



GCE EXAMINERS' REPORTS

TRAVEL AND TOURISM AS/Advanced

JANUARY 2013

Statistical Information

The Examiner's Report may refer in general terms to statistical outcomes. Statistical information on candidates' performances in all examination components (whether internally or externally assessed) is provided when results are issued.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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TRAVEL AND TOURISM
General Certificate of Education
January 2013
Advanced Subsidiary/Advanced

Principal Examiner: Tony Proctor

Unit Statistics

The following statistics include all candidates entered for the unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

Unit	Entry	Max Mark	Mean Mark
TT1	384	80	43.1

Grade Ranges

A	56
B	48
C	41
D	34
E	27

N.B. The marks given above are raw marks and not uniform marks.

TT1

UNIT 1 – INTRODUCING TRAVEL & TOURISM

General Comments

Overall, the examination resulted in 14% achieving an A grade, 61% a C grade or higher and 92% an E grade or higher. The results showed a slight improvement from those in January 2012. The results are pleasing and are a clear indication that centres are now familiar with the specification requirements and are making good use of the excellent resources available.

- Q.1 (a)&(b) These questions were well answered by the great majority of candidates.
- (c) This question was well answered by many candidates. However, the majority of candidates only achieved Level 1 as they were either unable to develop their answers or could only identify one factor.
- (d) (i) The majority of candidates only achieved Level 1 as their answers were vague and showed little knowledge and understanding of holiday camps.
- (ii) This question was well answered by the great majority of candidates.
- Q.2 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates gained Level 2 marks as they were able to identify and explain two reasons.
- (c) The majority of candidates achieved two marks as they were able to make an appropriate suggestion.
- (d) The majority of candidates achieved Level 1 marks as they were able to describe products and services for different customer types. However, few candidates provided sufficient assessment required for Level 2.
- Q.3 (a) (i)&(ii) These questions were well answered by the majority of candidates. However, a significant minority failed to provide sufficient detail to gain full marks.
- (iii) Many candidates had no knowledge of the term *perishable*.
- (b) The majority of candidates only gained three or four marks as they simply identified one or two positive economic but included little exemplification or assessment.
- Q.4 (a) This question was well answered by the great majority of candidates.
- (b) This question proved the most difficult for candidates. This was surprising as similar questions in previous years have produced many good answers. Obviously an area of the specification for some centres to review!

- Q.5 (a)&(b) These questions were well answered by the great majority of candidates.
- (c) (i)&(ii) These questions were well answered by the majority of candidates. However, many candidates identified organisations in (i) that were incorrect for travel between the UK and France.
- (d) This question was well answered by many candidates as they were able to identify advantages and disadvantages and develop their answers sufficiently to gain Level 2 marks.
- Q.6 (a) This question was well answered by the great majority of candidates.
- (b) The great majority of candidates only achieved Level 1 marks as their answers included little or no exemplification – generic answers only achieve
- (c) This question was well answered by many candidates. However, many candidates failed to focus on ‘recent years’ and only achieved Level 1.
- (d) This question was well answered by many candidates as they were able to discuss relevant negative environmental impacts.

General Recommendations

- The candidates should be familiar with all the terminology in the specification and the Teacher’s Guide.
- The candidates must learn named examples where appropriate within the specification. Generic answers only achieve a maximum of half marks. See Questions 3(b), 4(b) and 6(b).
- Some aspects of Section 1.5 might be best studied through case studies. The WJEC / NGFL website and ebook are excellent resources. Centre might also consider linking some aspects of this unit with Unit 2 – Investigating Tourism Destinations.
- 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. It is recommended that centres consider giving more time to examination skills and techniques.

TRAVEL AND TOURISM
General Certificate of Education
January 2013
Advanced Subsidiary/Advanced

Principal Examiner: Dr Wendy Playfoot

Unit Statistics

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Unit	Entry	Max Mark	Mean Mark
TT3	42	80	47.0

Grade Ranges

A	57
B	49
C	42
D	35
E	28

N.B. The marks given above are raw marks and not uniform marks.

UNIT 3: MARKETING IN TRAVEL AND TOURISM

General Comments

It was pleasing to see that 78% of students achieved a C grade or higher and approximately 95% of students achieved a pass in this examination. The majority of students were able to answer this paper confidently, demonstrating sound understanding of the marketing terms and specification content.

Able candidates used the travel and tourism case studies they had made throughout the paper to add detail to their responses and hence access the higher marks available. Some 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. It was disappointing to see that a minority of the candidates failed to use the resource material as a stimulus to support their responses. Unfortunately it was still the case that some of the weaker candidates lost marks through misreading the question command word.

Q.1 This question was answered well by the majority of candidate, generally achieving their highest marks in this part of paper.

- (a) (i) The majority of candidates showed a basic understanding of the purpose of setting marketing objectives.
- (ii) Most candidates answered this well achieving Level 2 marks for their responses.
- (b) The majority of candidates were able to clearly explain how the use of SMART criteria help in setting marketing objectives, with a large minority achieving level 3 marks.

Q.2 The majority of candidates scored well on this question overall.

- (a) Most candidates demonstrated only a basic understanding of how travel and tourism organisations could use focus groups to gather information on their customers' needs and expectations.
- (b) Although most candidates could give a clear explanation of why travel and tourism organisations need to understand the needs and expectations of their existing and potential customers, few were able to comment on the impact on the business of the consequences of a failure to do this. Consequently, most candidates were not able to achieve the top end of the Level 2 mark scale.

Q.3 Candidates showed sound understanding of this question.

- (a) Most candidates were able to identify three methods of dividing customers into target markets but had a tendency to give these as a list and not outline the method clearly, hence limiting their marks.
- (b) The majority of candidates achieved Level 2 marks for their responses to this question being able to describe the range of products and services provided for two target markets by one travel and tourism organisation. What prevented them from achieving the highest marks was their limited ability to make evaluative comments on this provision.

- (c) This question presented the biggest challenge to the majority of the candidates as they found it difficult to define the terms.
- (d) Some candidates found it difficult to give an example of the stage of the product life cycle to illustrate their answers although giving basic descriptions of the stages. Hence their marks were limited in the main to Level 1.

Q.4 Disappointingly, as resource material was supplied, this question was the second least well answered on the paper.

- (a)
 - (i) Few of the candidates suggested their own ideas for suitable marketing opportunities, instead choosing to select a phrase from the resource and repeat that in their answer. Very few candidates justified their suggestion, so failed to achieve top marks.
 - (ii) This question was seeking responses from the information given in the resource to identify potential threats to Thomas Cook's sales of holidays in Majorca. Although many candidates were able to do this they lost marks by failing to justify the suggestions they had made.
- (b) Most candidates were able to identify a range of strengths and weaknesses of Majorca as a holiday destination for different visitor types but did not attempt to evaluate these. As a consequence very few candidates achieved a Level 3 mark.

Q.5 The responses to this question were generally satisfactory.

- (a) The majority of candidates produced limited responses to this question commenting on only one or two factors which travel and tourism organisations might consider when deciding on which market research techniques to use. Very few outlined more than three factors and fitness for purpose was rarely suggested amongst the answers given.
- (b) Most candidates were able to give a description of one quantitative technique used by a named travel and tourism organisation to gather information. However some did not explain how a questionnaire could use closed questions to limit the responses given for ease of analysis making it a quantitative technique instead referring to qualitative responses in their description and losing marks.
- (c) The majority of candidates were able to give one advantage and one disadvantage of using secondary research data produced by external sources and gained full marks.

Q.6 This question was the least well answered on the paper.

- (a) Surprisingly, many candidates were not able to suggest a second factor which determines the price set by travel and tourism organisations for a product or service.
- (b) Most candidates achieved a level 1 response to this question being able to describe the pricing policy of a named travel and tourism organisation but being limited in their ability to evaluate the pricing policy they did not move into the Level 2 mark band.

General Recommendations

- Ensure the candidates understand key words such as explain, describe, identify, discuss, analyse and evaluate.
- Give comprehension practice in reading the question, perhaps suggesting that candidates highlight key command words in the question, particularly if more than one example is required.
- Ensure candidates understand the value of named examples and detailed case studies as generic answers gain fewer marks.
- Candidates would benefit from an understanding of the detail required for a top level 2 and level 3 response.
- Candidates would benefit from practice in evaluation and justification of their responses in order to access the higher mark levels.
- Many aspects of the specification can be covered by studying named travel and tourism organisations and their marketing material and relating these to the key terms. The WJEC homepage for Travel and Tourism suggests some appropriate resources and websites.
- Ensure candidates have the opportunity to practice interpreting promotional material of various kinds and to discuss the techniques used in a variety of promotional campaigns.

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Unit	Entry	Max Mark	Mean Mark
TT5	192	100	34.7

Grade Ranges

A	56
B	48
C	41
D	34
E	27

N.B. The marks given above are raw marks and not uniform marks.

TT5

UNIT 5 –TOURISM IMPACTS AND TOURISM DEVELOPMENTS

General Comments

Overall, the examination resulted in 8% achieving an A grade, 34% a C grade or higher and 74% an E grade or higher. The results were a little disappointing when compared with previous years. Many candidates lacked the necessary knowledge and understanding for an A2 examination and seemed ill-prepared for a January entry.

- Q.1 (a) This question was well answered by the majority of candidates.
- (b) This question was well answered by many candidates as sufficient detail was provided for Level 2 marks.
- (c) (i)&(ii) The majority of candidates only achieved Level 1 marks as they were unable to develop the reasons and strategies they had identified.
- Q.2 (a) This question was well answered by the majority of candidates.
- (b) The majority of candidates only achieved Level 1 marks as they were unable to apply their identified negative environmental impacts to Thailand. Many answers were generic and included little or no assessment.
- (c) The majority of candidates were able to gain Level 2 marks as they had a good understanding of ecotourism and cultural tourism. However, very few candidates understood the term 'agritourism'.
- Q.3 (a) Many candidates were able to gain three or four marks. However, a significant minority of candidates had no knowledge or understanding of political objectives.
- (b) The great majority of candidates were able to suggest suitable tourism development projects and gained four or five marks. However, few candidates developed their suggestions as required for upper Level 2 and Level 3 marks.
- (c) The great majority of candidates were able to identify appropriate problems and gain three or four marks. However, many answers lacked depth and included little or no assessment.
- Q.4 (a) The great majority of candidates were unable to provide sufficient exemplification of tourism development for their chosen case study.
- (b) The majority of candidates only achieved three or four marks as they lacked the knowledge and understanding of the impacts of tourism development on their chosen case study. A minority of candidates do not understand socio-cultural impacts.
- (c) The majority of candidates were able to identify a range of agents of tourism development and discuss their different objectives. Level 3 answers included a wide range of appropriate agents.

General recommendations:

- The candidates should be familiar with all the terminology in the specification and the Teacher's Guide.
- Centres need to fully prepare their candidates for this examination in January and some centres might wish to reconsider their approach as many candidates lacked the necessary knowledge and understanding.
- The candidates need to be aware of the positive and negative impacts of tourism development on a range of tourism destinations. Socio-cultural impacts many need further clarification.
- The candidates need to be familiar with examples of political objectives.
- A range of detailed case studies must be studied for this unit. The NGFL Cymru excellent resources can now be found: <https://hwb.wales.gov.uk/Pages/Welcome.htm>
- Centres might consider using KS4 resources for their weaker candidates.
- Centres might consider linking some aspects of this unit with Unit 2 – Investigating Tourism Destinations. This approach can save time and duplication of topics studied.
- Examination techniques / strategies: Good examination techniques are worth centres exploring. A lot is expected in this A2 examination and time management is a technique 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 also a strategy worth recommending. A number of candidates failed to read the questions carefully, exemplify their answers, develop their answers and assess/evaluate. Mock answers marked by peers is a successful approach especially when linked to the requirements of levels marked answers.



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