

TRAVEL & TOURISM

Paper 0471/11 Written Paper 11

Key messages

The source material was well used.

Candidates should have a good understanding of all the different types of travel and tourism organisations listed in the syllabus.

Candidates should always keep their responses focused on travel and tourism.

Candidates should carefully read questions to ensure their responses are in context and correctly meet the demands of the question.

General comments

Candidates should ensure they understand the demands of the command words used in the question.

Candidates need to develop analysis and evaluation skills so that they are able to answer the longer answer questions. Analysis and evaluation should be clearly applied to the context of the question to gain maximum marks.

Comments on specific questions

Question 1

- (a) Candidates answered this question well using the source material well. The majority of candidates scored the full 5 marks.
- (b) Many candidates successfully described what is meant by the term GDP, correctly describing the acronym with full words 'Gross Domestic Product'. This was developed well with good description of what the term meant. However, there were also many candidates who incorrectly answered 'Gross Domestic Profit'.
- (c) This question required candidates to use the information in the Insert along with their knowledge of domestic tourism. There were many good responses to this question and candidates correctly identified reasons why domestic tourism was least affected by the global pandemic. Explanation of the reasons identified was sometimes limited.
- (d) Some candidates identified and successfully explained ways governments can help destinations recover from a global pandemic. Some candidates focused their response on non-tourism related ways e.g. offering vaccinations to the residents which did not answer the question. Candidates are reminded that responses should always focus on travel and tourism.
- (e) Generally, candidates showed good understanding of the impact on travel agents of a global pandemic. The most common responses were focused on lack of customers and/or money for these organisations. There was evidence of some analysis of how this would impact travel agents, but evaluation was rarely seen.

Question 2

- (a) This question was generally answered well. Some candidates identified facilities found on a beach rather than services or were not specific in their answer. For example, 'sunbeds' rather than 'sunbed rental'.
- (b) (i) Most candidates stated three types of destinations. Named destinations were only awarded when the type was included in the name as the focus of the question was 'types'. For example, New York City, or Mount Everest.
(ii) This question was answered well. Candidates evidenced good understanding of geographical features. The part of the question testing knowledge of climate was more challenging than the other parts.
- (c) Part one of this question was answered well. Candidates showed good understanding of the characteristics of campsites as an accommodation type. Fewer candidates were as successful with the second part of the question 'guest house'. Many candidates gave answers incorrectly relating to shared economy (Airbnb etc.) accommodation or renting out part of a house.
- (d) There were many well explained responses to this question with most candidates identifying how the given negative environmental impacts could be managed at beach destinations. There was evidence of good application to the context of the question (beach destinations) and most answers were well explained.
- (e) Responses to this question were mixed. Candidates demonstrated good knowledge and understanding of occupancy rates. However, there was less evidence of analysis of the importance of occupancy rates and how they are used by hotels.

Question 3

- (a) Candidates answered this question well and interpreted the source material correctly to identify the required elements.
- (b) There were some good responses to this question where candidates demonstrated good knowledge and understanding of how national tourist boards support tour operators. However, many responses did not demonstrate clear understanding of the roles of national tourist boards in this particular context.
- (c) Many candidates successfully identified ways that the Explore the Maldives tour is sustainable. Some candidates explained the ways they had identified well. Some weaker responses did not demonstrate understanding of sustainable tourism.
- (d) The majority of candidates explained ways the tropical climate may limit activities in the tour. These responses were developed with good explanation. Some candidates repeated the concept of 'too hot' to different activities which was repetition of the same way.
- (e) Generally, candidates showed good understanding of the importance of tour guides having good interpersonal skills. There were some good examples of analysis of reasons identified where candidates considered the effect on the tour guide company and/or customers. In some responses there was also evidence of good evaluation.

Question 4

- (a) Most candidates correctly stated three cultural built attractions.
- (b) This question was answered well. Most candidates successfully described both given tourist types. Responses for day tripper were generally weaker than for leisure tourist and some only managed to achieve one mark for this part of the question.
- (c) Most candidates successfully explained the appeal of the transport types given. Some responses were generic and were not clearly applied to the transport type and were therefore considered vague. Responses need to be a specific and applied to the context of the question.

- (d) Most responses evidenced good understanding of the demonstration effect, however fewer included explanation of the ways that the demonstration effect can be minimised. Many responses were generic and not specific enough to be creditworthy. For example 'give the tourists a leaflet' rather than 'give the tourists a leaflet explaining how they can have good and appropriate behaviour when at the destination'.
- (e) Many candidates identified the reasons why destinations change over time. With the most common response focused on changes in fashions and trends or natural disasters. Some candidates developed their response into analysis and evaluation of how this will affect the destination and/or the tourism industry.

TRAVEL & TOURISM

Paper 0471/12 Written Paper 12

Key messages

Candidates are encouraged to be more succinct in their responses for longer answer **Questions (e)**, avoiding long descriptions. Candidates need to develop skills of analysis and evaluation to answer these questions.

Candidates need to be secure in their understanding of the different categories of tourism impacts (economic, environmental and socio cultural).

General comments

Overall, the paper was answered well and candidates responded to the Insert well. There were many responses that were well-applied to the different contexts of the questions. There was some evidence of analysis and evaluation, however these are skills that candidates need to develop.

Comments on specific questions

Question 1

- (a) Most candidates answered this question well. The source material was used well, and the majority of candidates scored the full three marks.
- (b) This question required candidates to use the information in the case study, along with their understanding of geographical location and seasons. Many candidates linked the short season to the weather conditions and or climate in Alaska. The best responses developed good description of how it can affect the safety and appeal of the destination. Some candidates gave reasons that were not applied to Alaska.
- (c) Most candidates successfully identified reasons why cruises are appealing. The most popular reason given were the variety of services and facilities provided. Most candidates successfully explained how the reason identified makes cruises appealing to tourists. Some responses were not developed into explanation and described the reason identified instead.
- (d) Candidates showed good knowledge and understanding of positive economic impacts and identified three specific positive economic impacts. This question was not applied to a destination or situation so generic tourism economic impacts were acceptable. There was evidence of good explanation from some candidates. Some responses focused on social and cultural impacts instead of economic.
- (e) Many candidates demonstrated a good understanding of overdependence and identified how this could impact Alaska. The most common responses considered how tourism shocks or reduction in demand would reduce tourist numbers and consequently tourism spend at the destination. There were a few examples of analysis where candidates had considered how the impact would affect Alaska as a country. However, there was limited evidence of evaluation for this question. Some responses included long explanations or examples which took up most of the answer space and provided no analysis or credit worthy development. Candidates are encouraged to be succinct in their writing style and avoid providing long examples, description or explanation for **(e)** questions.

Question 2

- (a) This question was answered well, in most cases candidates were awarded the full three marks. Some candidates repeated the application of technology with no further development to differentiate the answers which limited their marks. For example, internet and websites. Some candidates gave answers that were not specifically technology for example, translator rather than a translation app or translation website. Another example was booking system rather than computer booking/reservation system. Candidates should check that their responses are specific to the question.
- (b) This question was answered well by most candidates. Candidates generally evidenced good knowledge and understanding of procedures when handling complaints. Some responses were not specific in the procedures given, instead describing actions. This resulted in some repetition of the point made or not being specific enough to qualify as a procedure. For example, 'give the customer their money back for what they have bought' for one response and 'talk to the customer and come to an agreement about a solution'. Candidates are reminded that short answer response questions like state and identify do not require them to write a full sentence. Candidates should state the procedure, in the example above this could have been 'agree a solution'.
- (c) There were some good responses to this question that identified valid personal presentation requirements and gave good, applied explanations of why staff working at visitor information desks should have the identified standard. Many responses focused on body language rather than personal presentation. These are separate concepts: personal presentation is about the staff's physical appearance, for example wearing a uniform and having clean nails/hands.
- (d) The question required candidates to show knowledge and understanding of the skill given in the context of dealing with customer enquiries. For clear speech there were many good responses that focused on how clear speech helps customers to understand the message being given and increases customer satisfaction. Responses for the literacy skills section of this question were not as successful. Responses were not applied to the skill in question, for example making reference to writing, or reading emails.
- (e) There were some good responses to this question. Responses demonstrated good understanding of how customer care policies are used by travel and tourism organisations and included analysis of how they benefit from these policies. Some responses did not answer the question, focusing on the importance of customer care rather than customer care policies.

Question 3

- (a) This question was answered well, candidates gave a broad range transport types. Some responses did not consider the context of the question, 'small island destination', and stated transport methods that were not appropriate to this context. In some responses candidates stated cycling or bikes, these were not creditworthy as the question asked them for methods other than cycling.
- (b) Generally this question was answered well. Candidates demonstrated a good understanding of tour operators and destinations. A few responses incorrectly focused on guided tour companies rather than tour operators. Candidates should have a good understanding of the structure and organisations involved in the travel and tourism industry.
- (c) This question was answered well. Candidates had good understanding of ways that tourists can get information. Responses were described well and applied to the context of cycling routes in Rethymno. Occasionally candidates repeated the same way, for example internet and websites.
- (d) This question required candidates to use their knowledge of positive environmental benefits and apply it to cycling tourism. There were many good responses to this question with the most common responses focusing on less air pollution and noise pollution due to the lack of cars/buses being used by tourists. There was evidence of good explanation that was well applied to the context of the question. However, some responses included generic environmental benefits that were not applied to the context of the question of cycling tourism. Candidates are advised to first identify a relevant positive environmental benefit and then give applied explanation of the benefit. Candidates should be specific when discussing pollution, for example, 'air pollution' or 'noise pollution' rather than just 'pollution'.

- (e) Responses demonstrated a good knowledge and understanding of how destinations can benefit from having a range of accommodation options for tourists to choose from. Most candidates focused their response on meeting the needs of a wide variety of different tourists and attracting different market segments. After identifying that different tourists have different needs, some candidates gave long descriptions and examples to emphasise this point which used up the available answer space and did not offer analytical development. Candidates do not need to give long descriptions or examples in long answer questions and should focus on analysing after identifying. For this question candidates needed to analyse the importance of the benefit identified rather than describing the benefit. Some candidates evaluated well, but this was limited.

Question 4

- (a) (i) This question was answered well. Candidates evidenced good knowledge of how tourists can purchase guided tours.
- (ii) There were many good answers to this question. However, some responses were generic rather than specific ancillary services. For example, transport rather than airport transfers.
- (b) This question was answered well. Most candidates identified all three of the tourist types described. Some candidates were less familiar with day tripper and some candidates responded without using the specific subject terminology. Candidates should be familiar with all the key terms in the syllabus and use them accordingly.
- (c) This question was answered well. Most candidates identified three reasons for the appeal of guided tours, with information and learning being the most common responses. Most responses were developed into good explanation.
- (d) Some candidates identified and explained positive social cultural impacts of tourism. This question did not require the candidates to apply their knowledge to a particular scenario or area of tourism. Candidates needed to identify a positive environmental benefit and develop this with explanation of the benefit. Many candidates described different cultural scenarios in tourism, and this often lacked an identification of a positive social cultural impact. Some weaker responses incorrectly gave positive economic benefits.
- (e) Generally, candidates demonstrated a good understanding of the role of travel agents and there was evidence of good knowledge and understanding of how they fit into the structure of the travel and tourism industry. The best responses developed into assessment by analysing the importance of the role to the industry or how the role has changed over time, for example, assessing how the introduction of the internet has changed the role.

TRAVEL & TOURISM

Paper 0471/13 Written Paper 13

Key messages

The source material was well used.

There is a requirement for candidates to develop their skills of analysis and evaluation.

Candidates should carefully read questions to ensure their responses are in context and correctly meet the demands of the question.

General comments

Overall, the paper was answered well and candidates used the Insert well. There were many responses that were well applied to the context of the question. There was some evidence of analysis and evaluation, however, these are skills that candidates need to develop.

Comments on specific questions

Question 1

- (a) (i) This question was answered well. Most candidates correctly stated two types of natural attractions.
- (ii) This question was also answered well. Candidates gave a good range of different types of built attractions.
- (b) Candidates gave a good range of responses to this question. Most candidates were awarded the full three marks. There was evidence of good understanding of the impact on tourism when international borders are closed.
- (c) This question was answered well. Candidates evidenced good knowledge and understanding of positive economic impacts of tourism. Most responses were developed into good explanation.
- (d) There were many good responses to this question. Many candidates successfully identified ways that governments support the tourism industry. Some of these were developed into good, applied explanations. In some responses candidates repeated the way of 'giving financial support' or gave responses that were too vague. To be successful candidates should firstly identify a way and then explain that way within context.
- (e) For this question many candidates used their knowledge of domestic tourism along with the information in the Insert to provide a range of good answers that included some analysis. Evaluation was limited in most cases.

Question 2

- (a) There were many good responses to this question. Some candidates did not use Fig. 2.1 and gave generic responses that were not evident in the photograph. Candidates are asked to read the question carefully to ensure that they answer in the correct way.
- (b) Most candidates described two ways waiting staff use teamwork when serving customers. The most common responses were focused on staff having different roles to make sure the customer is

served quickly. Some candidates did not apply their answers to the context of the question and gave response that were not applied to waiting staff or serving customers.

- (c) This question required candidates to show knowledge and understanding of the importance of the skills given in the context of waiting staff. For clear speech there were many good responses that focused on how clear speech helps customers to understand the message being given and increases customer satisfaction. Fewer candidates were as successful answering the literacy skills section of this question. Responses were not applied to the skill in question, for example making reference to writing orders or reading the menu. Numeracy was answered well, however a few candidates did not link their responses to the importance of the skill for waiting staff.
- (d) This question was also answered well. Candidates explained well how the applications of technology are being used in restaurants to improve customer service. Answers were well developed with good, applied explanation.
- (e) Most candidates answered this question well. There were many good evaluations of the importance of well-trained staff in restaurants. In a few cases candidates focused on how staff can be well trained rather than focusing on the importance of having well-trained staff.

Question 3

- (a) This question was answered well. Most candidates correctly stated three types of accommodation.
- (b) Some candidates answered this question well, successfully using the Insert to identify four features of the tour. Some candidates identified features of the local area/s rather than the tour itself.
- (c) This question required candidates to use their knowledge of negative environmental benefits and apply it to wildlife tourism. There were many good responses to this question with the most common responses focusing on an increase in air pollution and noise pollution due large numbers of tourists visiting the natural areas where wildlife is found. There was evidence of good explanation that was well applied to the context of the question. However, some responses included generic environmental benefits that were not applied to the context of the question of wildlife tourism. Candidates are advised to first identify a relevant positive environmental benefit and then give applied explanation of the benefit. Candidates should be specific when discussing pollution. For example, 'air pollution' or 'noise pollution' rather than just 'pollution'.
- (d) This question was answered well. Most candidates identified three reasons for the appeal of the tour stated in the Insert. Most responses were developed into good explanation.
- (e) There were some good responses to this question. Candidates demonstrated good knowledge and understanding of carrying capacity and developed their answers into analysis. Evaluation was rarely seen in this question. A few candidates did not focus their answers on the importance of carrying capacity, instead they described or explained carrying capacity.

Question 4

- (a) This question was answered well. Most candidates correctly stated three different types of road transport.
- (b) Some candidates successfully described services offered by travel agents. However, responses missed the 'service' part out. For example travel agents themselves do not provide accommodation, they sell or advise tourists on accommodation.
- (c) This question was answered well. Candidates evidenced good knowledge and understanding of managing overcrowding at destinations and most answers were well explained in context.
- (d) Some candidates identified and explained positive social and cultural impacts of tourism. This question did not require the candidates to apply their knowledge to a particular scenario or area of tourism. Candidates needed to identify a positive social and cultural impact and develop this with explanation. Many candidates described different social and cultural scenarios in tourism, and this often lacked an identification of an impact. There were also some responses focuses on economic impacts rather than social and cultural.

- (e) This question was answered well by a few candidates. Better responses focused on the importance of having a good public transport system, however this was not always developed into analysis and evaluation.

TRAVEL & TOURISM

Paper 0471/21 Alternative to Coursework Paper 21

Key messages

- The externally set examination has four subsets of questions, each based on a short, vocationally specific case study.
- Candidates should pay close attention to the instructions and ensure they refer to the correct case study for each subset of questions.
- Answers should refer specifically to examples of travel and tourism marketing and promotion, especially for definitions and meanings of vocational terminology.

General comments

Candidates should be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus. This includes familiarity with specific terminology used within the industry. Candidates should be familiar with the definition of common terms.

It is important candidates answer the question asked. Some responses seemed not to relate to the question set. There were a number of questions that required a specific answer relating to the customer or provider, candidates must ensure they answer in the context of the question.

Comments on specific questions

Question 1

Many candidates found the source material for this question accessible.

- (a) (i)(ii) Very few candidates achieved full marks for (i) or (ii) as responses given were not appropriate. Responses often gave a service for part (i) or a product for part (ii). It is important candidates are aware of the difference between the two.
- (b) Many candidates gave at least two methods of promotion for adventure holiday providers. The better responses included an explanation of how the methods of promotion were suitable. The most common answers being electronic media and sales promotion.
- (c) This question required knowledge and understanding of two different pricing policies: variable and competitive pricing. Many candidates did not do very well on this question. Correct responses for competitive pricing were to price your product just below your competitors to give you an advantage.
- (d) This question was not very well answered. Many candidates identified some of the advantages, and scored L1 marks, however, very few developed their answers into L2.

Question 2

The source material for this question was accessible to candidates.

- (a) This question was not very well answered. Correct answers included cultural and leisure tourist. Many responses did not give market segments.

- (b) This question was not very well answered, with many candidates identifying only one or two methods of promotion for adventure holiday providers. Very few candidates went on to explain how these methods might be used to create a brand image.
- (c) The most common responses tended to be about recognition and the brand being easily identifiable. Some responses talked about competitive advantage. Not many candidates successfully explained the benefits to destinations.
- (d) This question was not very well answered and responses often did not focus on what the question was asking. Some good responses were given that considered the timing of a promotional campaign and these were awarded L2 marks.

Question 3

The majority of candidates found the source material for this question accessible.

- (a) (i) It was evident that candidates knew the different stages of the product life cycle but they often did not use the correct terminology for each stage. The correct response was the introductory stage.
 - (ii) Candidates were given credit if they gave correct characteristics of the stage they had given in part (i), even if the stage they had given was not the introductory stage. Some candidates correctly gave some characteristics of the introductory stage.
- (b) This question was generally well answered. The best responses were given by candidates who had carefully read the insert and had extracted the different ways that the Noora Resort's location would appeal to tourists. Many candidates went on to explain the appeal of each way.
- (c) Many candidates correctly identified the benefits of using printed publicity materials as a method of communication. Better responses went on to explain the benefits to tourism providers of this method, however few responses achieved full marks.
- (d) This question received mixed responses. Many candidates demonstrated clear understanding of the factors that may influence choice of location. The most common location factors used being costs and character of the area. Weaker responses often only mentioned one or two factors of location.

Question 4

Many candidates found the source material for this question accessible.

- (a) This this question was generally well answered for both the advantages and disadvantages of using online travel review sites.
- (b) Many candidates answered this question well. Many candidates identified and explained the advantages of using printed holiday brochures before booking a holiday. Common answers related to information being available to customers to take away and use to help them decide on a destination.
- (c) Candidates were asked to explain the advantages of questionnaires and focus group as methods of market research. Some candidates gave an advantage of each, though explanation of those identified was limited.
- (d) This question was generally well answered, with many candidates achieving high L2 marks. Most common answers related to reaching a wider audience which leads to increased sales, generating more profit.

TRAVEL & TOURISM

Paper 0471/22 Alternative to Coursework Paper 22

Key messages

- The externally set examination has four subsets of questions, each based on a short, vocationally specific case study.
- Candidates should pay close attention to the instructions and ensure they refer to the correct case study for each subset of questions.
- Answers should refer specifically to examples of travel and tourism marketing and promotion, especially for definitions and meanings of vocational terminology.

General comments

Candidates should be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus. This includes familiarity with specific terminology used within the industry. Candidates should be familiar with the definition of common terms.

Candidates should avoid repetition in their answers. For example, where a question asks for three examples, often the same example slightly reworded, was used for all three. Credit can only be given for such example once. There were a number of questions that required a specific answer relating to the customer or provider, candidates must ensure they answer in the context of the question.

Comments on specific questions

Question 1

Most candidates found the source material for this question very accessible.

- (a) (i) (ii) It was very common for these two questions to be answered the wrong way round with candidates answering souvenirs and drinks for part (i) and tour guides and boat trips for part (ii). A common mistake was giving car parks and toilets as ancillary services.
- (b) On the whole this question was answered well. Correct answers focused on sale/profits and gaining customers, competitive advantage and target market awareness. Better responses considered the benefits to Manatees Adventures of being able to access a wide audience and being able to use the review functions. Often candidates assumed that social media is free to providers to use and did not compare the costs with other promotional methods. Some responses gave generic benefits of using social media and were not related back to Manatees Adventures.
- (c) Responses to not having a car park were better than responses to not seeing any animals. Responses to not having a car park explained the difficulties they would have to face and why this would lead to problems, such as some customers not even booking but rather choosing a company that does have a dedicated car park. Responses to the not seeing animals part often mentioned that customers would be put off booking the trip if they were not likely to see animals. However, the focus should have been on how it was a weakness if customers went on the trip and did not see any animals.
- (d) Most candidates identified the meaning of the acronym AIDA and gave an explanation of what each element meant. Only the better responses then used it to evaluate the advertisement. Those candidates who answered most successfully discussed the advertisement, taking each aspect of

AIDA one by one and applying detail from the advertisement itself, such as Action was found because a telephone number and email address was added for easy contact.

Question 2

Many candidates appeared to find the source material for this question accessible.

- (a) (i)(ii) Correct answers identified that Barbados was in the decline or maturity stage and many candidates went on to give a fall in sales and profits as a characteristic. Some responses for the characteristics of the decline stage, were textbook perfect. The most common incorrect answer was saturation.
- (b) The majority of candidates demonstrated knowledge of the pricing policies. The best responses were from candidates who had read the question carefully and gave the benefits of each policy to the customer. Special offers – many explained that discount prices or BOGOF were involved but then did not go on to explain the benefit of these to the customer. Competitive pricing – many candidates explained that this was where prices matched competitors' prices or were lower, some then went on to develop the point by adding that customers would get a choice of the cheapest product. Price bundling – a large number of candidates explained that the bundle contained a number of products and then went on to explain that the customer would save money over buying all products separately.
- (c) Many responses were explained generic ways to promote rather than explaining how trade promotions are used. Correct responses were trade fairs/shows, familiarisation trips and promoting to other tourism organisations. A few responses referred to incentives but these were tenuously linked to other tourism organisations. Often, candidates answers referred to meeting with customers rather than other tourism organisations.
- (d) Many candidates identified reasons for using a brand image but did not develop answers into explanation or evaluation of the importance. Common reasons were related to awareness, repeat business, reputation, distinguish from competition. An explanation of these, further linking each reason to the issue in the question was less evident. Where judgements were made these were often a summary of previous points and so did not lift the answer to level three.

Question 3

The majority of candidates found the source material for this question accessible.

- (a) (i) Many candidates correctly defined business tourism by suggesting travel away from home for work, to attend meetings or conferences. A number of candidates used the phrase in the question, to travel away from home for 'business purposes' which could not be credited as it does not demonstrate understanding.
- (ii) Most candidates correctly identified three reasons for New York's suitability, most typically, conference places, hotels and modern venues for events.
- (b) Many candidates did identified valid reasons why business tourism is important. The most common reasons being improvement of the economy, creating jobs and development of infrastructure. Better responses developed each reason giving its importance. There was some repetition, such as referring to the economy for several development points.
- (c) Many candidates demonstrated knowledge of the role of tourist information centres (TIC's) and applied this to the question. Typically answers focused on giving information and making bookings. The best responses fully developed each way that was initially identified and related this specifically to business tourism. Some responses related to travel agencies or tour operators and the services they provide instead of TICs.
- (d) Many candidates showed good knowledge of why marketing and promotion is important. The best responses included further explanation and developed links between market research, customer satisfaction leading to customer loyalty and repeat business. Some weaker responses were list-like with very little development or evaluation.

Question 4

Many candidates found the source material for this question accessible.

- (a) (i) This question was not very well answered, few candidates achieved a mark for the correct definition of 'press release'.
- (ii) Many candidates correctly stated types of promotion Kerela might use. Some responses used promotional methods that were generalised, such as just saying advertising or social media which could not be credited. The most common correct answers were public relations, press conferences and brochures.
- (b) Many candidates had good knowledge of the factors of location, such as cost and character of the area, and many explained how each factor would be considered.
- (c) There were some knowledgeable explanations about the risks of the introductory stage. Better responses explained the need for intense marketing with specific reference to the introduction stage and a newly launched product for example, raising awareness and attracting customers.
- (d) Candidates showed knowledge of several types of distribution channels which could be used and many suggested that expense was the main disadvantage because of commission fees. The idea of loss of control was a factor also included in a number of answers, including the aspect of customer relations. There were some candidates who wrote about the advantages of different channels over others which did not answer the question.

TRAVEL & TOURISM

Paper 0471/23 Alternative to Coursework Paper 23

Key messages

- The externally set examination has four subsets of questions, each based on a short, vocationally specific case study.
- Candidates should pay close attention to the instructions and ensure they refer to the correct case study for each subset of questions.
- Answers should refer specifically to examples of travel and tourism marketing and promotion, especially for definitions and meanings of vocational terminology.

General comments

Candidates should be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus. This includes familiarity with specific terminology used within the industry. Candidates should be familiar with the definition of common terms.

It is important candidates answer the question asked. Some responses seemed not to relate to the question set. There were a number of questions that required a specific answer relating to the customer or provider, candidates must ensure they answer in the context of the question.

Comments on specific questions

Question 1

Most candidates found the source material for this question very accessible.

- (a) (i) (ii) Most candidates correctly identified statements from Fig. 1.1 which were about threats and weaknesses.
- (b) Most candidates referred to more visitors arriving and explained that the revenue will then benefit rural areas. 'More jobs' was identified and also 'more income' but the further development for each idea was not always made and this restricted the overall mark for the question. Some candidates wrote about the benefit to the country as a whole while others answered from the point of view of the customer.
- (c) The majority of candidates answered this question by taking aspects of SWOT in turn and explaining them. The best responses included ideas such as to make marketing decisions or assess their place in the market. Some responses were generic with little reference to the context of a national tourist board. 'To improve' was a phrase repeated in relation to weakness and threat.
- (d) This question was answered fairly well. Candidates most often referred to factors such as attracting visitors, brand loyalty, repeat custom and ability to raise prices. Many responses included explanation of the importance of these factors. There was often limited evaluation and judgements made tended to be summative which meant that few candidates reached L3.

Question 2

Many candidates appeared to find the source material for this question accessible.

- (a) (i) Many candidates correctly defined the term perishable and gave explanations about expiry, cannot store and cannot be used after the end date.
- (ii) Many candidates correctly gave examples of perishable travel and tourism products, such as a plane ticket. Some products given were not travel and tourism related.
- (b) Many candidates gave reasons for identifying the position of a product. Typically, answers were based on 'to see how well the product is doing'. Some answers took the approach of writing about each stage for example to see if the product is in the decline stage.
- (c) Knowledge of discount pricing was not clearly demonstrated with many responses referring to BOGOF or generically to 'lowering prices'. A common response for loss leader pricing was that no profit is made. Few responses explained how these policies might help organisations overcome the issue of perishability.
- (d) The best responses were from candidates who approached this question by matching examples of products and services not currently offered by Rising Sun being developed and offered to different market segments. There were a number of responses incorrectly related based on the 4 Ps which were not related to the product/service mix. These could gain little credit.

Question 3

The majority of candidates found the source material for this question accessible.

- (a) (i) Most candidates correctly answered this question, suggesting it was to 'find out customers' needs and wants' and 'trends'.
- (ii) Most candidates correctly answered this question.
- (b) Many candidates correctly suggested three advantages. The three most typical answers given were 'up-to-date', 'private survey' and 'relevant'.
- (c) There were some good responses here that explained what is done at the stages given, particularly for the designing the research part. There were several responses that did not answer the question.
- (d) Many candidates identified the role of national tourist boards. Common answers included to attract customers, provide information and promote the destination especially abroad. Some responses referred to TICs instead of national tourist boards. There was limited evaluation of the importance of the role.

Question 4

Many candidates found the source material for this question very accessible.

- (a) (i) Target market was defined well by most candidates.
- (ii) Most candidates correctly answered this question with families, cyclists and sports tourists being the most typical answers. There were some answers which were related to the activity rather than the customer for example cycling.
- (b) Candidates successfully identified reasons such as 'because customers have different needs'. However, further explanation was not always given. This limited the overall mark for the question.
- (c) Candidates demonstrated an understanding of the way that variable pricing works and applied to seasonality. The best answers explained that in peak season when the demand is high prices can be raised to gain maximum profit. For customer expectation; candidates often explained that customers have a view about what the price should be and the provider should set the price at this

level. The issue of quality/value was only sometimes included in the answer and the general assumption was that customers expect low prices.

- (d) There were some good answers for this question with developed points, for example reach of this type of media, flexibility of use to include promotion and service and distribution. Evaluations, though occasionally summative, did include some good judgments. There were, however, many generic answers about promotion which could equally apply to many other promotional methods, for example contains pictures. Cost was often stated as free without the context of other promotional alternatives.

TRAVEL & TOURISM

Paper 0471/03 Coursework

Key messages

Candidates are required to carry out an investigation into visitor services provision at a travel and tourism organisation. Many investigations focus on the marketing and promotion of a local visitor attraction or a hotel. Centres often organise candidates to work in groups to carry out surveys and interviews at their chosen travel and tourism organisation while collecting primary data. It is essential that candidates write up their investigations independently as well as gathering their own individual sources of secondary data.

General comments

There were a range of different approaches seen across the cohort this session. Some centres are prescriptive in their approach, organising a class visit to a local travel and tourism provider in order to carry out the primary research element of the coursework investigation. Others allow candidates to choose a provider themselves and there are a range of attractions and accommodation providers covered across the samples seen. Both approaches work effectively.

The coursework sampled this session was of a generally high quality. Candidates understood the requirement for primary and secondary data, with photographs taken during a visit to the premises of the chosen organisation, interview notes and copies of completed surveys forming part of the evidence. There were appropriately source-referenced screen shots and extracts from sales literature in support of the secondary research carried out. Results were presented well, with better performing candidates using a wide range of data presentation techniques, appropriate to the data. There was good evidence at the higher end of performance of the principles of marketing, with good reference to the marketing mix, and the use of SWOT and PEST analyses in many cases. Fewer scripts used the Product Life Cycle or referenced customer segmentation.

Centre documentation was largely completed accurately although there was a high incidence of arithmetic and transcription errors. Centres are respectfully asked to carefully check their addition of marks and transference to the ICRC and MS1 to overcome such issues for future submissions. Centres are also reminded that if an internal Moderator is used, all documentation should be amended to reflect the moderated mark for any mark amendments. This means the mark on the Individual Candidate Record Card, the centre assessment Summary Sheet and the MS1 or equivalent must all match – there were several instances where the internal Moderator had made changes to the marks but the documentation had not been updated.

Annotation at the point of accreditation is hugely beneficial as it allows the internal/external Moderator to ascertain where assessment decisions have been made. Brief assessment comments about individual candidate performance are also always welcome, especially if they help explain why credit has been given, where the evidence might not be so obvious. Not all Assessors annotate the work of their candidates which makes assessment decisions difficult to interpret.