GCE EXAMINERS' REPORTS

TRAVEL AND TOURISM
AS/Advanced

SUMMER 2014

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TRAVEL AND TOURSIM

General Certificate of Education

Summer 2014

Advanced Subsidiary/Advanced

UNIT 1: INTRODUCING TRAVEL AND TOURISM

Principal Examiner: Tony Proctor

Introduction:

Overall, this examined unit resulted in approximately 10% achieving an A grade, 62% a C grade or higher and 95% an E grade or higher. The results are a little down on the previous year's results. This might be explained by the increase in entries and new centres being less familiar with the unit requirements.

Q.1   (a)   The majority of candidates gained only two marks as they failed to fully explain their answer.

       (b)   The majority of candidates achieved Level 2 as their explanations were sufficiently detailed.

       (c)   This question was well answered by the great majority of candidates.

       (d)   The majority of candidates achieved Level 2. However, many candidates simply focused on the income business tourism created for accommodation and transport providers.

Q.2   (a)   This question was well answered by the great majority of candidates.

       (b)   The majority of candidates provided good Level 2 outlines. However, a significant minority of candidates failed to apply the identified problems to the tourism business shown in Fig. 1.

       (c)   The majority of candidates achieved Level 2 by providing sound explanations of two or more external economic impacts. As in previous years a minority of candidates explained environmental pressures.

Q.3   (a)   This question was well answered by the great majority of candidates.

       (b)   Although the majority of candidates achieved Level 2 there were some excellent Level 3 answers which included at least 3 or 4 ways in which accommodation providers and visitor attractions used websites. A minority of candidates provided basic discussions on websites such as Tripadvisor or Expedia.

       (c)   Many candidates only achieved upper Level 1 marks as they provided detailed descriptions but little or no assessment.

Q.4 (a) This question was well answered by the majority of candidates. However, a significant minority of candidates do not fully understand the characteristics of SMEs.

(b) Many candidates only gained one or two marks as their examples were often unrealistic.

(c) The great majority of candidates gained two or three marks as they provided a good range of SMEs found in coastal destinations.

(d) Many answers only achieved Level 1 as they focused on activities found in National Parks whereas many Level 2 / 3 discussions focused on named natural and built attractions found within the National Parks - lakes, rivers, mountains, castles and themed farms.

Q.5 (a) This question was well answered by the great majority of candidates.

(b) The majority of candidates only gained two marks as they failed to develop their answers.

(c) The majority of candidates achieved upper Level 1 / lower Level 2 marks as they provided a good range of accommodation types. Some excellent upper Level 2 answers provided named examples as well as appropriate assessment.

(d) The majority of answers demonstrated a sound understanding of sustainable tourism. However, many candidates only achieved upper Level 1 marks as their explanations lacked the necessary detail for Level 2.

General recommendations:

A. The candidates should be familiar with all the terminology in the specification and the Teacher's Guide. Many candidates were unsure of the characteristics of SMEs.

B. The candidates should have a sound knowledge and understanding of a range of case studies – UK, long haul, short haul, coastal, countryside and urban. It is important that the candidates can name key features such as major attractions, transport facilities and events.

C. The candidates must learn named examples where appropriate within the specification. Generic answers only achieve a maximum of half marks.

D. The candidates need to be aware of the impacts of tourism on a range of case studies.

E. Some aspects of Section 1.5 might be best studied through case studies. The https://hwb.wales.gov.uk/ website, ebook and INSET documents are excellent resources. Centres might also consider linking some aspects of this unit with Unit 2 – Investigating Tourism Destinations.

F. Good examination techniques are worth centres exploring. A good number of candidates fail to read questions carefully, exemplify their answers, develop their answers and assess/evaluate. Command words such as explain, describe, assess and evaluate might be worth exploring especially as many candidates have the basic knowledge and understanding but fail to develop their answers sufficiently. Mock answers illustrating the detail required for Levels 2/3 is another strategy which many candidates may benefit from. I firmly believe that centres should give more time to examination techniques.

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UNIT 2: TOURISM DESTINATIONS

Principal Examiner: Jayne Clancy

Assessment Objective 1

Centres still need to be reminded that the command word for this section is **overview**. The objective of the task is for candidates to demonstrate that they have a clear overview of the tourism geography of the United Kingdom and Europe and that they have some form of mental map of the location and distribution of different types of tourist destinations.

The overview should be completed before candidates begin to exemplify the range of destinations within the type.

Many candidates produced maps and the majority of these were accurate, adding clarity to the candidates' descriptions of the location of different destinations. However, maps are not compulsory and some students produced work that allowed access to mark band 3 without including maps. Published maps are permitted.

It was evident that successful candidates were able to produce concise, relevant information on each of their chosen destinations. Centres should be aware that candidates need to focus only on the key features and attractions of each destination.

Assessment Objective 2

Most candidates selected appropriate United Kingdom and short-haul destinations. Generally, these were city destinations; it was encouraging to see that some candidates had selected other types of destinations.

It is important for centres to consider the amount of guidance they provide to candidates with regard to the destinations they choose. There is no reason why candidates from the same centre cannot choose the same destination. Also, some candidates penalised themselves by choosing destinations for which they could not find sufficient information to complete AO4 successfully. As previously mentioned, it is highly recommended that centres ask candidates to ensure that they can obtain sufficient data about trends in tourism at the destination before they embark on their fact file.

Generally, there was a good range of information provided and the majority of candidates were able to identify the needs of different tourist types. Most candidates were able to show thorough knowledge and understanding of the chosen destinations through relating their research and information to aspects of the destination which appeal to different customer types.

The key word in this Assessment Objective is *fact file* and it is suggested that centres ask candidates to give some consideration to the format in which the fact file is to be produced. Good practice would be a fact file developed with a front page and contents section with some consideration being given to the intended audience for the finished document.

Better candidates focused on relevant information relating to the major attractions and facilities within the destination, directly relating this to a range of tourist types.

Assessment Objective 3

It was again encouraging to see that evidence produced showed that more candidates were able to provide clear evidence of the sources they used to undertake their research. It would be considered good practice for candidates to provide evidence that they have a used a range of techniques to research information. It is also considered good practice to reference sources through the body of the work rather than in a references section at the end.

Most candidates covered the required elements of the task. They discussed the tourists' choice of travel to the destination and within the destination. Many candidates also considered travel from the home area to the airport from which flights to the short-haul destination departed. This Assessment Objective was clearly met when candidates were given appropriate scenarios or 'pen portraits' to work from. Better candidates were able to consider the type of transport used, directly relating this to different tourists' needs.

Once more it was encouraging to see that candidates were able to discuss how their chosen destination appeals to a wide range of tourists. To access the higher band marks, candidates should be able to show how the type of tourist affects the choice of transport methods to a destination.

Transport within the destination, as well as options for getting from the airport to the accommodation were once again well researched. Better candidates considered the different factors in making choices about the types of transport available, related to different tourist types.

For the United Kingdom destination, many candidates considered a range of transport options from their own area to the destination. Others considered transport choices for domestic tourists from different parts of the United Kingdom as well as for inbound tourists visiting the destination.

Assessment Objective 4

Generally, candidates were able to obtain a good range of relevant data and attempted an analysis of this. Better candidates were also able to consider and comment clearly on the balance between factors that have contributed to recent trends and those that might affect the future popularity factors of the destination. Weaker candidates were found to produce quite generic evidence that did not specifically relate to the chosen destination.

As previously mentioned, centres should be aware that candidates would need to obtain some data about trends in visitor numbers to the destination over the last five to ten years in order to complete this task successfully. It is important that candidates ensure that this is available before committing themselves to the fact file in AO2. Candidates may require guidance in their choice of destination to ensure that some data is available.

However, the Assessment Objective is not only driven by data. The main objective of the tasks is for candidates to *analyse* the factors that affected the changing popularity of the destination as well as to *evaluate* the factors that might affect future popularity. These factors are identified in section 2.5 of the specification.

This task provides candidates with an opportunity to demonstrate their awareness of the dynamic nature of travel and tourism through the rapidly changing economic and political conditions.

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UNIT 3: MARKETING IN TRAVEL AND TOURISM

Principal Examiner: Dr. Wendy Playfoot

General comments

There was a very small entry for this paper but all candidates successfully achieved a pass in this examination. The candidates were able to demonstrate a basic understanding of the marketing terms and specification content.

Candidates showed understanding of the basic concepts of this unit but were limited in their ability to apply their knowledge or failed to give examples in their answers where these were required. Some of the weaker candidates lost marks through misreading the question command word. Lack of skill in evaluating and justifying the comments they made limited the ability of candidates to achieve the higher mark bands in some questions.

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UNIT 4: WORKING WITH CUSTOMERS IN TRAVEL AND TOURISM

Principal Examiner: Jayne Clancy

Assessment Objective 1

Some centres produced very good work for this Assessment Objective, having made excellent use of travel and tourism organisations.

Candidates who were less successful tended to rely more on information obtained from websites and visits, without accessing internal information from the organisation. Perhaps centres need to give more consideration to the travel and tourism organisation they choose to base this section on. The visit to a theme park cannot guarantee to provide sufficient 'inside' information about induction and training procedures.

Centres that had obtained staff handbooks, manuals and training materials enabled candidates to produce evidence of a better standard. Visits to the organisation specifically to obtain information of induction and training procedures are highly recommended.

Evidence produced continues to show that some candidates fail to clearly differentiate between induction and training. Induction should be seen as a familiarisation process for new employees and training being on-going and often related to specific job roles. Better candidates were able to discuss both as well as being able to consider different types of training in different departments.

Additionally, candidates did not always give careful consideration to the impact that induction and training have on the levels of customer service provided by the organisation. Better candidates were able to do this and the best began to differentiate between internal and external customers as well.

Assessment Objective 2

The majority of centres provided the required evidence for this Assessment Objective, that is the scenarios in which the candidates were operating as well as detailed witness statements confirming the level of achievement across the range of role-plays undertaken. Some centres had made good use of the statement forms provided in the appendix of the teacher guidance, to be found on the WJEC website. Additionally, some centres provided candidate evaluations of their performance, also available in the appendix of the teacher guidance available on the WJEC website. Although this is not a requirement, it does help moderators, and assessors, to determine the overall level of performance of the candidates and is deemed to be good practice.

Centres should give consideration to the complex situation with which the candidate has to deal and to make this commensurate with an AS level of performance. A situation can be made complex by the nature of the scenario, the time scale in which the role-play takes place or the attitude of the customer. Candidates need to be put in a pressurised situation to provide them with the opportunity to demonstrate the customer service skills they have developed.

Assessment Objective 3

This Assessment Objective covers research and analysis. Better candidates provided clear evidence of the sources they used to undertake their research. It would be considered good practice for candidates to provide evidence that they have used a range of research techniques, including a range of websites, to find information.

Better candidates used a range of research methods to identify the customer needs, including simple observation, interviews, and discussions. Some chose to import appropriate images into their work to illustrate ways in which the needs of different customers were met by the chosen organisation.

Once again, the needs of external customers were given greater emphasis than the needs of internal customers. However, most candidates attempted to consider the needs of internal customers. Again, candidates who had been able to obtain 'inside' information from the chosen organisation were able to provide better quality responses.

Better candidates were able to make reasoned conclusions about the ways in which the needs of internal and external customers are met by the organisation.

Assessment Objective 4

Most candidates were able to provide a simple evaluation of the level of customer service provided by the chosen travel and tourism organisation. More candidates were able to develop their evaluations sufficiently to obtain marks in the top mark band. Those who focused merely on external customers and did not evaluate the provision of service to internal customers were unable to attain upper level mark bands. Others did not sufficiently differentiate between how well the needs of different types of customers were met. Candidates would benefit from a more systematic evaluation of the level of service provided for different types of customers.

Some candidates were able to make an evaluation based on quantitative information from customer surveys provided by the organisation; this is considered to be good practice. Other candidates had undertaken research to obtain their own data on which to make an evaluation. Some had based their evaluations on personal observations.

Better candidates were able to make reasoned judgements about the level of service, thus allowing their access to the highest mark band. Weaker candidates also did not fully develop the relationship between the level of service provided and its benefits to the organisation.

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UNIT 5: TOURISM IMPACTS AND TOURISM DEVELOPMENTS

Principal Examiner: Tony Proctor

INTRODUCTION:

Overall, this examined unit resulted in approximately 8% achieving an A grade, 46% a C grade or higher and 85% an E grade or higher. The results are a little down on the previous year's results. This might be explained by the increase in entries and new centres being less familiar with the unit requirements.

Q.1   (a)   (i)   This question was well answered by the great majority of candidates. However, a significant minority of candidates explained rather than identified the four types of private sector agents of travel and tourism – time that could have been spent on other questions.

           (ii)   The majority of candidates achieved lower Level 2 marks as their answers lacked sufficient depth for the higher marks.

       (b)   The great majority of candidates gained Level 2 as they were able identify three or four negative socio-cultural and environmental impacts and provide some assessment. However, often the assessments were insufficient to gain upper Level 2 / Level 3.

       (c)   The majority of candidates discussed a range of realistic sustainable tourism practices and achieved Level 2 marks. Some excellent answers applied examples from a number of appropriate case studies.

Q.2   (a)   (i)   The majority of candidates achieved lower Level 2 marks as they were able to describe their chosen destination's key attractions and link them to different tourist types. However, many candidates were unable to name a sufficient range of attractions required for the higher marks. Centres who studied an MEDW tourism destination in detail gained higher marks.

           (ii)   Many candidates only achieved Level 1 and lower Level 2 as they had little knowledge of their chosen destinations location and transport links. Better answers included named transport facilities and evaluations of their impact on the destination's appeal. Centres who studied an MEDW tourism destination in detail gained higher marks.

       (b)   (i)   Many candidates were able to name a couple of major sporting events and Glastonbury. However, very few candidates provided a sufficient range of events required for the higher marks.

           (ii)   The majority of candidates only achieved Level 1 or lower Level 2 as they only demonstrated a basic knowledge and understanding of the negative economic and social impacts.

Q.3 (a) The majority of candidates achieved Level 2 marks as they were able to identify the major events and link them to different tourist types. A significant minority of candidates misread the question and focused on Riga's attractions and not the events.

(b) (i) The majority of candidates only achieved Level 1 marks as they do not have the necessary knowledge and understanding of positive environmental impacts.

(ii) The majority of candidates described a range of relevant positive economic impacts and gained Level 2 marks. However, very few candidates provided sufficient assessment to gain upper Level 2 and Level 3 marks.

(c) The majority of candidates gained three or four marks as they only provided one or two examples of how the different sectors of the travel and tourism industry might work together. Many examples given by the candidates were unrealistic and demonstrated poor understanding.

General recommendations:

A. The candidates should be fully familiar with all the terminology in the specifications and the Teacher's Guide.

B. The candidates need to be aware of the objectives for different agents of tourism.

C. The candidates need to be aware of the positive and negative impacts of tourism development on a range of tourism destinations. In particular, centres might focus on the weaker areas such as social impacts, positive environmental impacts and negative economic impacts.

D. The candidates should be able to provide realistic examples of how different sectors of the travel and tourism industry interrelate / work together.

E. A range of detailed case studies must be studied for this unit. The https://hwb.wales.gov.uk/ website, ebook and INSET documents are excellent resources. It is evident that candidates who have studied a range of detailed case studies achieve the higher marks.

F. As this is a synoptic unit centres should link some aspects of this unit with other units.

G. Examination techniques / strategies: Good examination techniques and strategies are worth centres exploring. A lot is expected in this A2 examination and time management is an area worth exploring with the candidates.

The candidates are **not** required to answer **the questions in order** and selecting questions that will gain the candidates maximum marks is a strategy worth exploring.

A number of candidates failed to exemplify their answers, develop their answers and assess/evaluate. These are areas worth exploring by centres. Mock answers illustrating the detail required for Levels 2/3 is another strategy which many candidates may benefit from.

I firmly believe that centres should give more time to detailed case studies as they clearly help the candidates apply their knowledge and understanding across the examination paper.

TRAVEL & TOURISM

General Certificate of Education

Advanced Subsidiary/Advanced

UNIT 6: TRENDS AND ISSUES IN TRAVEL AND TOURISM

Principal Examiner: Jayne Clancy

Assessment Objective 1

The majority of research proposals were clearly structured and set out the aims of the study in sufficient detail. Many included a summary that set out what the candidate was hoping to achieve and the methodology they were intending to adopt. This allowed many candidates to access Mark Band 2.

Candidates who failed to access Mark Band 3 did so mainly because their aims and research methodology were not sufficiently clear, detailed and appropriate. Some work was very similar in overall content.

Also, better candidates provided a wide range of potential reference sources and were able to justify clearly why these had been selected. These candidates were also able to indicate that they would be able to identify trends relating to the issue at an early stage. It is strongly advised that centres check that there is sufficient relevant data available of the chosen issue before the candidate embarks, if there is insufficient data to be found then an alternative issue should be investigated and researched. As previously stated, local and regional issues prove to be more accessible and successful than wider national and international issues.

Assessment Objective 2

Most candidates were able to identify the stakeholder groups connected to the issue and on the whole were able to access Mark Band 2. Weaker candidates were not able to interpret the values and attitudes of the stakeholder groups in any detail and made only superfluous comments. Candidates not giving sufficient attention to the actions and responses of the stakeholder groups were unable to access Mark Band 3.

AO2 is essentially concerned with the actions taken by stakeholders in the past and at the present time. Possible future actions and responses should be covered in AO4. Not all candidates provided sufficient detailed explanations and analysis of different groups of stakeholders and remained in Mark Band 2.

Assessment Objective 3

Candidates used a very wide range of primary and secondary data. Weaker candidates found it difficult to reference their sources. However, some candidates were able to produce well-presented work in which a range of well-chosen sources had been clearly referenced. It is considered good practice for candidates to focus mainly on secondary data and to support this with their own primary data where they feel necessary.

More candidates found it difficult to access the upper end of Mark Band 2 for this AO. Weaker candidates found it difficult to access relevant data related to the issue being discussed. This often illustrated the fact that candidates were not as clear about their chosen issue as they thought they were.

Weaker candidates were often unsure about the significance of the reference sources they had selected and some failed to interpret data they had included in any meaningful way. A minority of candidates are still spending too long attempting to analyse simplistic primary data they had collected, which was not entirely relevant to their chosen issue.

The performance in this AO was often related to the degree to which candidates had a clear understanding of the issue they were investigating and the trends in travel and tourism that were related to the issue.

Assessment Objective 4

This AO differentiated distinctly between candidates who had a clear understanding of the trends and issues they were studying and those who did not. Candidates choosing on-going global issues were sometimes disadvantaged, especially if they had found it difficult to access sufficient information at the correct level.

Weaker candidates found it difficult to produce any form of evaluation of the likely future impacts relating to the issue and could not present this in a balanced way.

Better candidates demonstrated the ability to consider the likely future responses of stakeholders in some detail, but relatively few were able to produce a comprehensive and detailed critical evaluation, a requirement for the top of Mark Band 3.

TRAVEL & TOURISM

General Certificate of Education

Advanced Subsidiary/Advanced

UNIT 7: MANAGING TRAVEL AND TOURISM ORGANISATIONS

Principal Examiner: Dr. Wendy Playfoot

General comments

Candidates demonstrated understanding of the topic plus an ability both to read the question correctly and to produce detailed exemplified answers. They had sound case study knowledge of a range of travel and tourism organisations with which to illustrate their responses. The weaker candidates used generic examples to support their limited knowledge and made errors in their comprehension of the question often neglecting the second command word or phrase within a question.

General Recommendations:

- Ensure the candidates understand key words such as explain, describe, identify, discuss, analyse and evaluate and that they have an understanding of the volume of response required by each command word.

- Ensure candidates are able to define all key terms from the specification.

- Ensure candidates understand the value of using named examples and detailed case studies where requested as generic answers gain fewer marks often limiting the candidate to a maximum of half marks for a particular question.

- Ensure candidates are aware of the amount of detail required to achieve a level 1, level 2 or level 3 response.

- Ensure candidates highlight the command words within a question so that they address all aspects i.e. Describe and evaluate....; explain and assess etc., and do not limit their marks by only responding to half of the command.

- Candidates need examination practice to ensure not only that they are able to produce sufficiently detailed answers but also that their handwriting is legible when having to write quickly.

- Candidates should use the numbering system on the question paper when giving their response, and ensure that they number each subsection of a question. It would be useful if they began each new question on a fresh page.

- If candidates answer the questions in a random order they must ensure that the number and section of the question being answered is made clear to the examiner.

TRAVEL & TOURISM

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UNIT 8: EVENT MANAGEMENT IN TRAVEL AND TOURISM

Principal Examiner:　　　Jayne Clancy

Assessment Objective 1

The majority of candidates produced evidence of an **individual** presentation of their business plan. Weaker candidates focused too much on the style of their presentation rather than considering the detail of the business plan. It is important for candidates to develop a business plan which covers all elements in some detail to be able to access mark band 3.

The elements of the business plan which should be covered are detailed in the content section of the specification. It was sometimes the case that candidates provided insufficient information about all of these. Very often aspects of marketing, budgeting, cash-flows, record keeping and health and safety issues were not covered in sufficient detail.

Better candidates were able to include detailed notes and showed that they were involved in and had a clear understanding of the business planning process related to the event.

An increasing number of centres supported candidates by providing a detailed witness statement about the performance of the candidate. Assessors are advised to demonstrate the candidate's level of confidence in their witness statement. It is important for the candidate to develop and present a business plan which covers all elements in some detail.

Assessment Objective 2

A range of evidence was produced to support candidates' performance in AO2. Log books and documents relating to meetings were commonly included. A 'record and commentary' relating to individual candidates involvement in the project was required, but was sometimes insufficiently detailed.

Weaker candidates were not able to show clearly the decision making process through which a particular event was decided upon, and they were unable to provide evidence of their personal involvement. Often elements of the business plan were not covered in the record.

Again, some centres provided witness statements supporting the level of involvement and performance of individual candidates, which should be seen as good practice.

Assessment Objective 3

Most candidates were able to provide evidence of thorough research using a wide range of sources to investigate the feasibility of the project. Some centres constructed their portfolios so that this assessment Objective appeared first. This helped moderators understand the process through which a particular project/event was finally selected.

Weaker candidates were not able to provide clear evidence relating to the feasibility of suitable project/ events from which one was chosen. Sometimes the need for contingency planning was overlooked by these candidates. Valid conclusions pertaining to the reasons why a particular project / event was chosen were often not included by weaker candidates. Centres should ensure that candidates are fully involved in the decision-making process relating to the nature of the project / event and its feasibility.

Assessment Objective 4

Most candidates were able to provide evaluations of the project/event and made references to their own and the teams' performance. Many were able to identify the main strengths and weaknesses of the project / event and were able to access Mark Band 2. Candidates who were able to consider recommendations unrealistically were able to access MB3 but this was only found in a minority of candidates' evidence. Better candidates were able to provide perceptive and detailed evaluations of their own and the teams' performance as well as identifying potential areas of improvement. Some centres supported these with witness statements, this is deemed good practice.

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