

TRAVEL AND TOURISM

Paper 9395/11

Core Paper

Key Messages

- Read the wording of the questions carefully and respond in an appropriate manner, making full use of the stimulus material provided – this applied particularly to Q1d, 2b and 2d and 4d
- Be aware of the command words and the type of answers that should be given for each
- Make clearer and more specific use of factual information relating to any named examples
- Greater precision when explaining the significance of particular factors, avoiding unsubstantiated generalisation

General Comments

It was pleasing to see many of the candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and mostly well interpreted. Candidates should draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

For the extended response questions, candidates should make a positive attempt to structure their responses in terms of the following 'ladder':

Level 1 (1 to 3 marks) – has the candidate **identified** up to 3 **valid** types/features/factors? – If yes, then the answer must score at least 3 out of 9

Level 2 (4 to 6 marks) – has the candidate offered **explanatory** or **analytical** comment about one or two **valid** types/features/factors? – If yes, then the answer must score 4, 5 or possibly 6 out of 9

Level 3 (7 to 9 marks) – has the candidate offered **evaluative** comment about the **valid** items that have been identified and explained/analysed? i.e. one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a **reasoned conclusion** i.e. C is much more important/significant than A and B because This would clearly be an 8 or 9 mark response.

Comments on Specific Questions

Question 1

- (a) The Fig. 1 stimulus material was used very well and most candidates were able to define the two terms correctly. 'Unaccompanied minors' are children above 5 and under 12 years of age travelling alone and 'young passengers' are children from 12 years of age up to, but not including, their 16th birthday.
- (b) Answers tended to be vague and generalised and this limited the number of responses that could progress into Level 2 and beyond. Focus groups are a market research tool and they are useful because:
- they provide qualitative research, in particular the subjective opinions and perceptions of a small targeted group of consumers;
 - usually made up of 6 to 8 targeted consumers and a Moderator whose role is to ask the required questions, draw out answers, and encourage discussion to get valid feedback;
 - participants screened according to often fairly rigorous selection and recruitment qualifications, related to demographics, usage, and past consumer behaviour related to the product or service being tested again for validity.

- (c) This question required candidates to think about what was actually shown in Photograph A – female staff in uniform - and to offer explanations. Some responses did this well, clearly pointing out that brand image was supported by the uniform creating a corporate identity etc. and that the veil/trousers respected non-western cultural norms. Weaker responses approached the latter diversity issue from the customer's perspective which was not what the question was asking.
- (d) There were some very detailed responses but some responses described the chosen job role rather than considering the types of training that are made available to employees. The weakest responses tended to be both brief and vague. It was all too common to read that a given employee had to be trained to do this and then trained to do that and so on. However, the key point was how were they trained? The best responses included things like being shown how to work the cash register, shadowing a colleague, meetings with a Supervisor, reading manuals, having to do observed tasks and being given feedback.

Question 2

- (a) Candidates clearly appreciated the content of Fig. 2 and most candidates were able to score full marks by correctly identifying 7.3 million, 31%, 6.8 nights and the Chinese visitors.
- (b) There were some limited responses and several responses did not make appropriate reference to the information contained in the Fig. 2 stimulus material. The knowledge and understanding of the multiplier effect demonstrated was rather variable. The best responses included comment on a variety of aspects including:
- the average 6.8 night stay means visitors will have opportunity to consume a variety of services, not just accommodation;
 - dining either in hotel or in restaurants during stay;
 - transportation to/from and around destination during stay;
 - shopping (e.g. Chinese spend \$157 per day) boosting local demand;
 - 7.3 million visitors will support a variety of providers.
- (c) The best responses were those that identified valid ways in which national tourist boards undertake promotional activity in overseas target markets and then went on to properly explain these in terms of their fitness for purpose. The use of websites, social media and advertising campaigns were popular valid choices. The hosting of familiarisation trips, attending trade fairs or having offices overseas were mentioned much less frequently.
- (d) Better responses clearly itemised what was available and explained why particular features were of use to those holding the event. Such answers clearly deserved a score within the Level 2 mark band. However, valid evaluative comment, both within and between venues, was required for responses to progress into Level 3.

Question 3

- (a) The Fig. 3 stimulus material was well used and the vast majority of candidates correctly identified Holland America Line, Crystal, Princess and MSC Cruises respectively.
- (b) The candidates were invited to offer an opinion and justify their point of view, based on information derived from the Fig. 3 stimulus material. There were a variety of responses and valid points from Fig. 3 were frequently clearly itemised. However, subsequent analysis and justification were not always in evidence. The question required clear explanation about the value of each identified aspect to meeting the family's likely needs and wants and evaluative comment justifying which aspects were the most important.
- (c) This question was very specific and required candidates to consider the advantages of booking a cruise in person at a retail travel agency. It was pleasing to see that many responses made a positive attempt to do this and they were suitably rewarded. The better responses clearly pointed out that customers receive personal attention and benefit from the face to face contact. Similarly, they are likely to have access to special offers and can purchase additional travel products (insurance, port hotel etc.) at the same time. With appropriate explanatory comment, full marks were obtained by many and this topic is clearly understood.

- (d) Cruise lines, airlines, hotel resorts and Disney were all popular choices. The better responses considered different revenue streams, such as sales, secondary spend items and ancillary services.. Responses were often limited to mark band 1 or 2 as evaluative comment is required to progress into level 3.

Question 4

- (a) Credit was given for identification of the following:
- seating
 - floral displays
 - pedestrianisation
 - litter bins
 - preserved architecture
 - historic statue.
- (b) There were many excellent responses to this question and the vast majority of candidates were able to make two valid suggestions. Fishing, boat trips and water sports were three common ideas and these were usually explained quite well. To achieve the full marks it was expected that the suggestion would be contextualised in some way relating to Photograph C such as boat trips being good for sightseeing as they would offer views of Shrewsbury's historic buildings (e.g. church clearly visible) and would appeal to visitors interested in a relaxed cultural activity.
- (c) This question was done well and it was pleasing to see many valid responses obtaining full marks. Negative impacts were well known and appropriate solutions were usually suggested. Congestion, over fishing, footpath erosion and littering were frequently suggested and it was clear that candidates have a good understanding of negative environmental impacts and related issues.
- (d) There were many positive attempts made to answer this question, though a significant minority of answers were based on the operational procedures of a particular organisation rather than on a consideration of what happens within the destination as a whole. Better responses tried to offer some considerations of managing the visitor impact on a destination's economy, social fabric and physical environment in a way which benefits everybody (residents, businesses, landowners and visitors) both now and in the future. The challenge facing those responsible for a destination's management is to try and ensure that tourism developments integrate with the other social and economic activities of the particular area so that future development will be sustainable. Sustainable tourism is tourism attempting to make a low impact on the environment and local culture, while helping to generate future employment for local people. The aim of sustainable tourism is thus to ensure that development brings a positive experience for local people, tourism companies and the tourists themselves.

TRAVEL AND TOURISM

Paper 9395/12
Core Paper

Key Messages

- Read the wording of the questions carefully and respond in an appropriate manner
- Make clearer and more specific use of factual information relating to the named examples with which you are familiar
- Greater precision when explaining the significance particular factors, avoiding unsubstantiated generalisation

General Comments

It was pleasing to see many of the candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and mostly well interpreted. Candidates should draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

For the extended response questions, candidates should make a positive attempt to structure their responses in terms of the following 'ladder':

Level 1 (1 to 3 marks) – has the candidate **identified** up to 3 **valid** types/features/factors? – If yes, then the answer must score at least 3 out of 9

Level 2 (4 to 6 marks) – has the candidate offered **explanatory** or **analytical** comment about one or two **valid** types/features/factors? – If yes, then the answer must score 4, 5 or possibly 6 out of 9

Level 3 (7 to 9 marks) – has the candidate offered **evaluative** comment about the **valid** items that have been identified and explained/analysed? i.e. one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a **reasoned conclusion** i.e. C is much more important/significant than A and B because This would clearly be an 8 or 9 mark response.

Comments on Specific Questions

Question 1

(a) The Fig. 1 stimulus material was used quite well. The correct responses were:

- Photograph A = #12
- Photograph B = #7
- Photograph C = #4
- Photograph D = #9

(b) There were many thoughtful responses and most candidates were clearly aware of the ways in which travel and tourism organisations can make adjustments to help meet the needs of disabled customers. There were frequent references to wider doors, ramps, toilets, tactile signs and lifts. However, weaker responses were characterised by a lack of supporting explanatory comment which limited the number of marks that could be awarded in each instance. It was expected that the candidate would point out that an adjustment or alteration to an existing facility had been made. The better responses clearly did this by stating, for example, that doorways had been widened to allow wheelchairs to pass through more easily.

- (c) Candidates again produced some thoughtful responses and there were many valid suggestions as to how the needs of non-English speakers can be met. There were frequent references to multi-lingual staff, pre-recorded audio tapes, brochures in different languages and the use of international signage. As was the case with the previous question, some responses lacked sufficient reasoning to be awarded full marks. The better responses expanded on the points made, clearly pointing out, for example, that brochures were available in foreign languages so that overseas visitors could readily understand what was available.
- (d) The focus of this question was on safety and security, rather than the employee's role as a whole. Weaker responses were simply lengthy descriptions of job roles or accounts set in the context of the organisation rather than actions performed by particular employees. Depending on the job roles selected, issues surrounding safety and security might include:
- preparation of service environment;
 - removal of offending items to avoid risk;
 - following set task-related procedures;
 - checking faulty good/product/item;
 - clearing spills/damage etc.

There were some good responses that considered of a variety of appropriate actions such as receptionists not talking loudly when passing over room details to prevent others hearing or cleaning staff placing hazard signs around spills to avoid the risk of slipping.

Question 2

- (a) Candidates readily interpreted the Fig. 2 stimulus material and many received full marks by correctly identifying the MS Caledonian Sky, Orion, Brisbane and Cairns.
- (b) There were some good responses but many candidates seemed to have difficulty in extracting appropriate information from the Fig. 2 stimulus material, with some not realising that P&O operated the 'Pacific Dawn' itineraries only. The best responses listed the two options available and clearly pointed out the appeal of these cruises to cultural tourists (e.g. wanting to see the culturally rich Trobriand Islands), those interested in ecotourism (e.g. to see the beautiful beaches of Kitava Island) and the more active cruise enthusiasts who would be keen on watersports.
- (c) This topic is clearly understood, though there were many responses that did not explain how the solutions to their stated negative environmental impacts might be managed in a sustainable way. This limited the amount of credit that could be awarded and so answers rarely obtained full marks. There was frequent reference to littering, trampling, oil spills, habitat disruption and damage to coral reefs. In other words the reasoning behind the management strategy was not made clear. The best responses explained how the solution to the impact would help in the future, for example, trampling/footpath erosion - purpose-built walkways could be introduced and a visitor quota imposed to reduce over use in the future.
- (d) Candidates were expected to be aware that tourism can act as a catalyst for the preservation and transmission of cultural and historical traditions leading in many destinations such as Australia and New Zealand to a renaissance of indigenous cultural arts and crafts. Similarly, many LEDCs can overcome the risk of negative socio-cultural impacts by showcasing their traditional culture in the form of visitor attractions such as museums, events and festivals. The best responses then pointed out how history, architecture, language, dress, music, dance and art can be preserved and local cultural traditions kept alive by this.

Question 3

- (a) Correct responses included China was the highest and Singapore the lowest in terms of percentage increase in outbound travel, some good observations about the geographical spread in values, most destinations being in the 5-10% growth range, Hong Kong growing at almost twice the rate of Taiwan and Japan's growth being significantly higher than its Pacific neighbours. The question required that candidates give some comparison, rather than just listing values from the map.
- (b) The focus of this question was on the factors that influence participation in outbound tourism and these are primarily economic. Better responses correctly highlighted national issues such as GDP,

standard of living, disposable incomes, exchange rates and affordable transport. Credit was also given for comments relating to working or studying overseas.

- (c) This was a very straightforward question and most candidates were able to respond in an appropriate fashion. Most individuals were well aware of the ways in which national tourist boards attempt to encourage inbound tourism. Better responses clearly itemised things like a website, advertising campaigns, attending trade fairs and hosting familiarisation visits. When these were explained in an appropriate manner maximum credit was awarded.
- (d) Some responses concentrated on seasonality and there were some quite good accounts based on ski resorts. However, the best responses attempted a more thoughtful and balanced approach to include a range of factors which were likely to influence visitor numbers in their chosen destination. Candidates who wrote about high and low season pointed out that attempts were often made by the destination to spread tourist arrivals evenly throughout the year by hosting special events. Some answers based on Dubai mentioned the January shopping festival and Summer Surprises as illustrations of this. Overall, the higher marks were awarded to those responses that offered precise exemplification about the factors influencing variations in visitor numbers.

Question 4

- (a) The four photographs provided as stimulus material for this question were readily interpreted and most candidates were able to score full marks by correctly stating the following:
- Gala dinner = Photo F
 - Quick snack = Photo H
 - Cool drink = Photo G
 - Delay meal = Photo E
- (b) There were many full and accurate responses to this question and the majority of candidates were able to obtain high marks. Features of a coffee shop were well known and there were frequent references to being open long hours, serving snacks, hot and cold drinks etc. Similarly, valid features of a fine dining restaurant were usually clearly stated. It was common to read about formal place settings, a la carte menu, waiter service and the need for reservations.
- (c) Better responses clearly itemised a service and offered an appropriate explanation of how the service met a business tourist's needs. For example hiring the hotel's ballroom to have enough space to stage an exhibition, wifi and Internet access to do work checking emails and staying in a business class room which is usually large and furnished with a work station desk etc.
- (d) It was pleasing to see many valid references to the different stages in a tourist's life cycle. Comments were made about the different needs and expectations of children, teenagers, young adults, families and the retired or 'empty nesters'. Most answers pointed out characteristics such as younger children relying on their parents and being happy if they are suitably entertained and amused (beach hotel with pool). Young adults seek more adventurous activities and locations (partying in Ibiza) whereas older people seek relaxation in quieter resorts (cruises and cultural tours). There were many good Level 2 responses and progress into Level 3 was awarded for appropriate evaluative comment and a valid conclusion.

TRAVEL AND TOURISM

Paper 9395/13

Core Paper

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General Comments

It was pleasing to see many of the candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and mostly well interpreted. Candidates should draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

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Level 3 (7 to 9 marks) – has the candidate offered **evaluative** comment about the **valid** items that have been identified and explained/analysed? i.e. one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a **reasoned conclusion** i.e. C is much more important/significant than A and B because This would clearly be an 8 or 9 mark response.

Comments on Specific Questions

Question 1

- (a) The Fig. 1 stimulus material was used quite well. The correct responses were as follows:
- 'hands-on' approach = #2
 - smiling = #3
 - listening carefully = #1
 - wearing uniform = #4
- (b) The key aspect was regularity and the better answers considered things like morning briefings, pre-service team meetings, full staff meetings and feedback sessions with Supervisors or managers. Some descriptive development was required which provided a context for the method under consideration.
- (c) The better responses clearly made a link between skills and the customer's experience. For example, in terms of a hotel receptionist, full marks were awarded for pointing out:
- foreign language communication skills result in being able to fully understanding guest needs and meet their expectations;

- IT skills mean hotel systems are known and bookings/reservations are handled correctly as per guest requirements;
- Numeracy skills mean that bill errors are avoided and that guest accounts are correctly presented at check out.

(d) The better responses were able to itemise ways in which the organisations were able to create a welcoming environment for employees. The best answers tended to contain a wide variety of ways. However, in terms of an overall assessment, few valid conclusion were seen. Which strategies were most effective? Progress into Level 3 was therefore limited. Some responses simply listed aspects such as training, uniform and salary without much consideration for making an employee feel welcomed. The weakest responses missed that the focus should have been on the employees and instead talked about meeting the needs of guests.

Question 2

(a) Candidates varied in terms of their ability to apply the Butler model to the four photographs. The correct interpretations were as follows:

- Stagnation = Photo C
- Involvement = Photo D
- Exploration = Photo B
- Development = Photo A.

(b) Most responses listed some improvements to infrastructure. Better responses then went on to offer explanations of several suggested methods for rejuvenating declining destinations. Some mentioned new events attracting different types of visitor and the role of government in making redevelopment plans.

(c) Candidates frequently failed to concentrate on negative social impacts and far too many comments tended to be either economic or environmental. Many answers failed to provide a proper social dimension to the points under consideration.

Negative social impacts were often confused with economic and/or environmental impacts. The best responses gave a negative social impact and then explained how this impacted on the host population.

For example there might be decline in traditional employment as people seek tourism jobs leading to a decline in aspects of the local destination's cultural heritage. Better responses pointed out that there would be a loss of fishing opportunities and this would impact on local residents due to the lack of beach access. Similarly, some responses mentioned that locals might have to move and there would be increased segregation between private tourist facilities and residents. Some responses mentioned increasing crime rates and the demonstration effect.

(d) Some of the responses to this question limited the discussion to what varied within one particular property rather than considering how tourist facilities varied within destinations as a whole. Many responses tended to list facilities rather than offering a consideration of how they varied by location within the resort. This limited the answer to a mark within Level 1. The best answers looked at a resort and discussed how facilities changed by location, i.e. beach facilities for watersports, pool facilities such as a terrace bar, grounds (tennis courts).

Question 3

(a) The Fig. 2 stimulus material showed several negative environmental impacts (water table depletion, waste water spills/damage and dune destruction/erosion) and several negative economic ones (lack of income, revenue and the costs of water damage repairs). These were the only valid responses.

(b) The solutions offered to solve the problem of seasonality tended to be rather variable. Discounting was a popular choice and was usually clearly, but simply, explained. Similarly, a new event or attraction was frequently suggested. However, it was not always made clear how such innovation might alter the existing seasonal pattern of demand.

- (c) This question was proved challenging, with many responses not giving any clear details on how the legislation has benefitted tourists. The EU directive on package travel has had considerable impact on the rights of consumers in EU countries. For example, Regulation 15 is most significant in terms of consumer protection:
- the organiser/tour operator is liable for the failures of hoteliers, suppliers and services;
 - the organiser's representative must provide prompt assistance in resort;
 - the consumer must make an early complaint in the event of a failure in their holiday and must give the rep every opportunity to resolve the complaint in resort;
 - on return, the client must write to the tour operator within a 'reasonable' period, this is defined within the brochure, and is usually 28 days.

Many responses considered the advantages of booking a package holiday and there was little if any reference to any type of legislation.

- (d) There were some very thoughtful responses to this, however, if the chosen organisation was not in the **public sector** then no credit could be awarded. The best responses identified a public sector organisation and gave an assessment of how it had met its tourism-related objectives. Weaker responses tended to describe aspects of their chosen organisation without any clear reference to particular tourism objectives. However, when appropriate functions were linked with an objective progress into Level 2 readily followed.

Question 4

- (a) The correct responses identified from the figure were:
- A – McCarran International Airport = #2
 - B – Red Rock Canyon = #6
 - C – Las Vegas Art Museum = #5
 - D – Meadows Shopping Mall = #4
- (b) This question proved to be challenging. There was some confusion about the Las Vegas Convention and Visitors Authority – this is a local tourism authority in Las Vegas not the destination itself. Such organisations help to generate tourist arrivals by running a website, handling enquiries and providing destination information. Film and TV made on location in Las Vegas showcase the destination to a wide audience, some of whom will come to visit as tourists.
- (c) Better responses clearly itemised a strategy and then explained how it reduced environmental damage. For example, fencing off sensitive areas to limit public access and directing people along a preferred route to keep people away from areas prone to erosion or damage. Another idea was educating visitors through leaflets, talks, signs or notices to act responsibly and avoid littering or other damaging activities.
- (d) It was pleasing to see a wide range of destinations being used to answer this question. There were some good responses which pointed out the appeal of the chosen destination to young children, teenagers, parents and others. This was a sensible approach and such responses readily progressed into Level 2. The best responses offered evaluative comment on the destinations appeal to different ages, for example, stating that the chosen destination was best suited to young adults etc. Weaker responses spoke in more general terms and tended to be descriptive of attractions rather than explaining why they were popular with particular age groups.

TRAVEL AND TOURISM

Paper 9395/02

Planning and Managing a Tourism Event

Key messages

- Consider the content of each mark band carefully and work through the assessment objectives in a systematic way
- Annotate candidate work throughout to assist with both marking and moderating
- All work should be submitted on an individual basis, there should be no copying between candidates.
- Centres should submit the correct number of portfolios for the size of entry
- Witness statements for all candidates must be included in each portfolio
- More than one feasibility study must be included
- Ensure MS1s are submitted and that totals match those given on the mark sheets

General comments

Thank you to all Centres who submitted portfolios on time for this session. It very much helped with the smooth running of the moderation process.

Many candidates had been assessed well and they had provided clear, comprehensive evidence in line with the key syllabus requirements.

In some cases Centres had responded well to advice given in previous sessions, however, there were occasions of over-marking, the reasons for adjustment were given in the report to the Centre in order to provide advice for future submissions.

There were a number of administrative issues this session. Some Centres did not complete the MS1 documentation and some of the mark sheet totals did not match those on the MS1.

On the whole, portfolios were presented in a well organised manner. There was evidence of broad research undertaken however referencing was sometimes poorly completed. Many Centres were able to demonstrate very good events planned and organised by the candidates. There was also evidence of interesting and appropriate tasks undertaken for AO1 that fulfilled the requirements of the syllabus.

However, some portfolios did not demonstrate clear evidence in AO4, the ability to evaluate and recommend for the future was often lacking in detail with little analysis of questionnaires.

Centres should ensure that there is good assessor annotation on candidates' work. It is imperative that Centres can demonstrate clearly where their candidates pass through each mark band. This should be done to assist with Centre marking and the internal verification processes.

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 has a detailed coursework guideline booklet for this unit there is also a 'Quick Guide' to this unit on the Teachers' website. Centre training is also available.

Comments on specific sections

A01 – There was evidence of logical plans with realistic itineraries and timescales. On occasions, there were omissions from the plans e.g., risk and contingency plans.

A02 – Many candidates were able to demonstrate good contributions to the running and preparation of the actual events particularly in terms of the planning and implementation of set tasks. Notes of formal and informal meetings were included. **Assessors should include witness statements for verification of tasks completed, particularly on customer service achieved.** Please ensure that any Witness Statements included are signed and completed by the assessor and not just included as a blank sheet. It was pleasing to see that many candidates used a log book or diary to show their involvement throughout the event planning process.

A03 – The best portfolios had between two and four feasibility studies and considered these in some detail before choosing the event to run using SWOT analysis, and included risk assessments and contingency plans. Information on potential costings and itineraries should be included.

A04 – There was some evidence of candidates evaluating their event well. Questionnaires were the most popular form of evaluation; however some analysis and evaluation lacked detail. The best portfolios evaluated personal contribution and the contribution of the other members of the team. It should be noted that in order to gain MB3 candidates must give detailed and realistic recommendations should an event be run in the future. Brief or bulleted notes are insufficient.

TRAVEL AND TOURISM

Paper 9395/31
International Business and
Leisure Travel Services

Key messages

- Candidates need to have studied a wide variety of international travel service providers and should be familiar with key terminology used within the travel and tourism industry in discussing travel service provision.
- Candidates should be encouraged to use the case study material as a starting point in answering questions but should always use their own words in writing their responses to questions, rather than copying from the text.
- Questions should be read carefully to ensure candidates understand exactly what is being asked; there were many instances of candidates explaining **why**, when the question asked **how**.

General comments

The question paper followed standard format, with four pieces of stimulus material adapted from international travel and tourism news items. Most candidates appeared to experience no difficulty in accessing the case study material and were able to use the sources, to identify key information in response to the associated questions. The majority of candidates appeared well prepared for the examination and were familiar with the style of questions. There was some good understanding of key terms, through the definitions given in **Question (a)** of each subset. As is to be expected, the more extended, essay style questions used in **Question (d)** of each subset posed the most challenge to candidates which allowed for differentiation across the ability age, often providing clear discrimination against the grade boundaries. There were a limited number of No Responses this session; it is always worth candidates attempting every question as it is possible to pick up some marks, even in the extended answer questions, where candidates may lack confidence in their own knowledge and understanding.

Question 1 had The Titanic Quarter in Belfast as its source, whilst **Question 2** provided information about the airline bidding systems to upgrade passengers from economy to business class. **Question 3** offered an insight into the products and services of Big Bus Tour company and its new night tour of Dubai, and **Question 4** outlined the availability of business tourism in Malta.

Comments on specific questions

Question 1

The stimulus material for this question was based on information about the Titanic Quarter and Belfast Harbour in Northern Ireland.

- (a) (i) Most candidates were able to offer a basic definition of the term carrying capacity, with the best answers recognising the link between carrying capacity and negative environmental or socio-cultural impacts.
- (ii) This question was not answered particularly well. Weaker responses confused this with the answer to **Question 1(b)**, offering the generic economic benefits of tourism in a destination, rather than using the source materials to identify developments in the area which might make Belfast Harbour more attractive to cruise companies.
- (b) This question was answered well. Candidates were able to extract key information from the stimulus to cite specific examples of the key benefits of cruise tourism. Weaker responses were unorganised, often making three or four different points but not explaining any of them to gain the

second available mark. The best answers were those which clearly identified three separate benefits and these were then explained further.

- (c) This question acted as a good discriminator. Weaker answers repeated similar information from the previous question, identifying income generation for the area as a key role. The better responses used the case study materials to identify specific roles of the port authority and to explain these roles within the context of Northern Ireland and/or the cruise industry.
- (d) This question required candidates to consider how well Belfast's Titanic Quarter as a destination venue meets the differing needs of business and leisure tourists based on the information given in the case study. The majority of candidates could list specific products and services offered by the destination venue, gaining the marks available at Level 1. Better answers were able to draw comparisons in the provision of facilities and conclude which target market is best catered for by The Titanic Quarter.

Question 2

An article examining the way in which airlines have changed the upgrading of passengers was the starting point for this subset of questions.

- (a) (i) Candidates experienced no difficulty in identifying airlines involved in online upgrade auctions. Please encourage candidates to read/copy carefully – there were a number of responses which confused Austrian Airlines with Australian Airlines.
 - (ii) Most candidates understood the term load factor, although at the bottom end, this question was sometimes omitted.
- (b) This question was answered well. Many candidates understood the reasons for airlines wishing to fill empty airline seats. The best answers recognised airlines encouraged people to bid for an upgrade, allowing the seats in economy vacated by the winning bids to be resold.
- (c) This question was a good discriminator. Answers at the bottom end did not always recognise that this question required a comparison of economy class travel with business class and relied heavily on the text. The best answers looked at benefits across the whole business class experience, from airport pick up to the quality of service on-board the plane.
- (d) Responses here were variable. Many candidates were able to explain the importance of price in airlines remaining competitive. Better answers also considered the effect of the quality of customer service and benefits such as increased baggage allowance in gaining competitive advantage. There were only a limited number of answers which reached Level 3, as many responses did not include the use of analytical language or include conclusions about the ways in which airlines remain competitive.

Question 3

Candidates were provided with information about the products and services of Big Bus Tours organisation, with specific details of the new night tour offered in Dubai.

- (a) (i) Most candidates were able to identify two features of the organisation's travel product from the text.
 - (ii) The majority of answers correctly identified ways in which the Big Bus Tours company distribute its product.
- (b) This question was not answered well. Answers for this were mainly from the perspective of the customer, and often repeated the advantage of a night time tour. Those answers which also considered the benefits to the organisation often scored the most marks here.
- (c) This question acted as a good discriminator. The best answers recognised that many of the buses used an on-board system which allowed passengers to listen to the tour in a language of their choice, as well as citing the benefits to customers offered by the Big Bus Tours app. Weaker responses relied heavily on the case study material, identifying the forms of technology, but not explaining how these were beneficial to customers.

- (d) This question was generally not answered well. Answers tended to be descriptive rather than analytical and did not make good use of the case study material. The best answers highlighted the fact that a Trip Advisor's award is given in recognition of positive customer feedback, which is valued more, perhaps, than a travel trade award.

Question 4

The stimulus here was information about the availability of business tourism in Malta.

- (a) (i) Most identified appropriate conference venues from the text.
- (ii) This question, covering a basic element of a business tourism from the syllabus, had a high omission rate or was poorly answered.
- (b) Answers to this question tended to rely heavily on the wording of the stimulus material, with only a small number of responses showing understanding of the role of Destination Management Companies (DMCs). Many candidates were nevertheless able to score the three marks available for identification.
- (c) This question was not answered particularly well. Many weaker responses overlapped with the answers to the previous question about the roles carried out by the DMCs and could not gain double credit in this way. Those responses that used the case study material appropriately were better than those that did not.
- (d) This question was a good discriminator. The concept of trade body membership is one of the more challenging aspects of this syllabus, with many candidates misinterpreting the function of organisations such as the International Congress and Convention Association. This question allowed candidates an opportunity to score Level 1 marks by using the case study material to identify key benefits. The better responses then explained or analysed how these benefits could lead to increased business tourism opportunities in Malta.

TRAVEL AND TOURISM

Paper 9395/32
International Business and
Leisure Travel Services

Key messages

- Candidates need to have studied a wide variety of international travel service providers and should be familiar with key terminology used within the travel and tourism industry in discussing travel service provision.
- Candidates should be encouraged to use the case study material as a starting point in answering questions but should always use their own words in writing their responses to questions, rather than copying from the text.
- Questions should be read carefully to ensure candidates understand exactly what is being asked; there were many instances of candidates explaining **why**, when the question asked **how**.

General comments

The question paper followed standard format, with four pieces of stimulus material adapted from international travel and tourism news items. Most candidates appeared to experience no difficulty in accessing the case study material and were able to use the sources, to identify key information in response to the associated questions. The majority of candidates appeared well prepared for the examination and were familiar with the style of questions. There was some good understanding of key terms, through the definitions given in **Question (a)** of each subset. As is to be expected, the more extended, essay style questions used in **Question (d)** of each subset posed the most challenge to candidates which allowed for differentiation across the ability age, often providing clear discrimination against the grade boundaries. There were a limited number of No Responses this session; it is always worth candidates attempting every question as it is possible to pick up some marks, even in the extended answer questions, where candidates may lack confidence in their own knowledge and understanding.

Question 1 had The Titanic Quarter in Belfast as its source, whilst **Question 2** provided information about the airline bidding systems to upgrade passengers from economy to business class. **Question 3** offered an insight into the products and services of Big Bus Tour company and its new night tour of Dubai, and **Question 4** outlined the availability of business tourism in Malta.

Comments on specific questions

Question 1

The stimulus material for this question was based on information about the Titanic Quarter and Belfast Harbour in Northern Ireland.

- (a) (i) Most candidates were able to offer a basic definition of the term carrying capacity, with the best answers recognising the link between carrying capacity and negative environmental or socio-cultural impacts.
- (ii) This question was not answered particularly well. Weaker responses confused this with the answer to **Question 1(b)**, offering the generic economic benefits of tourism in a destination, rather than using the source materials to identify developments in the area which might make Belfast Harbour more attractive to cruise companies.
- (b) This question was answered well. Candidates were able to extract key information from the stimulus to cite specific examples of the key benefits of cruise tourism. Weaker responses were unorganised, often making three or four different points but not explaining any of them to gain the

second available mark. The best answers were those which clearly identified three separate benefits and these were then explained further.

- (c) This question acted as a good discriminator. Weaker answers repeated similar information from the previous question, identifying income generation for the area as a key role. The better responses used the case study materials to identify specific roles of the port authority and to explain these roles within the context of Northern Ireland and/or the cruise industry.
- (d) This question required candidates to consider how well Belfast's Titanic Quarter as a destination venue meets the differing needs of business and leisure tourists based on the information given in the case study. The majority of candidates could list specific products and services offered by the destination venue, gaining the marks available at Level 1. Better answers were able to draw comparisons in the provision of facilities and conclude which target market is best catered for by The Titanic Quarter.

Question 2

An article examining the way in which airlines have changed the upgrading of passengers was the starting point for this subset of questions.

- (a) (i) Candidates experienced no difficulty in identifying airlines involved in online upgrade auctions. Please encourage candidates to read/copy carefully – there were a number of responses which confused Austrian Airlines with Australian Airlines.
 - (ii) Most candidates understood the term load factor, although at the bottom end, this question was sometimes omitted.
- (b) This question was answered well. Many candidates understood the reasons for airlines wishing to fill empty airline seats. The best answers recognised airlines encouraged people to bid for an upgrade, allowing the seats in economy vacated by the winning bids to be resold.
- (c) This question was a good discriminator. Answers at the bottom end did not always recognise that this question required a comparison of economy class travel with business class and relied heavily on the text. The best answers looked at benefits across the whole business class experience, from airport pick up to the quality of service on-board the plane.
- (d) Responses here were variable. Many candidates were able to explain the importance of price in airlines remaining competitive. Better answers also considered the effect of the quality of customer service and benefits such as increased baggage allowance in gaining competitive advantage. There were only a limited number of answers which reached Level 3, as many responses did not include the use of analytical language or include conclusions about the ways in which airlines remain competitive.

Question 3

Candidates were provided with information about the products and services of Big Bus Tours organisation, with specific details of the new night tour offered in Dubai.

- (a) (i) Most candidates were able to identify two features of the organisation's travel product from the text.
 - (ii) The majority of answers correctly identified ways in which the Big Bus Tours company distribute its product.
- (b) This question was not answered well. Answers for this were mainly from the perspective of the customer, and often repeated the advantage of a night time tour. Those answers which also considered the benefits to the organisation often scored the most marks here.
- (c) This question acted as a good discriminator. The best answers recognised that many of the buses used an on-board system which allowed passengers to listen to the tour in a language of their choice, as well as citing the benefits to customers offered by the Big Bus Tours app. Weaker responses relied heavily on the case study material, identifying the forms of technology, but not explaining how these were beneficial to customers.

- (d) This question was generally not answered well. Answers tended to be descriptive rather than analytical and did not make good use of the case study material. The best answers highlighted the fact that a Trip Advisor's award is given in recognition of positive customer feedback, which is valued more, perhaps, than a travel trade award.

Question 4

The stimulus here was information about the availability of business tourism in Malta.

- (a) (i) Most identified appropriate conference venues from the text.
- (ii) This question, covering a basic element of a business tourism from the syllabus, had a high omission rate or was poorly answered.
- (b) Answers to this question tended to rely heavily on the wording of the stimulus material, with only a small number of responses showing understanding of the role of Destination Management Companies (DMCs). Many candidates were nevertheless able to score the three marks available for identification.
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TRAVEL AND TOURISM

Paper 9395/33
International Business and
Leisure Travel Services

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TRAVEL AND TOURISM

Paper 9395/41
Specialised Tourism

Key Messages

- Understand command word meanings and take note of mark allocations of each question.
- Ensure that syllabus content is understood thoroughly, paying particular attention to key tourism definitions.

General Comments

Two case studies were used for the exam: one that featured cultural tours in South Africa and the other adventure tourism in British Columbia, Canada. The case studies were provided in an insert, whilst candidates answered on the question paper.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied tourism case studies and previous exam papers. There was also evidence of good understanding of the impacts of tourism.

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

For future reference, candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary.

Candidates who are able to demonstrate the higher order skills of analysis, evaluation and discussion provide the best answers to the extended response questions. 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

Question 1

- (a) This was reasonably well answered: most candidates were able to give reasons why tourists should feel safe on the cultural tours in South Africa. Many good responses included the use of accredited guides, prepared itineraries and small groupings.
- (b) Candidates were asked to explain fully how cultural tours may help to preserve the heritage and culture in destinations such as South Africa. Many candidates did explain the benefits of education, appreciation and preservation of crafts as the basis of their responses.
- (c) This question was reasonably well answered. Candidates were asked to discuss the extent to which a large increase in tourism might destroy the authenticity of destinations such as South Africa. Some responses did not gain higher marks if a full discussion was not made. Some good responses included the loss of culture/traditions and commodification and gave a full discussion of the impacts.

Question 2

- (a) This question was very well answered: many candidates gained full marks here as they were able to explain two ways in which Ecotours-BC offered a wilderness experience. Responses were taken directly from the case study.
- (b) Generally this was well answered. This question asked for the ways in which companies such as Ecotours-BC might be able to prevent negative environmental impacts. Candidates appeared to understand environmental impacts and gave good responses in some detail.
- (c) This question was reasonably well answered: most candidates were able to explain how wilderness adventure tourism activities might bring economic impacts to areas such as British Columbia, Canada. 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. However, there were many excellent suggestions made, including the growth of direct and indirect jobs and the multiplier effect which was very well explained. Many candidates gave excellent explanations of the negative impacts including leakage and seasonality.

TRAVEL AND TOURISM

Paper 9395/42
Specialised Tourism

Key Messages

- Understand command word meanings and take note of mark allocations of each question.
- Ensure that syllabus content is understood thoroughly, paying particular attention to key tourism definitions.

General Comments

Two case studies were used for the exam: one that featured cultural tours in South Africa and the other adventure tourism in British Columbia, Canada. The case studies were provided in an insert, whilst candidates answered on the question paper.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied tourism case studies and previous exam papers. There was also evidence of good understanding of the impacts of tourism.

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Comments on Specific Questions

Question 1

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TRAVEL AND TOURISM

Paper 9395/43
Specialised Tourism

Key Messages

- Understand command word meanings and take note of mark allocations of each question.
- Ensure that syllabus content is understood thoroughly, paying particular attention to key tourism definitions.

General Comments

Two case studies were used for the exam: one that featured cultural tours in South Africa and the other adventure tourism in British Columbia, Canada. The case studies were provided in an insert, whilst candidates answered on the question paper.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied tourism case studies and previous exam papers. There was also evidence of good understanding of the impacts of tourism.

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Comments on Specific Questions

Question 1

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