Report on the Examination abe

Unit Code and Title : ITTH Introduction to Travel, Tourism and Hospitality

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Unit Level: NQF Level 3

Date of Examination: June 2015

Introduction/General comments:
The exam comprises eight questions, from which candidates select four. Question 7 was clearly seen as a more difficult question by the majority of candidates, with few opting to answer this question. Given the relatively high number of safety and security incidents which have escalated to crisis level over the past 12 months (Ebola pandemic in West Africa; renewed terrorist attacks in Kenya, Egypt, Tunisia and with Boko Haram and ISIS in high media profile; earthquakes in Nepal etc), it is quite surprising that almost all candidates avoided answering this question.

The distribution of responses to all other questions was reasonably equal, although Question 5, on reasons for government support of tourism, was a popular choice.

Overall, there was evidence of good vocational understanding from some candidates, with accurate industry-specific definitions and the use of appropriate industry examples at the higher end of performance.

Question 1: (a) Many candidates chose this question and more were familiar with the difference between generating and receiving areas than has sometimes been the case in previous examination series. Whilst the distinction between these was generally well understood, candidates experienced some difficulty in naming generating or receiving countries, with many examples being limited to African countries in both categories.
(b) The term 'infrastructure' was not understood by all candidates; some answers talked about the quality of customer service here, which did not answer the question.

Question 2: (a) Most candidates understood the term 'outbound tourist', but the majority confused the term 'inbound tourist' with the term 'domestic tourist' - there were very few correct responses to the examples given within this part of the question, as a result.

(b) Descriptions of the impacts of cars and high speed trains on tourism were of variable quality. The best answers looked at the advantages of both transport methods from a tourist's perspective.

(c) This part of the question was not answered well. Most candidates did not relate their answers to the travel choices i.e. type of transport, as was expected.

Question 3: (a) Most candidates gave much broader answers here than is detailed in the specified learning outcome for this part of the syllabus. The term 'service provider' here should have conveyed the meaning of 'ancillary services', but many of the responses only covered the main travel and tourism principals: accommodation providers, transport providers etc.

(b) Group travel and business tourism packaging were covered well. Few seemed to understand the term 'all-inclusive', with many wrongly describing this as a mixture of business and leisure in one package.

Question 4: (a) Most who opted for this question had a reasonable understanding of Cohen, although there were also some very poor answers, which showed no knowledge of these specific travel motivations.

(b) Different forms of tourism distribution were outlined satisfactorily. Answers were not always tailored to different customer types as the question stipulated.

Question 5: This was a popular choice.

(a) Many candidates were able to identify and explain a good range of reasons why governments encourage participation in international tourism; 7 out of 10 was a common mark for this question, with marks being awarded for economic, social and political reasons given.

(b) Candidates found this part of the question slightly more challenging; they understood that planning is required but often answers overlapped with explanations of the role played in development. Marketing was usually the best part of this responses here.

Question 6: (a) This was answered well; candidates clearly understand the traditional roles played by these intermediaries, although at the lower level of performance, roles were sometimes confused.

(b) Responses here were also well developed, with the majority of candidates able to give excellent examples of the ways in which technology have assisted the role of the tourism intermediary.

Question 7: As already stated, this question was not a popular choice.

(a) Of the few responses made, almost all were exemplified through floods. Answers tended to be very generalised and did not score well.

(b) This part of the question was poorly answered. Candidates did not seem to understand the importance of demographic changes resulting in an increased number of older people. Answers here tended to generalise that old people cannot travel. The term 'business tourism' was not understood in this context and few seemed familiar with the concept of responsible tourism.

Question 8: (a) There were excellent definitions of the term 'recreation' and some interesting interpretations of the activities that take place in mountain areas - cultural acts were very commonly cited and although credited, might not necessarily reflect the 'recreational' emphasis of the question.

(b) This question wasn't answered well - candidates misunderstood the phrase 'products and services' here - they often overlooked the tourism context, so answers were often limited to first aid kits, warm clothing and alternative activities.

Conclusions: The questions from this examination gave appropriate breadth of choice to candidates across all of the learning outcomes. Answering four questions posed an appropriate level of challenge for this candidature and allowed most candidates to develop appropriate answers within the time allowed.

Recommendations to students and tutors for future examinations:
- Candidates should be encouraged to ensure that their focus in every question is from a travel and tourism perspective. Industry examples should be given wherever possible.
- Question choice is an important examination technique which can impact on the candidate's final result. There were several instances where candidates attempted Question 4 on Cohen's Travel Motivations, without having any understanding of the types of tourists mentioned. This cost these candidates valuable marks.
- Candidates should be encouraged to cite contemporary issues affecting the industry in questions where this is relevant.
- Candidates need to be familiar with key industry concepts - domestic tourists, inbound tourists, all-inclusive etc.