballroom. **Corporate Meetings** are defined as events designed to bring people together for the purpose of exchanging information either from within one company/organisation or from a broader spectrum of people.

(c)   Most candidates were able to identify valid information from Fig. 3 to help them start their answers but weaker responses tended to reproduce or directly copy material with very little thought. Overall, it was pleasing to see that most candidates had a firm grasp of the basic reasons such as spending power and repeat visit potential. However, these were not always fully explained and little attempt was made to offer a reasoned conclusion as to which characteristic of the 25 to 34 demographic would appeal to destination managers at the local tourist board.

(d)   The topic of self-catering accommodation is not fully understood by a large minority of candidates. There was some confusion with types of meal plan and various catering outlets. On the other hand, various candidates had no difficulty in explaining the options that are available in destinations such as Kariba and Dubai. The better answers considered a range of alternatives, from luxurious hotel apartments to hostels and camp sites. Where the appeal of a valid option to particular types of tourists was explained, the answer readily progressed into Levels 2 and 3. The only limiting factor in such responses was simply the lack of evaluative comment.

Question 4

(a)   The Fig. 4 stimulus material was usually correctly interpreted and many candidates obtained full marks for identifying murders, personal attacks, drunken behaviour and drug gangs.

(b)   There were a variety of responses to this question, most being on the right lines. However, several individuals strayed off the point as to how visitor behaviour might disrupt a place of worship. In order to obtain maximum credit, each of chosen aspects had to be explained in terms of the disruption caused. Thus, the better responses concentrated on aspects such as noise, taking photographs, inappropriate dress, touching items and overcrowding.

(c)   It was pleasing to see many valid responses to this and candidates were aware of a variety of funding streams for historic attractions. There was frequent reference to entry fees, sponsorship, donations, membership subscriptions and retail sales. As with other questions, the amount of explanatory comment was variable but most candidates clearly had some appropriate understanding of the funding issues of such attractions.

(d)   Thoughtful answers usually scored well but, as pointed out in the general comments section of this report, many individuals did not appreciate the wording of this question. Candidates were expected to comment on the ways in which economic benefits can be spread throughout a destination. The better answers considered aspects of the multiplier effect to illustrate how positive effects can 'spread' following the introduction of some new innovation. The weaker responses tended to write about positive economic impacts in general rather than commenting how they might be spread.

The best answers used actual examples known to the candidate to illustrate the nature of these positive spread effects within an identifiable destination and then came to a conclusion as to which aspect(s) generated the most benefits.

TRAVEL AND TOURISM

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Paper 9395/13
Core Paper
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Key Messages

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(d) Candidates were certainly aware of what their chosen job role involved but many individuals struggled to clearly explain the **procedures** used when performing specific service tasks. Thus, it proved rather difficult to evaluate what was actually done by the member of staff under consideration. Few candidates were aware why particular actions were performed in a certain way. Very few responses contained any personal reference to workplace experiences. However, as pointed out in the general comments section, very few answers were able to access Level 3 because of the lack of valid evaluative comment. The 9395 Syllabus is quite clear about the level of detail expected, as stated on page 19:

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(c) Candidates tended to do this quite well but the focus on negative economic impacts was not always emphasised. The better answers clearly itemised valid impacts such as local inflation, import and export leakage and a reduced multiplier effect. Weaker responses tended to digress into negative sociocultural and environmental issues but these were not relevant in this instance and so only limited credit could be awarded.

(d)   Many candidates had difficulty keeping the overseas target market in mind when attempting this question. Similarly, the role of the tourist board was not always accurately appreciated and some individuals produced particularly vague accounts. The better responses correctly emphasised valid functions and made appropriate comments about matters such as attending trade fairs, hosting familiarisation visits, maintaining overseas offices, running promotional campaigns and having a multi-lingual Internet site. However, the question asked for an assessment of the methods used and this was not always attempted thus limiting the candidate's progress to Level 3.

Question 3

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(c)   Most candidates were able to identify valid information from Fig. 3 to help them start their answers but weaker responses tended to reproduce or directly copy material with very little thought. Overall, it was pleasing to see that most candidates had a firm grasp of the basic reasons such as spending power and repeat visit potential. However, these were not always fully explained and little attempt was made to offer a reasoned conclusion as to which characteristic of the 25 to 34 demographic would appeal to destination managers at the local tourist board.

(d)   The topic of self-catering accommodation is not fully understood by a large minority of candidates. There was some confusion with types of meal plan and various catering outlets. On the other hand, various candidates had no difficulty in explaining the options that are available in destinations such as Kariba and Dubai. The better answers considered a range of alternatives, from luxurious hotel apartments to hostels and camp sites. Where the appeal of a valid option to particular types of tourists was explained, the answer readily progressed into Levels 2 and 3. The only limiting factor in such responses was simply the lack of evaluative comment.

Question 4

(a)   The Fig. 4 stimulus material was usually correctly interpreted and many candidates obtained full marks for identifying murders, personal attacks, drunken behaviour and drug gangs.

(b)   There were a variety of responses to this question, most being on the right lines. However, several individuals strayed off the point as to how visitor behaviour might disrupt a place of worship. In order to obtain maximum credit, each of chosen aspects had to be explained in terms of the disruption caused. Thus, the better responses concentrated on aspects such as noise, taking photographs, inappropriate dress, touching items and overcrowding.

(c)   It was pleasing to see many valid responses to this and candidates were aware of a variety of funding streams for historic attractions. There was frequent reference to entry fees, sponsorship, donations, membership subscriptions and retail sales. As with other questions, the amount of explanatory comment was variable but most candidates clearly had some appropriate understanding of the funding issues of such attractions.

(d)   Thoughtful answers usually scored well but, as pointed out in the general comments section of this report, many individuals did not appreciate the wording of this question. Candidates were expected to comment on the ways in which economic benefits can be spread throughout a destination. The better answers considered aspects of the multiplier effect to illustrate how positive effects can 'spread' following the introduction of some new innovation. The weaker responses tended to write about positive economic impacts in general rather than commenting how they might be spread.

The best answers used actual examples known to the candidate to illustrate the nature of these positive spread effects within an identifiable destination and then came to a conclusion as to which aspect(s) generated the most benefits.

TRAVEL AND TOURISM

Paper 9395/02

Planning and Managing a Tourism Event

Key messages

Centres should submit the correct number of portfolios for the size of entry.
Candidate work should be annotated by the marker
Witness statements for all candidates must be included in each portfolio.
More than one feasibility study must be included by candidates
Candidate work must be submitted on an individual basis, there should be no copying between candidates.
Candidates must make detailed recommendations for future events in order to gain MB3 at A04

General comments

Thank you to those Centres that submitted portfolios for this session on time. Once again, this very much helped with the smooth running of the moderation process. Many Centres were able to demonstrate interesting and appropriate candidate work that showed well planned and supported activities and events. It is clear that candidates obviously enjoy doing this unit and many Centres appear to understand 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 conducted. However, occasionally some candidates complete the event and then write up their experience without documenting the processes and planning stages fully. This does not allow for evidence to support their planning and team work required for the AO2 criteria.

It was pleasing to see that Centres had, in several cases, differentiated assessments/marks awarded to their candidates and included individual witness statements for each candidate.

In some instances, Centres were able to demonstrate effective business plans required for AO1 and many candidates were able to show a methodical and well-structured approach to their work. On occasion, candidate work was unstructured and clearly this does not assist the marker or the Moderator. Markers should annotate candidate work to show where marks are awarded.

In some samples, candidates had not set out a plan but had tended to produce a report and running commentary which caused them to overlook the inclusion of essential information. This was particularly relevant to the need for clearer aims and objectives, purpose, SMART targets, financial accounts, etc. It is essential that candidates produce work that is produced individually.

In some instances, 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
low ability to demonstrate a candidates' contribution to the planning, preparation and running of the event.

Please ensure that MS1 are also included.

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 imperative 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 with both teacher and Moderator assessment.

A01 – Some candidates presented clear and logical plans with realistic itineraries and timescales. On occasions, there were omissions from the plans and poor organisational skills resulting in confusing portfolios and missing elements such as legal issues and risk assessments.

A02 – Many candidates were able to demonstrate 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. Please ensure that if a Witness Statement is included that this is signed and completed by the assessor and not just included as a blank sheet. It would also help candidates to keep log books or diaries of meetings and scheduled activities.

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 incidents 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 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. In such cases all the work will be heavily scaled if this is found to be the case.

Please note that Cambridge International Examinations have 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

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Paper 9395/31

International Business and Leisure Travel Services

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Key messages

Candidates must answer four questions, each based around a short piece of stimulus material reflecting the current practices and issues in international travel services. Candidates should be encouraged to study a broad range of local, national and international examples of travel providers catering to both the business and the leisure travel markets and should be familiar with key industry terminology. The use of industry specific examples is encouraged in responses to questions which ask for exemplification of 'organisations such as....', but it is equally important that candidates can differentiate between these types of questions and those which require specific detail relating only to the examples cited within the stimulus material.

General comments

The question paper replicated the format of other papers for this qualification, comprising four subsets of questions, each worth a total of 25 marks. Each subset of questions is prefaced by a short piece of stimulus material, contained within the insert issued with the question paper. The stimulus materials reflect current issues in international travel service provision. This session, **Question 1** used as its focus information about the Botswana Tourism Organisation, including details of the Tsabong camel park community tourism project. **Question 2** provided information about business tourism in Helsinki and the city's tourist and convention bureau, whilst **Question 3** was based on the Shanghai Ferry Company, taking passengers between China and Japan. **Question 4** took as its source, information about the market research findings of the Caribbean Tourism Organisation into niche markets, with particular emphasis on the diversification programme carried out to encourage leisure tourists to Dominica.

Some candidates were able to demonstrate good knowledge and understanding of travel service providers through the vocational contexts set by the questions in this paper. There seemed to be a higher proportion of omitted responses this session, compared with previous sessions. Candidates should be encouraged to attempt every question, in order to have full access to the marks available; even in the extended answer questions where a candidate is unsure of the answer, the response they make may gain accreditation for identified knowledge. These Level 1 marks may take the candidate across a grade boundary, which may not be possible if no response is made at all.

The majority of candidates were able to respond appropriately to many of the short response questions within each subset. The highest scoring candidates were also able to produce well considered responses to the more challenging extended answer questions within each subset; these types of questions allow candidates to demonstrate the higher order skills of analysis and evaluation within an applied context. There was some excellent use of industry-specific exemplification by those candidates who scored well in these extended answer questions.

Comments on specific questions

Question 1

The stimulus material for this question was based on information about the Botswana Tourism Organisation (BTO) and its involvement in a new community tourism project at the Tsabong Camel Park. Candidates seemed to have no issues in accessing this material, in order to answer the questions in this subset.

(a)   Most candidates were able to identify three functions carried out by the BTO, as set out in the stimulus material. Candidates who could explain each of these identified functions in their own words and within an appropriate context scored well here.

(b) This question required candidates to consider **why** organisations involve themselves in local community tourism projects such as the one at the Tsabong Camel Park. There appeared some confusion here, with many responses reflecting the practical ways in which the BTO involves itself, (i.e. a consideration of **how** organisations involve themselves) rather than the reasons that motivate such organisations to become involved.

(c) Many candidates understand the reasons for internationally recognised accommodation classification schemes and were able to access full marks for their responses to this question. The best answers considered the benefits for tourists and for the accommodation provider of having a 3 or 4 star rating, for example.

(d) This question required candidates to consider ways of extending the appeal of the BTO's product mix. Most candidates were able to identify several ways of attracting more visitors from a wider customer base. The best responses were those exemplifying different target markets and a range of additional products and services that might meet the needs of these types of customers. At the lower end, candidates appeared to confuse the phrase 'product mix' with that of 'marketing mix' and answers tended to focus predominantly on increased promotion of the existing camel park packages, which limited marks here to Level 1.

Question 2

This question was introduced by an article about business tourism in Helsinki, and the range of services offered by the Helsinki City Tourist and Convention Bureau (HCTCB). Candidates seemed to find this material more difficult to access than the stimulus material in **Question 1**.

(a) (i) There was some confusion of this term 'incentive programme'. Candidates are expected to cover all aspects of MICE tourism under the syllabus requirements for business tourism, including the definition of all key terminology used in catering to the needs of the business tourism market. A significant number of candidates from this cohort did not attempt this question.

(ii) Most candidates selected appropriate examples from the stimulus material of the nature of the appeal of Helsinki as a city for business tourist visitors.

(b) This question was a good differentiator. As in **Question 2 (a) (i)**, candidates should be familiar with the different forms of business tourism. The best answers here differentiated between a meeting and a convention in terms of the number of participants, the type of venue used rather than speculating on the likely nature of the subject matter being presented.

(c) Many candidates used the stimulus material effectively to identify the ways in which HCTCB assists business tourism event planners. Many found explaining these examples in their own words more challenging. This is an important skill to develop to enable candidates to answer these types of question.

(d) This question was found to be challenging by a large number of the candidates from this cohort. *Section 4.2.3* of the syllabus requires candidates to be familiar with a range of organisations and trade bodies which regulate and influence the way in which providers supply products and services to the international travel market. The best answers to this question recognised that trade body membership provides access to other similar organisations, to market research data as well as building an image of respectability for the member organisations.

Question 3

Candidates were provided with stimulus material about the Shanghai Ferry Company, and in particular its services between China and Japan. Candidates found this material fully accessible.

(a) Most candidates used the text to identify the benefits to passengers of travelling by sea using this operator rather than by air for this journey.

(b) This question was answered well by most candidates. At the lower end, some candidates did not understand the term 'fare structure' which is central to the topic coverage of this module.

(c) (i)   There were some good responses to this question. Candidates generally understood the concept of fuel surcharge; the best answers used the example from the stimulus material to gain the second available mark here.

(c) (ii)   Similarly this question was answered well, with most candidates appreciating the important issue of rising fuel costs in this industry and its impact on profit margins for transport providers.

(d)   This question acted as a good differentiator. At the lower end, candidates tended to consider the benefits of travel packages being sold via a travel agent only from the customer's perspective. The highest scoring responses included the benefits to the travel provider, in this context the Shanghai Ferry Company.

Question 4

The stimulus here was information about a recent market research exercise carried out by the Caribbean Tourism Organisation, the ways it develops niche markets for Caribbean island destinations and details of a specific diversification programme developed in Dominica. This material appeared to be accessible to the significant majority of candidates in this cohort.

(a)   Most candidates were familiar with the reasons why market research is used by tourism organisations.

(b) (i)   The first part of this question was answered well, with many candidates being able to provide an accurate definition of a niche market; fewer used appropriate examples of niche markets to gain the second available mark here.

(ii)   *Section 4.2.4* of the syllabus requires candidates to understand how competition affects travel and tourism provision. This question allowed candidates to exemplify how island destinations can use niche markets to manage competition. The best answers did not rely heavily on the stimulus material; instead better performing candidates understood that developing niche markets allow islands to overcome issues of overcrowding at honeypot sites and to overcome seasonal reliance on one tourism market.

(c)   This question was not answered particularly well. Most candidates identified two appropriate niche markets from the stimulus material; the best answers made specific reference to the ways in which products and services might be developed in a unique way to appeal to the target customers for each of the selected niche markets. At the lower end, candidates tended to list the more obvious examples of current provision for the selected niche markets.

(d)   This question was a good discriminator. There were some excellent answers with detailed reflection on how a wide range of different types of leisure tourist might be attracted to Dominica as a result of the diversification programme. At the lower end, candidates tended to list examples of the products and services that had been made available taken directly from the stimulus material, whilst the highest scoring responses considered the different types of leisure tourist (adventure tourists, cultural tourists, ecotourists to name but a few) and justified how Dominica had extended its appeal to each of these tourist types.

TRAVEL AND TOURISM

Key messages

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TRAVEL AND TOURISM

Paper 9395/41
Specialised Tourism

Key messages

- Read carefully the case study information
- Answer only the question set and try not to use extra sheets
- Ensure that the command word meanings are clear.
- Work through scenarios from world case studies to develop the key positive and negative tourism impacts

General comments

Two case studies were used for the exam this session; one that featured ecotourism regarding the Panna National park in India and the other covering adventure tourism at the Niah Caves in Northern Sarawak.

Candidates were provided with an answer booklet for their responses.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied previous exam papers and there was evidence of eco and adventure tourism case studies having been studied.

Some candidates confuse the different types of tourism impacts and consequently this affects their marks for the longer style answers. Centres should endeavour to make explicit the meaning of environmental, social-cultural and economic impacts both for the positive and negative. In some instances, candidates confuse the definitions.

For the shorter response questions, candidates should be reminded that if they are asked for two reasons, they should not give four or five answers.

Candidates should try and avoid repetition within answers particularly those relating to the impacts of tourism. Some 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.

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 and timing does not appear to have been a problem with the majority of candidates answering all questions.

Comments on specific questions

Section A

Question 1

(a) Reasonably well answered, most candidates were able to give reasons why tourists may not wish to visit the Indian National parks.

(b) A reasonable response to this question. Candidates were asked to evaluate how resorts such as Sarai help to raise awareness of ecotourism practices. There were plenty of examples contained in the case study. Many candidates were able to access these, however some did not refer to the

case study and created non relevant answers. Unfortunately some candidates were not able to evaluate, and therefore did not access the higher banded marks.

(c) Reasonably well answered. Candidates were asked to assess how the Sarai resort could reduce the negative socio-cultural impacts of the area. There were some very pleasing responses to this question. However, on occasion candidates did mix up their impacts and discussed economic or environmental. Once again, some responses did not gain higher marks if a full assessment was not made.

Question 2

(a) Reasonably well answered, many candidates gained good marks here.

(b) Generally well answered. This question asked for the likely benefits to local people of a growth in adventure tourism. Many candidates were able to describe the benefits such as the economic positive impacts. However, surprisingly few really assessed these benefits. There would be many negative aspects to the growth of adventure tourism in such a remote and unique landscape. Candidates need to fully consider both sides of the argument to fully assess.

(c) Reasonably well answered, most candidates were able to explain possible policies that could be implemented to help manage negative environmental impacts at the caves. It should be noted that it is important that candidates answer the question posed and do not simply write everything they know about a topic. This does not allow full marks to be achieved. However, there were many excellent suggestions made including zoning, pricing policies and educating tourists.

TRAVEL AND TOURISM

| Paper 9395/42 |
| Specialised Tourism |

Key messages

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