

# TRAVEL AND TOURISM

Paper 0471/01  
Written Paper

## General comments

It was pleasing to see that many of the candidates were able to demonstrate a sound understanding of the international Travel and Tourism industry. However, some candidates failed to act upon the precise wording of individual questions and some found it difficult to answer **Question 1(b)** about the Multiplier Effect and **Question 4(e)** about social problems resulting from the Demonstration Effect. There were many accurate references made to developments in a variety of locations and better candidates quoted precise evidence and exemplification either from their local areas or case studies with which they were familiar. There were several outstanding scripts with a wide variation between Centres in terms of the level of candidate performance.

Centres are once again encouraged to make the following "Key Word" definitions part of their examination preparation sessions.

| Key Words   | Meaning/expectation and advice  |
|---|---|
| Identify  | Simply name, state or list. Valid answers are to be found within the content of the stimulus material supplied.   |
| Describe  | State the characteristic features of something.   |
| Explain   | Make the meaning of something clear by providing appropriate valid details.   |
| Discuss (includes the ability to <b>analyse</b> )             | Provide evidence or opinions about something, arriving at a balanced conclusion. The candidate is being asked to consider an issue and is thus expected to present an argument, with evidence, to support a particular point of view and thus come to a <b>conclusion</b> . |
| Evaluate ( this also includes the ability to <b>analyse</b> ) | To judge from available evidence and arrive at a reasoned <b>conclusion</b> . The candidate is expected to present a number of factors or issues and then weigh up their <b>relative</b> significance or importance.  |

Candidates who are unable to respond in an appropriate way to these command verbs will have difficulty in obtaining higher marks for questions that are assessed through 'Levels of Response'. More candidates are now making an effort to end their answers to the last part of each of the four questions with a conclusion. A valid conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will usually warrant a score in Level 3 (5-6 marks). However, the candidates who failed to consider the relative importance/significance of the various points that they addressed limited their access to many of the Level 3 marks.

All candidates were able to answer the four questions within the time available.

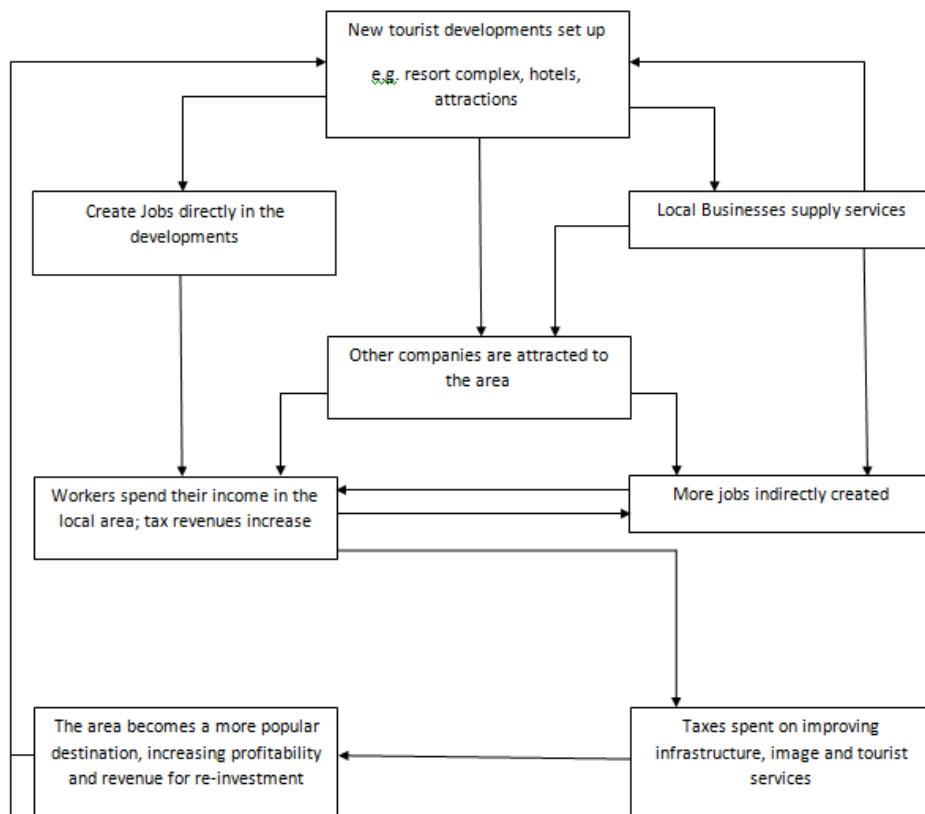
## Comments on the individual questions

### Question 1

- (a) Few candidates were able to correctly identify all four aspects of Guam's location (Pacific/Japan/Tropical/Advance) and there were frequent errors.
- (b) The concept of the Multiplier Effect was not fully understood or appreciated by many candidates. All too often, candidates relied on the listing of positive economic impacts without any reference to the idea of a multiplier or any supporting reference to Fig. 1(b) and thus credit was limited.

The WTO estimates that travel and tourism's direct, indirect, and personal tax contribution worldwide was over US\$ 800 billion. The rapid expansion of international tourism has led to significant employment creation. Tourism can generate jobs **directly** through hotels, restaurants,

nightclubs, taxis, and souvenir sales, and **indirectly** through the supply of goods and services needed by tourism-related businesses. The positive side of employment is that the money is returned to the local economy, and has a great multiplier effect as it is spent over and over again.



- (c) Many candidates obtained marks for making suggestions such as having a website, attending fairs and advertising campaigns. However, some candidates incorrectly suggested offering holidays, improving infrastructure or providing new attractions, none of which are visitor bureau functions. When appropriate functions were correctly itemised, the level of explanation offered was variable and credit was limited for some candidates.
- (d) Some candidates were unfamiliar with the package holiday concept of airport transfers. Those that were mentioned the sequence of being met on arrival, transported to their chosen hotel and then returned to the airport at the end of their stay.
- (e) Many candidates were unable to identify an island destination visited by cruise ships, simply stating 'the Caribbean' with few precise details about the nature of the appeal. Several candidates attempted to write about the Bahamas or the Maldives but precise factual details of particular attractions were frequently lacking. The better answers tended to be associated with destinations such as Cyprus, Singapore and Komodo, where details of particular attractions were usually provided. Candidates who failed to emphasise the nature of the appeal found it difficult to progress into Level 3.

## Question 2

- (a) Many candidates scored the full three marks for this question - readily identifying business, leisure and VFR - but were unsure about a fourth category, for example health or religion.
- (b) There were some excellent answers, with candidates pointing out that growth was more rapid in LEDC regions or that growth in Europe and the Americas was below the world average. All candidates made at least one valid point, but the question was about the contrasts in tourist arrivals and many candidates wrongly thought that they had to offer an explanation for a particular trend. Another common error made by candidates was not quoting percentages from the graph.
- (c) Some candidates confused Tourist Information Centre (TIC) services with those of a travel agency. Where TIC services were correctly identified the explanation offered did not always match the focus of the question, with individuals using just one word to identify the chosen service. For example, to suggest that TICs provide 'accommodation' is not correct, they offer an accommodation booking service. The answer should go on to explain why this service is of use to international visitors: they might have arrived in a destination without having made any reservations in advance.
- (d) Most candidates fully appreciated the types of information to be found in holiday brochures, scoring full marks.
- (e) Most candidates were aware of the issues regarding airport security and there were many good answers. The issue with this question was the general lack of progress into Level 3 as candidates failed to consider the relative importance/significance of the various points that they addressed.

## Question 3

- (a) Most candidates were able to correctly identify features from the photograph and explain how either safety or comfort resulted. There were many full mark responses and the level of understanding was impressive.
- (b) Some candidates neglected the phrase 'local residents' and made comments relevant to hotel guests: credit was only available for methods of promotion that would reach the local population. Most candidates were able to identify two or three valid methods but limited explanations restricted the overall mark.
- (c) Most candidates were able to correctly identify all three photographs.
- (d) Many candidates were able to write very lucid accounts about the benefits of hotel staff being in uniform and some responses were quite outstanding. This aspect of customer service is clearly understood and appreciated.
- (e) Many candidates clearly understand what constitutes a skill in the customer service context. Many individuals addressed two or three valid aspects such as:
- ability to speak foreign languages – to be able to communicate with visitors;
  - customer service training – the ability to handle complaints;
  - numeracy – accurate sales/cash handling;
  - communication – to be able to speak clearly when offering advice;
  - literacy – to be able to follow care manual procedures etc.

Most candidates were aware of the issues regarding front of house customer service and there were many good accounts. The issue with this question was failure to consider the relative importance/significance of the various points that they addressed, which limited candidate's ability to gain the higher marks.

#### Question 4

- (a) This question was an excellent discriminator and candidate responses ranged from 0 to 6. Candidates should be aware that routes are point to point (Entebbe/Nairobi) and that the type of aircraft is the model as manufactured (ATR42). Fig. 4 clearly stated that Fly540 was looking for expansion into Tanzania, Angola and West Africa and that the airline was in competition with Air Uganda and Rwandair.
- (b) Candidates often made valid suggestions (accessibility, busy site, visible location etc.) but these were not always explained in context, so losing the chance to obtain maximum credit.
- (c) Many candidates were able to write very lucid accounts about the benefits of booking via the Internet and some responses were quite thoughtful.
- (d) There was a mixed response to this question but it was pleasing to see a variety of appropriate visitor impacts being suggested. However, the quality of explanation offered was often limited. For example, weaker candidates relied on 'pollution' or 'litter' as their chosen impact and then had difficulty writing convincingly about two solutions. More thoughtful answers looked at congestion, habitat destruction or footpath erosion and were able to suggest clear solutions that were fully appropriate to the East African context.
- (e) The term 'Demonstration Effect', ~~although it is~~ can be found in Unit 1's Section 2(d) of the syllabus. However ~~but~~ some candidates were not aware of the term, with many discussing the negative socio-economic impacts of tourism.

The demonstration effect considers the socio-cultural impacts tourism may have on the behaviour of the host population and is generally defined as behaviour that members of the host population copy from the tourists. The Demonstration Effect can thus lead to the erosion of traditional culture and values as the local population adopts visitor behaviour and this is often a major cause of tension within sections of local society. A good illustration of this would be the Middle East where western lifestyle is frequently at odds with Muslim tradition.

Even when candidates were aware of the issues in locations such as Dubai, there was still the problem of the general lack of progress into Level 3 due to insufficiently developed presentation of the relative importance/significance of the various points that they addressed.

# TRAVEL AND TOURISM

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Paper 0471/02  
Alternative to Coursework

## General comments

The cohort of International Centres entering candidates for this examination continues to grow and as a result the performance of candidates varies greatly across the whole ability range. As has often been the case in previous sessions, candidates demonstrate a good understanding of the principles of marketing and promotion and are generally able to use the skills of application in order to respond to scenario based questions at an appropriate level. This question paper followed the standard conventions for this examination, with four main questions, each worth 25 marks and each based around a short piece of stimulus set within an international travel and tourism marketing context. Each main question comprised a series of sub-questions, all of which reflected the stimulus material.

**Question 1** took the low cost airline market in France as its stimulus, whilst **Question 2** was based around market research and the marketing processes involved with the topical FIFA World Cup in South Africa. The starting point for **Question 3** was a short article on wedding tourism whilst **Question 4** used Banyan Tree Resort Hotels as its source material.

The majority of candidates seemed well prepared for the examination and most questions were attempted within the time allowed by the significant majority of candidates. There were fewer questions with 'No Response' than seems to have been the case in previous sessions.

## Comments on specific questions

### Question 1

This question opened with the results of a situation analysis of the low cost airline market in France. Candidates were required to carry out a SWOT analysis based on the information given, as well as using specific details to identify economic influences on the market. Questions in this subset also required candidates to use their skills of analysis and application, in order to ascertain the likelihood of a new airline starting up in France, based on the facts provided.

- (a) The majority of candidates were able to identify at least one valid statement in relation to a SWOT analysis of the French low cost airline market. A common mistake made was the assumption that 'competition' automatically constituted a threat to the market. However, the results in Fig.1 mention that competition between regional airports actually opened up the way for low cost airlines. Candidates need to ensure that they carefully read through the information provided to avoid being easily misled in this way.
- (b) The majority of candidates had no difficulty in correctly identifying economic influences on the low cost airline market in France.
- (c) This question acted as a good differentiator. The more able candidates were able to use information from the situation analysis to draw valid conclusions about the state of the airline market in France. Weaker candidates tried to answer this question from their general knowledge, rather than drawing on the data provided; they thus tended to score less well here.



- (d)(i)** This question was not always answered well by candidates. There appeared to be two reasons for this. The less able tended to rely heavily on information from the case study in **Question 1 (a)** to try to identify features of the French airline market, rather than simply identifying the features of a low cost airline product. Those candidates who did attempt to identify specific features of the low cost airline product struggled to come up with anything other than low cost tickets.
- (ii)** The problems from the previous question also extended into responses to this question. Candidates were asked to analyse the advantages and disadvantages of using a low cost airline for holiday travel. Most were able to identify the more obvious financial benefits for travellers, but only the very able had a clear understanding of the low cost airline product.

## Question 2

This series of questions was introduced by a short statement about market research carried out in South Africa before the FIFA World Cup. Candidates were asked a series of questions relating to the market research process and the ways in which a global event such as the FIFA World Cup contributes to tourism marketing in an area.

- (a)(i)** The majority of candidates were able to correctly identify the research technique as a survey, although many confused the research technique for the research method.
- (ii)** It was pleasing to see that most candidates were familiar with the term 'customer profile' although some responses failed to score both of the available marks because they did not clearly express the concept that a customer profile is built up from an average of typical characteristics. Instead, candidates simply stated that a customer profile contained information about a customer and thus scored only one mark.
- (iii)** This question was answered well by a large number of candidates. Those responses which relied heavily on information about the customer profile given in the stimulus tended to score three marks out of the possible six, whilst those responses which used a more theoretical approach tended to score more highly.
- (b)** Many candidates were able to respond well to this question about the importance of marketing and promotion for a country like South Africa when hosting the FIFA World Cup. It was pleasing to note that most candidates recognised the reasons why marketing is carried out within the travel and tourism industry. The less able used these reasons in a list format to score three marks out of a possible six for this question. Those candidates who used these reasons within the specific context of a developing nation such as South Africa hosting a global tourism event, tended to score maximum marks.
- (c)(i)** The term 'press release' was well understood.
- (ii)** It was disappointing to note that only a very small number of candidates understood the benefits of using a mascot for merchandising opportunities. Many, however, scored at least one mark for their comprehension of a mascot's importance as a brand identity for the FIFA World Cup.
- (d)** This question proved to be quite challenging. Candidates needed to compare and contrast two promotional methods that could be used to market the FIFA World Cup. Whilst many candidates were able to identify and describe many promotional methods, only better performing candidates were able to make any comparison in the effectiveness of each method. At the bottom end, there were candidates who confused promotional method for pricing technique, thus scoring no marks for their responses.

## Question 3

This question was based around a short statement about wedding tourism. Candidates were asked to use information about locational factors to answer the questions that followed, as well as considering pricing policies and distribution channels that would be appropriate for this niche market product.

- (a)(i)** The majority of candidates scored maximum marks for this question, which required candidates to consider locational factors of places such as the Maldives, the Seychelles and Mauritius as being suitable for wedding tourism.

- (ii) Similarly, most candidates scored maximum marks here too, when asked to identify three locational factors of cities such as Paris and Las Vegas for wedding tourism purposes. It is worth noting that no marks were awarded for simple repetition of the text from the scenario that 'Paris is considered the most romantic city in the world and Las Vegas is known as the wedding capital of the world'.
- (b) The emphasis of the question was on selecting pricing policies that would be suitable for the wedding tourism product, thus no marks were given for variable pricing (adults and children) as this showed limited understanding of this market segment. Marks were only allocated for those descriptions of policies that had been applied to the context of wedding tourism. For example, full marks were awarded where, for example, a candidate stated prestige pricing would be used as a wedding tends to be an exclusive event and people are prepared to pay a high price for an association of a luxury product.
- (c) This question caused a few difficulties, especially for weaker candidates who were unsure of the role played by a specialist travel agent and were therefore unable to identify valid reasons for a customer using their services. Better performing candidates clearly analysed the benefits and drawbacks of using such a distribution channel.
- (d) There were a small number of candidates who could competently match pricing policies to the given market factors to achieve maximum marks. The majority of candidates demonstrated their understanding of the terms 'profitability', 'competitors' and 'subsidies' but did not always suggest a corresponding pricing policy, thus limiting their access to the marks for this question.

#### Question 4

The first few questions in this subset were specifically about the marketing mix and were not directed towards any stimulus. However, a short article about Banyan Tree Resort Hotels appeared before **Question 4 (b)** and all subsequent questions related specifically to this named tourism provider.

- (a) (i) Many candidates could easily recall the various elements of the marketing mix to score both marks.
- (ii) Candidates were not always sure how the 'product part of the marketing mix' for a tourist attraction could be developed – only a small number of candidates gave specific examples such as opening a new ride or a new café. A number of candidates suggested new promotional methods or new pricing structures, which of course could not be credited as these are different parts of the marketing mix, (although they may indeed be used by travel and tourism organisations to improve market position).
- (iii) Candidates have a good understanding of why organisations need to review their marketing mix regularly.
- (b) (i) Most candidates were able to use information from the stimulus material to correctly identify the stage of the product life cycle at which to place Banyan Tree Resort Hotels and to present valid reasons for its position there.
- (ii) Better performing candidates were able to identify and describe three appropriate methods of creating brand image. Weaker candidates tried to use three different promotional methods to achieve this outcome.
- (iii) Many candidates clearly understood the concept of rebranding and were able to suggest at least one reason that might prompt Banyan Tree Resort's competitors to rebrand.



# TRAVEL AND TOURISM

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**Paper 0471/03**  
**Coursework**

## General comments

This module comprises the coursework component as an alternative to the examination module, through which candidates have an opportunity to produce an in-depth investigation into the provision of visitor services in a destination of their choice. Candidates are required to produce an individual, written report of approximately 3000 words, based on their primary and secondary research findings. Coursework projects are initially assessed by Centre staff, and are subsequently submitted for external moderation by CIE.

The number of entries for this module continues to demonstrate steady growth and, as a result, greater variation was evident in the standards achieved by candidates across the ability range and from a greater number of international Centres. Candidates seem well prepared to carry out the coursework investigations based on their knowledge of the assessment objectives for this unit of study. Most candidates are able to use appropriate primary and secondary research techniques in order to gather information for their project.

Secondary sources of information are readily available to most candidates in the form of printed marketing literature and e-brochures, and candidates usually provide adequate referencing for these source materials. It was particularly pleasing to note that this session there was some good evidence to show that candidates can utilise the information obtained from secondary sources to facilitate their investigation, rather than just submitting brochures that are not referenced in any way.

A wide range of contexts was again covered through the coursework investigations. Candidates access an excellent range of tourism service providers, in order to form the basis of their study. This session, successful investigations included comparisons of hotel provision, looking at the range of products and services of a business and a leisure hotel; a comparison of the product/service offering of two visitor attractions, and the marketing efforts of an eco-tourism provider compared with mass tourism marketing. Candidates usually offer a broad understanding of the tourism products and services available within specific sectors of the travel and tourism industries and provide detailed examples of how these products and services are made available to customers via their chosen provider.

The majority of written projects adhere closely to the guidelines from the syllabus regarding good practice for report generation. The reports were mainly professionally presented, well organised and some of the assessment evidence had been clearly referenced by candidates, which assists in both the internal assessment process and that of external moderation.

Better performing candidates were able to communicate the purpose of their investigation, were able to present data in a meaningful way and were able to draw valid conclusions from the data they had obtained. There was, as in previous sessions, good evidence of the higher order skills of analysis, synthesis and evaluation within the best coursework investigations.

Centres generally implemented the assessment arrangements for this coursework module effectively, and some teachers made good use of the assessment grid from the syllabus in order to record their internal assessment decisions against each of the identified assessment objectives. As on previous occasions, it is pleasing to note the honesty and accuracy of the assessment decisions made by most Centres. Not all Centres used annotations on individual candidate's work, which would assist the external moderation process, by pinpointing specific page number references for each of the assessment criteria. For example, writing 2B, Level 1 in the right hand margin at the point within the report which denotes the collection of primary and/or secondary research data.

There continues to be limited evidence of internal moderation of these coursework investigations, as relatively small entries are made within Centres, comprising predominantly one class, taught by one teacher. However, it is again worth emphasising the need for Centres to use internal moderation where more than one teacher has been involved in the teaching and assessment process, in order to ensure that candidates



receive equality of opportunity and that all assessment decisions are reached fairly and to the same standard.