TRAVEL & TOURISM

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

Key messages

Candidates should use the learning content from Unit 6 as the main context for their coursework, choosing to investigate the visitor services provision within a specific destination or for a named travel and tourism provider. The investigation should be of a practical nature, with candidates using primary research and secondary research methods to collect data and information. Research may be conducted as a group exercise or on an individual basis.

The write up of the investigation, including data presentation and analysis, must be completed individually and must be the candidate's own work. Teachers may provide guidance to candidates about the structure of the final report.

The choice of hypothesis is important. A visitor attraction, hotel or destination offer suitable research opportunities. Fast food chains are not appropriate choices.

General comments

The focus of this investigation must be the **marketing and promotion of visitor services** either within a selected destination or for a chosen travel and tourism organisation. More able candidates may wish to compare provision between two contrasting organisations operating within the travel and tourism industry, although teachers should ensure that such comparative studies are not too challenging for candidates at this level.

The majority of candidates this session used interesting and relevant examples of focus organisations and/or destinations. There was still some evidence of candidates investigating F&B outlets, which actually do not fulfil the coursework brief well. These are not considered to be travel and tourism providers in the true sense of the syllabus intentions and candidates should be discouraged from choosing these types of organisations. The best coursework clearly identifies types of customer, and therefore provides good coverage of the marketing and promotion efforts of the organisation in communicating with their target customers.

Coursework samples this session were presented well, with most candidates using effective skills to present their evidence in a logical sequence. Section headings, contents pages and pagination were used to help signpost evidence within the reports. The majority of candidates were able to communicate the purpose of their investigation by stating the aims and objectives for the investigation together with the main hypothesis.

Evidence of primary research was variable across the cohort. It is essential that candidates include copies of at least one completed questionnaire and transcripts of an interview/photographic evidence/a signed witness statement to authenticate the candidate's involvement in primary research. Secondary information sources should also be clearly referenced, with screen shots integrated within the report at appropriate intervals/copies of promotional material/sales material included as an annex.

Data presentation skills were also variable across the cohort; some candidates are highly skilled in the use of a variety of Information Communication Technology software programmes to assist them in compiling some excellent charts, tables and graphs that are fit for purpose. Weaker candidates sometimes omitted data labels on their charts and graphs, making it more difficult to draw relevant conclusions from the data they were using. There is no requirement for ICT to be used to present data; candidates will always be credited for drawing charts and graphs by hand if they wish to do so.

Evidence of marketing knowledge is also expected within the coursework, and the hypothesis should reflect the learning content from Unit 6. Assessment criteria require candidates to make connections between the key ideas of the course and the investigations carried out. Marketing terminology should be used frequently and correctly in describing the products, services and activities of the focus organisation/destination. Concepts such as product life cycle and SWOT/PEST analysis should be applied to the context of the coursework focus.

The best coursework assignments also include candidate's own interpretations of the data and analytical or evaluative comments to support or disprove original hypotheses, as well as recommendations for improvement to the visitor services provision in the specified destination/organisation.

Assessment of this coursework module is generally conducted efficiently, with centres completing the Individual Candidate Record Card for each student appropriately. It would be helpful if assessors could show the total mark achieved for each candidate on these record cards. It is especially helpful when centres annotate individual candidate's work e.g. by writing **3(a)** Level 2 against the evidence of where a candidate had attempted to explain the organisation's marketing mix. This allows the internal/external Moderator to clearly see where assessment decisions have been made.

TRAVEL & TOURISM

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| **Paper 0471/11** |
| **Core Paper** |
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Key messages

● Candidates are encouraged to carefully consider the context of the question and write their answer to fit the context.
● Candidates are encouraged to read the questions carefully and respond in an appropriate manner, paying close attention to the context provided.
● There continues to be a general weakness in the higher order skills of analysis and evaluation, centres are encouraged to develop these skills with their candidates.

General comments

For the most part candidates have good knowledge and understanding. However it is clear that candidates need to be better prepared for the demands of the open-ended/longer answer questions which require analysis and evaluation skills.

The stimulus material was accessible and used well by the candidates.

Comments on specific questions

Question 1

(a)   This question was answered well and the candidates used the information from the Insert well.

(b)   This question proved to be a challenge for most candidates, very few correctly identified the climate. Candidates are encouraged to read the stem of the question to help them in answering the question, in this case the stem provided the geographical references needed to help the candidates unlock their knowledge of the syllabus area 2.2.

(c)   Many responses correctly identified ways that transport organisations can minimise their environmental impacts. However some responses were a description of environmental impacts rather than ways that these impacts can be minimised or managed.

(d)   Many candidates correctly identified services aboard international ferries; however some responses identified and described products or facilities rather than services e.g. toilets.

(e)   This question was generally answered well, candidates identified a good range of conflicts and most candidates went on to explain the impact to the local people well.

(f)   Generally candidates were able to successfully identify the benefits of tourist review sites well. Some candidates developed this well reaching Level 2 by analysing how these benefits would benefit the tourists and/or their planning. However very few responses reached Level 3, to get to level 3 there should have been some evaluative comment.

Question 2

(a)   This was answered well and candidates used the insert material well.

(b) This question was generally answered well, candidates explained well that the multilingual menus increased understanding, made ordering easier and reduced misunderstanding. Equally candidates were able to explain the benefit of self-service fridges well.

(c) This question was answered well with most candidates successfully identifying correct detail that a waiter would write and these were explained well evidencing good understanding of customer service in a food service environment.

(d) The responses for this question were variable, some candidates did well to identify and explain how the tourism organisation would benefit providing a good range of benefits. However, some responses were not always in the context of how the tourism organisation would benefit, explaining the benefit to the tourist instead without any clear link to the benefit to the tourism organisation which limited marks.

(e) Most candidates were able to discuss how tourist attractions can appeal to School groups and many went on to provide Level 2 analysis of how this meets the needs of this customer group. However, like **1(e)**, very few responses reached Level 3, to get to level 3 there should have been some evaluative comment.

Question 3

(a) This was answered well and candidates used the insert material well.

(b) This was also answered well and candidates had a good understanding of tourist expenditure when at a destination.

(c) This question was answered well. Candidates have a good understanding of the factors that limit tourists visiting a destination and provided good explanatory developments.

(d) Some candidates had a good understanding of the disadvantages of jobs in the tourism industry however in most cases these were not explained well.

(e) This question was answered well and in most cases the responses were developed into analysis of how the way encourages more tourism. However again there was very little evidence of evaluation.

Question 4

(a) This was answered well and candidates used the insert material well.

(b) This question proved to be a challenge for some candidates with many stating impacts to the tourists rather than the local population. Many responses included general impacts which were not in the context of this question; the context was the tour being only a half a day tour.

(c) This question was answered well by some candidates who had a good understanding of the advantages of using local tour guides. However, in some cases responses were not in the context of the question which was how the tour operator will benefit, instead discussing how the tourist will benefit with no clear evidence of how it links to the tour operator e.g. increased customer satisfaction, repeat customers and sales etc.

(d) This question was answered and explained well. Candidates have a good understanding of the characteristics and requirements of budget travellers.

(e) This question was answered reasonably well with candidates showing they have a good understanding of the characteristics of this tourist type: families. However, the candidates' understanding of what is included in an all-inclusive holiday was weaker which prevented many responses being awarded higher marks. There was again a lack of evaluation in this question, like the other **(e)** questions.

TRAVEL & TOURISM

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| **Paper 0471/12** |
| **Core Paper** |
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Key messages

● Candidates are encouraged to read the questions carefully and respond in an appropriate manner, paying close attention to the context provided.
● Candidates are encouraged to read the stem of the question to aid the answering of the question.
● There continues to be a general weakness in the higher order skills of analysis and evaluation, centres are encouraged to develop these skills with their candidates.

General comments

For the most part candidates have good knowledge and understanding of the subject. However it is clear that candidates need to be better prepared for the demands of the open-ended/longer answer questions which require analysis and evaluation skills. There was a pleasing improvement in the number of candidates that were able to answer within the context of the question.

The stimulus material was accessible and used well by the candidates.

Comments on specific questions

Question 1

(a) Most candidates were able to answer this question correctly. The most frequent incorrect answers were for the first and third part of the question, where candidates were required to use their knowledge of major continental landmasses to be able to select the correct information in Fig. 1.

(b) This question required candidates to carefully consider the context of *an increase in arrivals of international tourists* to correctly answer the question. Some candidates were able to identify the correct negative economic impacts that were relevant to the context of this question and explain them well, evidencing good knowledge and understanding. However, in some cases candidates explained environmental or social impacts rather than the economic ones.

(c) Many candidates were not aware of the benefits and role of the global trade association IATA. The better answers gained marks from applying a general understanding of the role of trade associations to the context of the question.

(d) Many candidates were able to correctly identify characteristics of low cost airlines; however the description of these was often weaker, limiting the marks. In some cases candidates were challenged by the word *characteristics* used in the question resulting in candidates not identifying or describing a characteristic of a low cost airline but instead identifying benefits to customers of low costs airlines.

Please note that Characteristics are the features or qualities typically belonging to something, this is a commonly used term in travel and tourism when referring to key components and terms of the industry.

(e) The better answers correctly discussed the benefits to leisure tourists of VIP lounges at airports and the best analysed these well, however very few answers provided evaluative comment. There were a large number of responses that confused the VIP airport lounge with Business/First class on the aircraft discussing facilities and services found in the lounge such as flat-bed seats or

priority check-in. In some cases responses were not focussed on the context of the question: *leisure tourists* and discussed the business tourists working or accessing emails.

Question 2

(a)   This was answered well and candidates used the insert material well.

(b)   This question was generally answered well, although some responses incorrectly stated short haul rather than long haul. For this question candidates were required to use their knowledge of the features of air transport alongside the information on the map in fig. 2.

(c)   This question proved to be a challenge for a number of candidates. Many responses did not show the correct understanding of the roles and responsibilities of governments in tourism policy and promotion. Many responses were not ways that the government could encourage growth in tourism, rather ways that the National Tourism Office (NTOs) promote tourism, for example websites and familiarisation trips. Responses that identified correct ways explained them well evidencing good knowledge and understanding. There was clear confusion with this and **Question 2e** which evidenced that candidates are more familiar with the role of NTOs in tourism than governments.

(d)   The responses for this question were variable, in cases where correct direct tourism jobs were identified they were described well. However, there were many responses that were not in the context of *direct tourism jobs* and instead described jobs that were linked to sport or the Olympics for example coaches. Some responses were too vague and did not identify a job, instead these responses described areas of the tourism industry that would need to employ more people e.g. hotels.

(e)   Overall candidates had a good understanding of the roles and responsibilities of NTOs in encouraging tourism; however responses were often not in the context of the question, *Business tourism,* which limited the explanation marks available.

(f)   Most candidates were able to provide a valid Level 1 response for this question identifying promotional materials or the way that they can be used to promote sustainable tourism. However very few responses included any analysis or evaluation of the points raised in the context of sustainable tourism. Some responses did not stay within the context of the question and incorrectly discussed the advantages and disadvantages of various promotional methods or materials.

Question 3

(a)   Most candidates were able to provide some correct answers, although many candidates did not provide four correct answers.

(b)   This question was answered well and most candidates scored the full marks.

(c)   Most responses included one correct full answer, however many responses did not then provide a second answer; many responses were not in the context of 'check out'.

(d)   This question was answered very well. Candidates have a good understanding of the complaints procedures and the reasons for them, linking them well to good customer service.

(e)   This question was answered well and in most cases the responses were developed into analysis considering the benefit/appeal of the use of technology to travel and tourism organisations. In some cases responses did not reach Level 2 (analysis) because they did not stay in the context of the question, which was the *benefit to the travel and tourism organisation.*

Question 4

(a)   This question was not answered well highlighting a lack of knowledge and understanding of the components of package holidays. Many responses were items quoted from Fig. 3 instead of package holiday components. This question required candidates to 'state' rather than 'identify' and therefore the answers did not need to be taken from the stimulus material.

(b)   This question proved to be a challenge. Most responses stated general characteristics of tour operators rather than characteristics of independent tour operators.

(c)   This question was answered well; however, there were cases of responses being taken directly from Fig. 3 that were not related to cruises or seas rather than responses about cruise routes.

(d)   This question was answered and explained well. Responses demonstrated a good understanding of the reasons why tourists might not want to visit a destination.

(e)   Some responses demonstrated a good understanding of the disadvantages of all-inclusive holidays, these were mostly economic disadvantages. Weaker responses did not provide three reasons. In many cases responses were focussed on the viewpoint of the customer and not the destination, which was not the context of the question.

(f)   This question was answered reasonably well with candidates evidencing clear understanding of the characteristics of backpackers and linking these to what a destination might provide for them achieving analysis marks. Responses generally lacked evaluation, a higher order skill, to gain full marks in the longer response questions, responses demonstrate these higher order skills.

TRAVEL & TOURISM

Paper 0471/13
Core Paper

Key messages

- Candidates are encouraged to carefully consider the context of the question and write their answer to fit the context.
- Candidates are encouraged to read the questions carefully and respond in an appropriate manner, paying close attention to the context provided.
- There continues to be a general weakness in the higher order skills of analysis and evaluation, centres are encouraged to develop these skills with their candidates.

General comments

For the most part candidates have good knowledge and understanding. However it is clear that candidates need to be better prepared for the demands of the open-ended/longer answer questions which require analysis and evaluation skills.

The stimulus material was accessible and used well by the candidates.

Comments on specific questions

Question 1

(a)   This question was answered well and the candidates used the information from the Insert well.

(b)   This question proved to be a challenge for most candidates, very few correctly identified the climate. Candidates are encouraged to read the stem of the question to help them in answering the question, in this case the stem provided the geographical references needed to help the candidates unlock their knowledge of the syllabus area 2.2.

(c)   Many responses correctly identified ways that transport organisations can minimise their environmental impacts. However some responses were a description of environmental impacts rather than ways that these impacts can be minimised or managed.

(d)   Many candidates correctly identified services aboard international ferries; however some responses identified and described products or facilities rather than services e.g. toilets.

(e)   This question was generally answered well, candidates identified a good range of conflicts and most candidates went on to explain the impact to the local people well.

(f)   Generally candidates were able to successfully identify the benefits of tourist review sites well. Some candidates developed this well reaching Level 2 by analysing how these benefits would benefit the tourists and/or their planning. However very few responses reached Level 3, to get to level 3 there should have been some evaluative comment.

Question 2

(a)   This was answered well and candidates used the insert material well.

(b)   This question was generally answered well, candidates explained well that the multilingual menus increased understanding, made ordering easier and reduced misunderstanding. Equally candidates were able to explain the benefit of self-service fridges well.

(c)   This question was answered well with most candidates successfully identifying correct detail that a waiter would write and these were explained well evidencing good understanding of customer service in a food service environment.

(d)   The responses for this question were variable, some candidates did well to identify and explain how the tourism organisation would benefit providing a good range of benefits. However, some responses were not always in the context of how the tourism organisation would benefit, explaining the benefit to the tourist instead without any clear link to the benefit to the tourism organisation which limited marks.

(e)   Most candidates were able to discuss how tourist attractions can appeal to School groups and many went on to provide Level 2 analysis of how this meets the needs of this customer group. However, like **1(e)**, very few responses reached Level 3, to get to level 3 there should have been some evaluative comment.

Question 3

(a)   This was answered well and candidates used the insert material well.

(b)   This was also answered well and candidates had a good understanding of tourist expenditure when at a destination.

(c)   This question was answered well. Candidates have a good understanding of the factors that limit tourists visiting a destination and provided good explanatory developments.

(d)   Some candidates had a good understanding of the disadvantages of jobs in the tourism industry however in most cases these were not explained well.

(e)   This question was answered well and in most cases the responses were developed into analysis of how the way encourages more tourism. However again there was very little evidence of evaluation.

Question 4

(a)   This was answered well and candidates used the insert material well.

(b)   This question proved to be a challenge for some candidates with many stating impacts to the tourists rather than the local population. Many responses included general impacts which were not in the context of this question; the context was the tour being only a half a day tour.

(c)   This question was answered well by some candidates who had a good understanding of the advantages of using local tour guides. However, in some cases responses were not in the context of the question which was how the tour operator will benefit, instead discussing how the tourist will benefit with no clear evidence of how it links to the tour operator e.g. increased customer satisfaction, repeat customers and sales etc.

(d)   This question was answered and explained well. Candidates have a good understanding of the characteristics and requirements of budget travellers.

(e)   This question was answered reasonably well with candidates showing they have a good understanding of the characteristics of this tourist type: families. However, the candidates' understanding of what is included in an all-inclusive holiday was weaker which prevented many responses being awarded higher marks. There was again a lack of evaluation in this question, like the other **(e)** questions.

TRAVEL & TOURISM

Key messages

- There are four travel and tourism scenario-based questions, each with stimulus material.
- Candidates should use the stimulus material as a basis for their answers, to give context-based examples of travel and tourism marketing practice.
- Candidates should be familiar with the syllabus content to recognise the specific focus for each question.
- Examples used by candidates within their responses should be relevant to the context of the question, and must always be drawn from the travel and tourism industry rather than the wider context of business.

General comments

Question 1 was based on an advertisement for a tour package offered by Fliori, a tour operator in Italy. Candidates were able to access this resource effectively to extract relevant key information with which to attempt the questions.

Question 2 provided the results of a situation analysis of tourism in Myanmar (Burma). Candidates all seemed familiar with the format of this style of resource.

Question 3 presented candidates with information about Prime Gallery, a visitor attraction in Melbourne, Australia. The majority of candidates demonstrated good understanding of this stimulus material.

In **Question 4**, the stimulus was information about tourism in Cuba.

Evidence suggested that candidates all had sufficient time within the examination to attempt every question. Performance was seen at all levels, in accordance with the wide ability range of candidates. As is normally the case, low-scoring candidates often got most of their marks from the **(a)** and **(b)** questions, which tend to require the simple recall of facts or the use of information directly from the source material. Only the better performing candidates demonstrated the higher order skills of analysis and evaluation, mainly required in the **(d)** questions.

Comments on specific questions

Question 1

Candidates were directed to the stimulus material in Fig. 1, an advertisement for a tour package offered by Fliori, a tour operator in Italy. Candidates used key details from this advertisement to form answers to this subset of questions.

(a) (i) Most candidates used references in the source document to give specific examples of excursions.

(ii) This question generated an unexpected answer from a significant number of candidates that a restaurant is an example of an accommodation type. Candidates are expected to study accommodation providers and catering outlets as part of the Unit 1 for the core paper, and as such should have developed transferrable knowledge of types of accommodation with which to answer this question.

(b)   The majority of candidates were familiar with the concept of seasonality. Most answers focussed on the use of discounts and special offers to overcome the impacts of seasonality and only at the top end of performance were further methods considered, including more marketing or the attempt to entice different target markets at different times of the year.

(c)   Some candidates still confuse direct marketing with direct selling which impacted on performance within this question. Those candidates who were familiar with direct marketing tended to describe this and point of sale displays, rather than explain their suitability as promotional methods for a tour operator.

(d)   Knowledge of the different stages of a promotional campaign was not clearly demonstrated by all candidates, even though it is part of the syllabus requirement in Unit 5.6 (b). A number of candidates described the various stages of the product life cycle model, instead of stages of the promotional campaign, which scored no marks. Better performing candidates were able to provide a brief assessment of why each of the six stages of a promotional campaign is important in achieving the overall promotional goals for a tour operator.

Question 2

This subset of questions was based on a situation analysis of tourism provision in Myanmar (Burma). Candidates seemed comfortable with the layout of information used in this question.

(a) (i),(ii)   The majority of candidates used the source extract to correctly identify the positive and the negative influences of tourism in Myanmar.

(b)   Answers here tended to be generic and theory-based rather than applied to the specific context of Myanmar as a newly emerging destination. This limited the marks scored for this question.

(c)   At the lower end of performance, candidates only considered that customers expect wi-fi and might be disappointed if the hotel doesn't provide for this need. The best answers considered the disadvantages of the hotel not having internet from both the provider and the customer's viewpoint, in terms of marketing itself via a website, losing out on online sales opportunities and by being uncompetitive.

(d)   Responses to questions on factors of location are often weak and this is an area of the syllabus candidates would benefit from revising. This question was not answered particularly well as many seemed unsure what the definition of transport links actually is. Those candidates who could evaluate that transport links are one aspect of many different factors that influence where something is located, were able to access the level 3 marks.

Question 3

The stimulus material for this question was information about an art gallery in Melbourne, Australia, with declining visitor numbers.

(a)   Most candidates were able to use the information from the source to offer appropriate reasons for the decline in visitor numbers.

(b)   Characteristics of the decline stage of the Product Lifecycle Model were understood, although at the lower end of performance, candidates tended to list the various stages of the lifecycle model rather than focus on the specific characteristics of the decline stage.

(c)   This question was answered well by most candidates, with a broad range of pricing policies being suggested. The best answers were those from candidates who carefully considered pricing policies most appropriate at the decline stage.

(d)   Responses here were varied. At the lower end of performance, candidates confused the term 'product portfolio' with the marketing mix and suggested changes to each of the 4 Ps. The best responses were those which considered introducing a range of new products and services that would be suitable for a visitor attraction such as an art gallery.

Question 4

Candidates were provided with information about tourism in Cuba. Most candidates experienced little difficulty in accessing this information and were able to use it appropriately in answering the questions.

(a) (i) This was answered well, with most candidates selecting appropriate answers from the source material.

(ii) This was not answered well. The majority of candidates tried to use only information from the source here rather than using their own knowledge of why tour packages are popular.

(b) There were mixed responses to this question, with quite a lot of repetition at the lower end of performance. Few recognised this as a question combining knowledge of distribution channels, with reasons why destinations market themselves.

(c) There was repetition in the answers given here, with the same methods of creating brand image given in both parts of the answer, usually in a combined answer about logos and slogans. Candidates should be familiar with a broader range of techniques used to create branding as listed in the syllabus in Unit 5.3 (b).

(d) At the lower end of performance candidates listed the 4 Ps and gave generic examples of each P. The best answers provided specific development of each P within the applied context of Cuba.

TRAVEL & TOURISM

Key messages

- Four scenario-based questions test candidate's understanding of key marketing concepts within the context of travel and tourism.
- Candidates should use the stimulus material as a basis for their answers, giving specific examples of marketing practice.
- Candidates need to read questions carefully to ensure their answers are relevant and appropriate to the question set.

General comments

Candidates should be familiar with the Unit 5 learning content. They should be able to define key marketing terminology and use specific travel and tourism examples of marketing and promotion.

Examination preparation should also include familiarisation with the command words commonly used in questions so that candidates can quickly recognise the level of demand each question poses and have a good understanding of the type of response that is required.

There was no deviation from standard format for the question paper, with four stimulus materials and a subset of questions based on each piece of stimulus.

Candidates were provided with a situation analysis of Fiji in **Question 1**.

Question 2 was based on an advertisement for the Zambezi Terrace hotel.

Question 3 presented candidates with information about a river cruise holiday on the River Rhine between Switzerland and Germany.

In **Question 4**, the stimulus was a short piece of information about the Torres Hiking Centre, an accommodation provider in Chile.

Comments on specific questions

Question 1

A situation analysis was provided as source material. Candidates were able to use key details from these results to answer the subset of questions which follow.

(a)(i),(ii) Candidates were mostly able to identify the opportunities and threats to tourism in Fiji.

(b) The best answers identified a range of different analytical tools that a business could access and explained how each would allow the business to measure its rate of success within the market. Many responses at the lower end overlooked the requirement to consider ways that travel and tourism providers might assess their position in the market and instead gave a variety of ways a business might market itself.

(c) Most candidates were familiar with the benefits of using brochures as a promotional method and were able to outline several reasons for their choice over other forms of promotion. Weaker responses tended to list more than two reasons but did not offer any explanation.

(d)   Candidates found this question quite challenging. Whilst most were able to define what variable pricing is, and knew it is used to overcome the issue of seasonality, only the most able offered evaluative comments about the suitability of this pricing strategy for an island destination. Many responses were therefore limited to Level 1 or 2 marks.

Question 2

This subset of questions was based on an advertisement for the Zambezi Terrace Hotel in Africa. This resource was accessible to the majority of candidates in the cohort.

(a)   The term 'distribution channels' is not always understood. Of those candidates familiar with the term, a frequent error was to use direct marketing and the internet as the two examples, which was marked as a repeat. Candidates should consider examples from different stages in the distribution chain, e.g. direct selling and selling through one or more intermediaries, in order to fully access the marks for this type of question.

(b)   This question was not answered well. The characteristics of products and services in travel and tourism often overlap and this concept is often confusing. The main issue here though was lack of knowledge of the terminology from the syllabus from section 5.3 (a) thus preventing many candidates from accessing marks other than those awarded for a correct example of both a product and a service.

(c)   The best answers were those which demonstrated a good understanding of the term USP, within the context of this hotel. At the lower end, answers relied heavily on the text from the source document to identify general features of any hotel.

(d)   Candidates are clearly familiar with the section from the syllabus on factors of location and at the lower of performance these were listed. The best answers were those which used information from the advertisement in order to provide an applied context response, considering specifically the factors of location appropriate for the Zambezi Terrace Hotel.

Question 3

The stimulus material for this question was information about river cruises in Germany.

(a) (i)   Most understood the term target market and were able to use the source material to correctly identify different target market groups. At the lower end, candidates named the origin and destination of the cruise.

(ii)   Most candidates were able to identify appropriate features of the cruise, as required.

(b)   This question was answered well by many candidates; the term all-inclusive was understood and the best answers came from those who recognised that this question was more generic and did not have to be restricted to the context of the river cruise. The weaker responses were those which relied too heavily on the source document for answers.

(c)   Pricing factors seem to cause some candidates difficulty. The concept of competition itself was understood, and the best responses made the association that competitors in the market will impact on the prices charged. Fixed and variable costs are less well understood, with many responses confusing the idea of cost with price.

(d)   Responses here were varied. The marketing mix is a major component of this part of the syllabus and it is important that candidates understand how different businesses might amend their marketing mix to try to influence their market. At the lower end of performance, candidates scored Level 1 identification marks for recognition of the 4 Ps. Better performing candidates used the context of the question to give applied examples of how the organisation within the case study might develop its marketing mix to score Level 2 marks. Few accessed Level 3 marks for making judgements about which of the 4 Ps is most important to this particular business, with justification as to why.

Question 4

Candidates were provided with information about the Torres Hiking Centre, an accommodation provider in Chile.

(a) Most candidates used information from the stimulus in order to correctly identify reasons why the Torres Hiking Centre would be appropriate for adventure tourists. Candidates should be careful not to identify the same reason for appeal more than once – many chose camping as a cheap means of accommodation and bunk bed accommodation as a cheap means of accommodation as the two reasons and could only be credited once for their answer.

(b) This question was answered well, with the majority of candidates being familiar with the syllabus content in this area. Many scored half marks for identifying three reasons, with the better performing candidates going on to develop and expand on the reason.

(c) The applied context required by this question challenged some candidates, as well as the requirement to consider the product/service mix, which is often confused with the marketing mix. The best answers considered the types of products and services which could be provided for adventure tourists, which had not already been mentioned in the case study.

(d) The best answers were those which considered how targeted market segments affect the choice of promotional method and the messages conveyed to these audiences. At the lower end of performance, candidates gave a definition of market segmentation and tried to apply this to the context of the case study, often overlooking the focus of the question being the factors that affect the production of effective promotional materials.

TRAVEL & TOURISM

Key messages

• There are four travel and tourism scenario-based questions, each with stimulus material.
• Candidates should use the stimulus material as a basis for their answers, to give context-based examples of travel and tourism marketing practice.
• Candidates should be familiar with the syllabus content to recognise the specific focus for each question.
• Examples used by candidates within their responses should be relevant to the context of the question, and must always be drawn from the travel and tourism industry rather than the wider context of business.

General comments

Question 1 was based on an advertisement for a tour package offered by Fliori, a tour operator in Italy. Candidates were able to access this resource effectively to extract relevant key information with which to attempt the questions.

Question 2 provided the results of a situation analysis of tourism in Myanmar (Burma). Candidates all seemed familiar with the format of this style of resource.

Question 3 presented candidates with information about Prime Gallery, a visitor attraction in Melbourne, Australia. The majority of candidates demonstrated good understanding of this stimulus material.

In **Question 4**, the stimulus was information about tourism in Cuba.

Evidence suggested that candidates all had sufficient time within the examination to attempt every question. Performance was seen at all levels, in accordance with the wide ability range of candidates. As is normally the case, low-scoring candidates often got most of their marks from the **(a)** and **(b)** questions, which tend to require the simple recall of facts or the use of information directly from the source material. Only the better performing candidates demonstrated the higher order skills of analysis and evaluation, mainly required in the **(d)** questions.

Comments on specific questions

Question 1

Candidates were directed to the stimulus material in Fig. 1, an advertisement for a tour package offered by Fliori, a tour operator in Italy. Candidates used key details from this advertisement to form answers to this subset of questions.

(a) (i)   Most candidates used references in the source document to give specific examples of excursions.

(ii)   This question generated an unexpected answer from a significant number of candidates that a restaurant is an example of an accommodation type. Candidates are expected to study accommodation providers and catering outlets as part of the Unit 1 for the core paper, and as such should have developed transferrable knowledge of types of accommodation with which to answer this question.

(b) The majority of candidates were familiar with the concept of seasonality. Most answers focussed on the use of discounts and special offers to overcome the impacts of seasonality and only at the top end of performance were further methods considered, including more marketing or the attempt to entice different target markets at different times of the year.

(c) Some candidates still confuse direct marketing with direct selling which impacted on performance within this question. Those candidates who were familiar with direct marketing tended to describe this and point of sale displays, rather than explain their suitability as promotional methods for a tour operator.

(d) Knowledge of the different stages of a promotional campaign was not clearly demonstrated by all candidates, even though it is part of the syllabus requirement in Unit 5.6 (b). A number of candidates described the various stages of the product life cycle model, instead of stages of the promotional campaign, which scored no marks. Better performing candidates were able to provide a brief assessment of why each of the six stages of a promotional campaign is important in achieving the overall promotional goals for a tour operator.

Question 2

This subset of questions was based on a situation analysis of tourism provision in Myanmar (Burma). Candidates seemed comfortable with the layout of information used in this question.

(a) (i),(ii) The majority of candidates used the source extract to correctly identify the positive and the negative influences of tourism in Myanmar.

(b) Answers here tended to be generic and theory-based rather than applied to the specific context of Myanmar as a newly emerging destination. This limited the marks scored for this question.

(c) At the lower end of performance, candidates only considered that customers expect wi-fi and might be disappointed if the hotel doesn't provide for this need. The best answers considered the disadvantages of the hotel not having internet from both the provider and the customer's viewpoint, in terms of marketing itself via a website, losing out on online sales opportunities and by being uncompetitive.

(d) Responses to questions on factors of location are often weak and this is an area of the syllabus candidates would benefit from revising. This question was not answered particularly well as many seemed unsure what the definition of transport links actually is. Those candidates who could evaluate that transport links are one aspect of many different factors that influence where something is located, were able to access the level 3 marks.

Question 3

The stimulus material for this question was information about an art gallery in Melbourne, Australia, with declining visitor numbers.

(a) Most candidates were able to use the information from the source to offer appropriate reasons for the decline in visitor numbers.

(b) Characteristics of the decline stage of the Product Lifecycle Model were understood, although at the lower end of performance, candidates tended to list the various stages of the lifecycle model rather than focus on the specific characteristics of the decline stage.

(c) This question was answered well by most candidates, with a broad range of pricing policies being suggested. The best answers were those from candidates who carefully considered pricing policies most appropriate at the decline stage.

(d) Responses here were varied. At the lower end of performance, candidates confused the term 'product portfolio' with the marketing mix and suggested changes to each of the 4 Ps. The best responses were those which considered introducing a range of new products and services that would be suitable for a visitor attraction such as an art gallery.

Question 4

Candidates were provided with information about tourism in Cuba. Most candidates experienced little difficulty in accessing this information and were able to use it appropriately in answering the questions.

(a) (i)   This was answered well, with most candidates selecting appropriate answers from the source material.

(ii)   This was not answered well. The majority of candidates tried to use only information from the source here rather than using their own knowledge of why tour packages are popular.

(b)   There were mixed responses to this question, with quite a lot of repetition at the lower end of performance. Few recognised this as a question combining knowledge of distribution channels, with reasons why destinations market themselves.

(c)   There was repetition in the answers given here, with the same methods of creating brand image given in both parts of the answer, usually in a combined answer about logos and slogans. Candidates should be familiar with a broader range of techniques used to create branding as listed in the syllabus in Unit 5.3 (b).

(d)   At the lower end of performance candidates listed the 4 Ps and gave generic examples of each P. The best answers provided specific development of each P within the applied context of Cuba.