

## **GCE**

### **Travel and Tourism**

Advanced GCE A2 **H589, H789**

Advanced Subsidiary GCE AS **H189, H389**

### **OCR Report to Centres June 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## G720 Introducing travel and tourism

### General comments

The pre released case study materials were used effectively by centres and their candidates. All documents in the case study were accessed appropriately by candidates and used well in their answers. It was pleasing to see that centres had encouraged their candidates to carry out additional research into the travel and tourism organisations within the pre released case study materials. It was obvious that this was achieved through actual visits to Chester as well as internet based research. Centres need to be aware that although this is appropriate and excellent teaching in preparation for the examination, candidates can only use the information presented in the pre released case study in their responses. It is not a requirement that candidates visit the travel and tourism organisations outlined. Candidates are still able to achieve full marks using the case study material appropriately.

Many of the general comments below have been made in reports on previous examinations.

There were a number of questions which asked candidates to identify from the case study materials. These questions were completed by candidates very well..

Some responses also demonstrated a lack of understanding of terms within the case study. Again good preparation prior to the examination is necessary; extracting all the terms from the case study and ensuring definitions are accurate would prepare candidates fully. A glossary of terms could be a solution. The questions which asked for definitions / meaning of travel and tourism terminology are all extracted from the case study, so candidates should have been aware of all the terms prior to the examination. Two marks are awarded for the correct definition / meaning of these terms. A vague response would be worthy of only one mark; the named example is only credited with a second mark if there was demonstration of full understanding of the term.

There was evidence that centres are not preparing candidates fully for the extended level of response questions. This is an exam technique which should be developed in centres. Detailed responses are required which demonstrate thorough and accurate knowledge and understanding of the issue in order to reach the top of the upper level.

When using additional pages, either those at the end of the answer booklet, or attached, it is imperative that the correct question number is included on the additional pages.

It is also necessary for centres to teach the entire specification. Although the questions are based on the case study material, they may come from any area of the unit content. The main aim of the examination is for candidates to demonstrate vocational skills related to the travel and tourism industry, in particular selecting and interpreting appropriate data, problem solving and applying industry- related terminology.

### Comments on individual questions

1 (a) A straightforward question requiring the description of three travel and tourism terms taken from the case study materials.

Weekend getaway was answered the weakest by candidates. The vast majority of candidates interpreted the 'getaway' correctly as a short break, but neglected to give alternative wording for weekend.

Boutique hotel also caused some candidates to obtain only one of the two marks available. The answer required understanding to be shown of the uniqueness of this type of serviced accommodation, usually in respect of some aspect of design.

Festival was answered well, with candidates fully understanding the concept of this type of event.

1 (b) The vast majority of candidates identified correctly and accurately. Very well answered.

1 (c) The data interpretation question was answered well by the vast majority of candidates. As the question asked for conclusions to be drawn about trends, it was necessary for candidates to state the years relating to each piece of data. Candidates used the statistics within Document 2 accurately when drawing conclusions relating to changes between 2011 and 2012.

The remaining statistics were a series of graphs, on the whole candidates did select the correct line within the graphs to discuss i.e. Cheshire West and Chester.

The data in Fig 1 was in £millions, if candidates did not use the correct units in their answer their marks were limited to Level 1 – a maximum of 4 marks. The same is true in respect of Figs 4 - 6 as the visitor numbers were in 000s.

It is important that candidates are thoroughly prepared for this question by analysing and interpreting the data in the pre released case study prior to sitting the examination. It was obviously that some centres had done this effectively, and should be commended.

2 (a) A straightforward question requiring the meaning of three travel and tourism terms taken directly from the case study materials.

The weakest answer related to 'direct employment'. A large proportion of candidates just repeated the word employment, or a variant, rather than use the term job or work.

2 (b) A straightforward question requiring the identification and description of the roles of the three sectors in travel and tourism. Questions relating to the public, private and voluntary sectors are generally poorly answered by candidates in this qualification. Most candidates knew that the sectors were public, private and voluntary; the provision of service can be a description of the role for each, and hence this statement needs to be supported with more detailed information. With the private sector this could include reference to profit maximisation; in the voluntary sector this could be the charitable status of organisations and in the public sector details about the type of service which falls within the travel and tourism industry, such as tourist information centres within libraries.

2(c) The style of this question should now be fully familiar to centres and candidates. This was a straightforward compare / contrast of two different types of animal based tourist attractions. It was generally well answered, with good interpretation of the case study materials. In order for a candidate to score the full 10 marks comparison and contrast of product, service and facilities is necessary. Candidates could be fully prepared for this question by developing a wide range of vocabulary which are synonymous with the words 'compare' and 'contrast' – such as 'the same as', 'similarly', 'also has' and 'different from', 'whereas', 'unlike'.

One issue which was evident in answers relating to Chester Zoo was that a large number of candidates stated that there was a gift shop, there is no evidence of this in the case study materials. Candidates should avoid comments relating to products, services, facilities which are not evidenced in the case study; because it is not in the pre-released case study credit cannot be given if this was a comparison or contrast selected by the candidates.

Some responses compared or contrasted only which restricted marks considerably to the lower end of Level 2; a comparison or contrast needs to be of a like product, facility or service. The information provided in the case study relating to the accessibility of the attractions by a variety of methods is not a product, service or facility. Consequently candidates were not given credit for comparing or contrasting how to get to the attractions by car or the availability of public transport.

A significant number of responses evaluated the services, facilities and products in relation to a specific customer group and came to an overall conclusion about which attraction was better for specific customer groups to visit, this is not necessary in the answer. Candidates should be advised just to focus on the comparison and contrast of the products, services and facilities.

- 3 (a) Generally well answered. Services provided for business guests at Edgar House were accurately extracted from the case study. To extend the marks for each section an explanation of the service was required, copying from the case study was not credited as an explanation as the candidate needed to demonstrate understanding of the service provided. Good answers, for example, stated that the broadband would allow business visitors to e mail colleagues or take part in video conferencing.
- 3 (b) Generally poorly answered. Benefits of accommodation grading schemes to the visitor was the focus of the question; not the benefit to the accommodation provider. Good answers showed in depth understanding of independent inspection; hence reference to Trip Adviser is not relevant in the answer as the grading is a compilation of feedback from visitors, not a quality assurance measure based on standardised criteria.
- 3 (c) Well answered. The vast majority of candidates could pick out a wide range of benefits to groups of staying at Chester Backpackers.
- 4 (a) Not answered well. Candidates understood that the tour involved interpretation of a location by a guide [either an actual person or an audio guide], but did not explain fully the 'coach' aspect of the question. Reference to land based motorised transport of some kind, such as a bus, was necessary for the second mark to be awarded.
- 4 (b) Not answered well; candidates often repeated the same service, so selling package holidays as a service includes checking availability and making a booking. This also covered the different components of a package such as accommodation and transportation. Advising the customer is a service provided by travel agents, but this includes making suggestions as to possible resorts and options.
- 4 (c) Accurate identification was made by the majority of candidates.
- 4 (d) The question was answered reasonably well by candidates. Good answers focused on the cost of the train journey, as it was £340 per person most candidates recognised that the trip was for special occasions, rather than an actual means of public transport to Chester.

- 5 As this was the QWC question centres need to ensure that candidates can write proper essay style answers in examination conditions. A Level 3 response needs to contain well structured sentences which directly answer the question, and contain few errors in grammar, punctuation and spelling. There were some very good responses to this question which demonstrated full understanding of the importance of events to destinations, especially in terms of the local economy.

Good answers used a wide range of specialist terminology such as secondary spend and the multiplier effect.

## G723 International Travel

Although there was a comparatively small entry for this examination, it was pleasing to note that most candidates were clearly attempting to apply the various pieces of advice which have been given to centres in previous reports.

Generally performance was of quite a good standard, although there were some examples of a lack of knowledge of some aspects of the specification. There were some instances of candidates failing to provide valid illustration of the points which they were attempting to make and this had an effect on the amount of credit which could be awarded for particular answers. However, most candidates made a positive attempt to answer the question and the better scripts contained clear evidence of the following approach.

Key Words	Meaning/expectation
<b>Explain</b>	Make the meaning of something clear by providing appropriate <b>valid details</b> .
<b>Discuss</b> (includes the ability to <b>analyse</b> )	Provide evidence or opinions about something and arriving at a balanced conclusion. The candidate is being asked to consider an issue and is thus expected to present arguments and <b>evidence</b> to support particular points of view and to come to a conclusion.
<b>Evaluate/Assess</b> (this also includes the ability to <b>analyse</b> )	To judge from available <b>evidence</b> and arrive at a reasoned conclusion. The candidate is expected to present a number of factors or issues and then weigh up their relative significance or importance.

It was pleasing to see continued evidence of candidates making an effort to respond in an appropriate manner to the higher order command verbs and several of them were able to access the top mark band for those questions which are assessed through ‘Levels of Response’ criteria.

The stimulus material included within each question tended to be well used by the majority of the candidates and all of them were able to attempt all four questions within the time available.

### Comments on the individual questions

1 (a) The Fig.1 stimulus material was not always interpreted correctly and candidates tended to be unsure about the ways in which the CAA has made providers comply with EU regulations. Weaker responses made little reference to key points contained in Fig. 1 and spoke about more general principles. However, the more thoughtful individuals clearly itemised some of the following points.

Since August 2014, the CAA has been using its information duties to work with major airlines and airports to improve the quality of ‘special assistance’ information available on their websites. They asked 50 airlines and all UK airports to ensure information was more comprehensive, clearer to understand and displayed just one click away from their website’s homepage. They also asked that websites include a helpline number, so passengers can pre-arrange special assistance and have information on how to complain. The CAA has now issued a notice to all UK airports to provide ten pieces of information, on their websites, for disabled persons and person with reduced mobility.

1 (b) Many candidates were unfamiliar with the concept of a regional airport and far too many answers included considerations of Heathrow and Gatwick. The more thoughtful individuals attempted to look at what had happened elsewhere. Only a minority of responses attempted to make valid assessment of the Fig. 2 data and so marks in Level 2 tended to be rather limited. Overall, data interpretation tended to be weak. There were few comments about the fact that between 2008 and 2013 the UK’s regional airports show



mixed fortunes in terms of passenger numbers and their percentage share of all air travellers. For example, only Edinburgh, Aberdeen and Leeds showed an increase in both passenger numbers and percentage share.

- 1 (c) Most candidates were aware of some of the characteristics of budget airlines but these were not always clearly explained in terms of meeting the needs of international travellers. The weaker responses tended to repeat reasons and thus maximum credit could not be awarded. More thoughtful answers made valid observations and clearly stated things like:
- low cost so are cheap and affordable
  - frequent services so an increased choice of flight times
  - regional departures so convenient access
  - wide range of destinations served so increased accessibility
  - 'no frills' so passengers not paying for services that are not required.
- 1 (d) This was a familiar topic and there were many sound responses. There were some quite detailed reviews of Manchester airport and most answers clearly understood the topic of airport ancillary service provision. However, not all accounts offered thoughtful explanatory comment about the particular ancillary service under consideration and some individuals thus had difficulty progressing through the Levels of Response. As is often the case with answers to these more open-ended questions, evaluative comment and a valid conclusion were frequently lacking.
- 2 (a) Fig. 3 was always well interpreted and the vast majority candidates were able to clearly identify valid destinations in the USA (Hawaii, New York, Las Vegas) and Europe (Italy, Greece, Cyprus, Croatia) thus scoring full marks.
- 2 (b) Fig. 3 provided candidates with several clues and responses were usually of a good standard. Weaker responses tended to list the factors and there was little, if any, attempt to assess the appeal of these to UK nationals getting married overseas. When valid factors were properly explained and commented on, a mark in Level 2 could be awarded. Most answers usually made reference to aspects such as:
- couples keen to combine their wedding and honeymoon
  - looking for something a bit different
  - seeking more reliable weather
  - cost savings
  - celebrity fashions/trends.
- 2 (c) There were some thoughtful responses to this question and most candidates were clearly aware of some of the advantages to UK international travellers of making their travel bookings through an ABTA member. Some responses were rather vaguely stated and some of the valid points were not always well explained. The better responses pointed out that ABTA agents have to abide by a code of conduct and give the customer accurate information, guidance about any health requirements and the passport and visa requirements for their travel plans. Similarly, customers also recognise that ABTA agents offer security should they experience difficulty which provides a sense of security and peace of mind. Most candidates were aware that the bond system and ATOL means that even if their company fails all payments are safe and customers will get their holiday or a full refund.
- 2 (d) Some candidates found this question quite difficult and several were unable to appreciate the similarities between business tourists and overseas wedding guests. It was expected that responses might contain references to and illustrations of the following ideas:
- duration of stay – both of limited extent;
  - host venue – both travel to a particular place for event;

- accommodation – needed by both, near to host venue;
- transport abroad – business versus leisure needs are different;
- both need access to services but business more extensive;
- business more likely to be individuals whereas guests may travel groups.

However, many answers tended to concentrate on business class air travel and accommodation while the similarities and/or differences with wedding guests were rarely emphasised. The result was that progress into Level 2 was frequently restricted.

- 3 (a) The candidates had little difficulty in correctly interpreting the Photograph A stimulus material to identify significant aspects of St Pancras station but found it more difficult to state the advantage to city break travellers. The more obvious points correctly commented on included the following:
- access to Eurostar and St Pancras being the London terminus
  - convenient access if travelling to/from East Midland region of the UK as no transfer needed
  - parking available for meeting/drop off so passengers in cars or coaches both catered for
  - luggage facility so cases can be left securely while waiting.
- 3 (b) Some candidates found difficulty concentrating on Eurostar's appeal to business travellers but Photograph B was usually interpreted quite well. There were valid comments about the journey being city centre to city centre, the choice of departure times and the fact that services are very reliable (punctuality rates of over 90% for both Paris and Brussels routes). Lounge and Wi-Fi access were frequently mentioned. Overall, candidates had a good appreciation of the topic.
- 3 (c) As was the case with the previous question, candidates tended to have a good basic understanding of the topic. Valid methods commonly quoted were the Internet (both on-line and via email), travel agent, TIC and by telephone. Most responses tended to have appropriate explanatory comment and there were some very good scores.
- 3 (d) There were some very thoughtful responses to this question and most candidates were able to offer some valid reasoning for the growth in UK 'grey-market' international travel. Better responses gave consideration to ideas such as increased life expectancy, better health care, increased standards of living, higher disposable income and access to pension pots. Furthermore, companies like Saga tailor products to this market and many older people are wealthy enough to afford holiday homes abroad. Weaker responses could only mention some of these aspects and the level of explanation and/or analysis provided tended to be limited.
- 4 (a) Fig. 4 was well interpreted and candidates were able to readily identify the following:
- the number of cars = 8.5 million
  - the number of passengers = 39.01 million
  - two countries from France, The Netherlands and Ireland.
- 4 (b) Most responses included valid comments about the appeal of coach holidays to UK international leisure travellers. Several individuals talked about cost, pointing out the appeal to price sensitive groups such as the elderly and school groups. Local pick-up points together with the convenience of door-to-door travel with limited need for change of transport appealed to the elderly. Others mentioned the ideas of comfort (aircraft seats, videos, toilets, refreshments and regular rest stops) and ease of sightseeing (panoramic windows for journey and many operators included excursions within their packages). Again, the topic was quite well understood and the marks awarded simply reflected the appropriateness of the comments that were made.

- 4 (c) This was not always answered correctly and many candidates were rather unsure about the whole topic. It was anticipated that candidates would consider some of the following strategies:
- the use of images in brochures/website to illustrate the product so as to give an impression of what it will be like;
  - the use of CDs and video clips to bring product alive and so help to convey an 'atmosphere';
  - the publishing of satisfied customer feedback to highlight value, quality etc in attempt to provide additional authenticity;
  - the use of trade association logos showing professional association membership/affiliation as a sign of quality and to provide customer reassurance.
- 4 (d) Answers tended to be simplistic with comparatively few accurate details being provided about the appeal of the chosen destination. Valid observations could have been made about **any** of the following aspects:
- climate
  - natural environment
  - built attractions
  - the range of tours
  - choice of accommodation
  - events / festivals
  - shopping etc.

Frequently candidates were unable to meet the requirements of the Level 2 grade descriptor and so higher marks were rare.

## G734 Marketing in travel and tourism

### General Comments:

Key points for the attention of candidates:

- Read questions carefully
- Pay attention to the meaning of all command words
- Read the pre-release case study several times and work through key marketing concepts
- Be aware of marketing terms and meanings (as covered in the specification)
- Practice exam style questions by considering command words and mark allocations.

The purpose of this unit is to gain understanding of the role of marketing in the travel and tourism industry. A pre-release case study for this exam covered visitor information regarding London Tourism and the methods of transport in and around the city including the advertisement for Virgin Trains. The paper followed similar format as in previous sessions with a question and answer booklet supplied with students required to respond in the spaces provided. There were 4 questions with sub-sections and a total of 100 marks were available. The questions only related to the travel and tourism industry and covered in the 'What you need to learn' section in the qualification specification for G734.

All students were able to attempt all of the questions in the time allowed for the paper. Short response questions ranged between 2 and 4 marks and these followed a similar format to previous papers with short answer questions in 1a, 2a, 3a and 4a.

It was pleasing to see that the stimulus material was generally well used by the majority of candidates and good detail was extracted for each question. Questions were designed to be accessible to all candidates and level of response marking was applied for the longer 'essay' style questions.

Centres should ensure that candidates are familiar with the case study material before sitting the exam. There are many marketing terms that candidates should be familiar with, such as branding, pricing strategies, market research, etc. and centres should attempt to work through the case study and apply these concepts to the scenario given.

Once again exam preparation seems key to the success for many candidates entering this exam. Centres should aim to provide candidates with definitions of the key command words such as 'Evaluate', 'Analyse' or 'Assess'. Most of the higher mark questions are marked using a level of response criteria, and it is imperative that candidates are able to demonstrate the skills required and answer in the space provided.

### Comments on particular Questions

- 1 (a) Generally well answered. Most candidates were able to explain two benefits of the London App.
- 1(b) Some very good responses here. Many candidates were clear on the purpose of the Data Protection Act and the importance within the travel and tourism industry.

- 1 (c) Some good responses here. Many candidates made thoughtful contributions to the reasons why organisations would wish to sponsor events such as those in Hyde Park. Some candidates failed to 'discuss' fully and would therefore not gain the higher levels available.
- 1(d) Some good responses were made to the benefits of working with other national marketing bodies. The question required candidates to assess and this key skill was not always demonstrated. Centres should attempt to allow candidates to practice using key words.
- 2 (a) A mixed response to this question was received. Some candidates were able to give good suggestions for the meaning of brand positioning. However, some candidates were clearly unfamiliar with the terminology.
- 2 (b) This question was reasonably answered by candidates. However, the question related to customers using the database and some candidates incorrectly wrote from the perspective of providers.
- 2 (c) This was very well answered. Many candidates were clearly familiar with review sites and were able to give good advantages and disadvantages of them. Some candidates failed to 'assess' their responses consequently the higher banded marks were not given. Some candidates also wrote from the customer view point and not from the provider. Candidates should be encouraged to read questions very carefully before starting to write a response.
- 3 (a) Reasonably answered. Most candidates were familiar with PR but some were unable to explain a PR strategy.
- 3 (b) Very well answered. Many candidates were able to offer other forms of research other than surveys. Questionnaires were allowed as a correct response here.
- 3 (c) Most candidates made a very good attempt at this and were able to explain the benefits to operators of London attractions participating in the London pass.
- 3(d) Generally well answered. Most candidates were familiar with different pricing strategies and could clearly explain their reasons for choice. Odd pricing was the most popular response.
- 4(a) This was very well answered – most candidates were familiar with the AIDA principle and could express understanding of the Virgin Trains advertisement in the pre-release.
- 4 (b) Generally very well answered. Many candidates were clearly familiar with the benefits of using many forms of mass media.
- 4 (c) This was very well answered. Clearly many candidates were familiar with market segmentation and the role it can play in the travel and tourism industry. Advantages and disadvantages were well attempted. This question was the QWC on the paper.

## G728 Tourism Development

### General Comments

This examination series was sadly lacking in examination technique in the majority of cases. Many responses to questions showed a limited use of the resource booklet and gave generic answers to the questions with little relevance to context or intelligent use of the facts stated in the various case studies. There were eight extended answers to this paper, and with a few exceptions timing did not appear to be an issue. A point of note is that far too many candidates gave advantages/disadvantages and/or negative and positive responses, even when the question did not ask for this.

Question (1f) carried 12 marks, the largest on the paper and was based on the strategic aims of the Tourism Development plan for Manchester. All tourist destinations; towns, cities etc. produce Tourism Development plans that are clearly focussed on positive outcomes. Surprisingly, so many candidates focused on the negative aspects of the strategic aims e.g. negative environmental and negative socio cultural impacts. These were totally out of context and did not pass Level one, 4 marks max. Past paper practice continues to be the best examination preparation method as many common themes and terminology continue to be assessed.

Spelling, grammar and handwriting continue to be a major issue; if the answers are illegible they **cannot be credited**. Centres should warn candidates that if they write outside the lines or in the margins then the chances are that these will not be scanned, and **cannot be credited**.

Overall, some sections of the paper were answered well with the exception of the following from the 'what you need to learn' section in the syllabus.

- Public sector aims and objective such as Visit Britain/UNESCO
- Voluntary sector aims and objective such as WWF
- The difference between aims and objectives and impacts
- Partnerships between the sectors
- Actual meaning of the 'multiplier effect'

Centres must stress to candidates the need to use the evidence in the case studies and to refer to it at all times when answering ALL questions. There are still examples of candidates giving generic answers e.g. Q 1c. *Assess the economic impact of the increase in visitor numbers to Manchester*; candidates should refer to the case study, however, overwhelmingly the answer was given as generic objectives/impacts which could apply to anywhere. Many candidates still see copying text as application, e.g. Question (2c) Discuss the benefits to the **tourists** of being able to access information from the website Borneotourism.com prior to their travel. Many answers did not reach the highest marks by just listing the facts from the case study and not interpreting them to form an opinion of the benefits to the tourist.

Candidates need to be careful to read questions: e.g. those that ask for discussion on positive impacts still attract answers looking at positives and negatives.

There were some very interesting interpretations as to why UNESCO status was important to a destination and most candidates gave the definition of UNESCO which was not required. Again, poor interpretation of the question.

There will always be questions at the end of each section that require an extended written answer. These questions will ask candidates to assess, analyse or evaluate a particular issue. There were many candidates who had written really good extended answers but could not get beyond level 2 as they were unable to give clear analysis of the evidence presented in the

stimulus material; or lacked the ability to conclude their findings with an opinion of the evidence presented in the case study. Candidates need to be reminded that when answering a UK based question they should not drift into writing extensively of their own knowledge of an overseas destination, likewise, vice versa, when writing about an overseas destination they should not refer to a UK based example. Responses should be in context to the geographical destination.

### **Manchester**

- 1) (a) Easy starter but many lost marks as no reasons given, just identification
- (b) Understanding of the term 'multiplier effect' was very vague
- (c) Lack of reference to the many references in the case study
- (di) Visit Britain = Public Sector
- (dii) Aims of Visit Britain were more often than not aimed at domestic visitors
- (e) Benefits of a partnership between the sectors was very poorly answered with very little reference to the organisations in the case study
- (f) Evaluate the effects of the strategic aims of the tourism development plan on Manchester was very badly answered with far too many candidates giving negative environmental e.g destruction of footpaths and natural habitats, and negative socio cultural e.g. staged authenticity, conflict, demonstration effect. Totally out of context for a major UK city.

The command of language and grammar supporting correct discussion was taken into account as this was the QWR\* question.

### **Malaysia/Borneo**

- 2) (a) Well answered, most candidates scored maximum marks.
- (b) Candidates often gave identifications not objectives.
- (c) Very little discussion, most candidates gave copied identifications and lost 3 marks.
- (d) Well answered, identifications of tour operators
- (e) Poor interpretation of the question which asked for the impact on the host communities, many gave the impact to the tourists or slipped into socio cultural objectives.

### **The Galapagos Islands**

- 3) (a) Definition of LEDC well answered
- (b) Environmental objectives poorly answered, many gave identifications from the case study e.g. re-cycle the water etc.

- (c) WWF definition – very few got this correct
- (ci) Although WWF is animal based, many gave environmental protection and generic objectives of environmental preservation.
- (d) Far too many candidates gave environmental and social negative impacts to the response to the importance of UNESCO status.
- (e) Assess the likely economic impacts was answered quite well, however a great number of candidates slipped into giving NEGATIVE economic and environmental impacts. The case study clearly illustrated that economic impacts were positive; however, again this was a good example of candidates not interpreting the question and using the evidence in the case study.
- (f) This was the last question on the paper and worth (10) marks. Well answered in the main, although there was extensive evidence of straight copying from the case study.



## Moderated AS and A2 Units

### Standards and Assessment

Several Centres had well prepared their candidates for AS and A2 level this series.

The content and standard of evidence by candidates and assessment of some AS and A2 units was good. Some accredited centres were externally moderated this session and, in most cases, showed accuracy in the assessment of their candidates' portfolios. In some cases a problem of inconsistency in assessment occurred which resulted in adjustments being made. **There was this series, some evidence of candidates being accurately assessed but one candidate being a long way out. This is classed as an outlier (rogue) sample and can result in mark adjustments. It is important that centre carry out an internal moderation process.**

**This session candidates tended to be well marked at the upper end but over marked at the lower end for both AS and A2 units.**

Candidates had clearly enjoyed working on their portfolios and generally applied their research to the assessment objectives and mark bands. There was some clear evidence provided of primary research being carried out and a wider use of secondary research to supplement the candidates' evidence. There is a need to encourage the use of different sources of information and provide clear referencing and sourcing.

There were instances where candidates provided too much general evidence for the units without sufficient application. **This was particularly evident this session in G722 Travel Destinations, G729 Event Management, G731 Eco Tourism, and G732 Cultural Tourism. The consideration and assessment should be in relation to 'quality not quantity'**

There is still a need to ensure that practical units contain clear evidence of participation and how well skills were performed in the form of witness statements and comment by the assessor. Some candidates had been provided with very clear statements and this directly related to a good evaluation. Other candidates lacked the evidence and were unable to evaluate. Their evidence became more of a running commentary of what they did rather than an **evaluation. This was particularly relevant in G721 Customer Service, G729 Event Management, and G730 Guided Tour.**

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