

TRAVEL & TOURISM

Paper 0471/11
Core Paper

Key messages

Candidates are reminded that the source material (Insert) can be used to support their responses to questions that are applied to the subject matter. For example, in **Question 2(c)** in this paper.

Candidates should carefully consider the context of the question to ensure that their responses are fully applied and to avoid misinterpretation or vague answers.

Candidates are encouraged to develop their analysis and evaluation skills.

General comments

Most candidates had good knowledge and understanding of the syllabus topics raised in this paper. The role of national governments was an area where many candidates' knowledge was less secure.

Candidates and centres are encouraged to spend time understanding the command words used in this exam, and focusing on what each command word requires the candidates to do in their answers.

It is important to remember that repeating the points already raised is not evaluation. Some candidates were able to prioritise the points raised by stating which they consider to be the most important, however this needs to be followed with a reason why, in context, to be considered evaluative.

Comments on specific questions

Question 1

- (a) This question was answered well by most candidates. In some responses, the information was not correctly transferred from the insert, causing candidates to miss out on marks. The most common example of this was candidates leaving out the word 'nights', '\$' or 'billion' from their answer.
- (b) There were many strong responses to this question. Most candidates were able to correctly define the term domestic tourism, evidencing good knowledge and understanding.
- (c) This question had some strong responses that successfully explained reasons why Virginia is popular with domestic tourism. Some candidates gave general requirements that could be applied to all/any tourists without any specific link to domestic tourists, these responses are considered vague.
- (d) Most candidates successfully explained three positive economic benefits of tourism evidencing good knowledge and understanding of economic impact of tourism. In some cases, candidates successfully identified positive economic benefits but did not develop these answers into explanation.
- (e) Generally, candidates showed good understanding of the characteristics of VFR tourists and linked these to the impact on Virginia's tourism industry. For example, VFR tourists might stay at their friend's or relative's home and therefore spending in the accommodation sector is limited. There was evidence of some good analysis, however few candidates offered an evaluation that was more than repeating the points already raised.

Question 2

- (a) This question had many strong responses. A few candidates gave named examples rather than types which were vague.
- (b) Some candidates answered this question successfully, others were not secure in their understanding of the roles of national governments in tourism development. This question required candidates to link together two sets of their knowledge and understanding, the roles of national governments and tourism development. Some candidates identified roles of national governments, but they were not relevant or applied to tourism development. The insert in this case provided stimulus for candidates' answers; candidates are reminded to use the Insert.
- (c) Some candidates described three constraints to infrastructure development. This question required candidates to provide answers that were specifically applied to the Old City of Jerusalem, and therefore required candidates to use the Insert as a stimulus.
- (d) This question was answered well. Candidates used the information in the Insert and successfully linked this to their knowledge and understanding of the requirements or needs and wants of the tourist types given. In some cases, candidates had limited understanding of the requirements of hearing-impaired tourists and many candidates linked this to translated Apps which is not linked specifically to hearing impairments. Possible answers included accessibility maps so there is no need to ask questions and listen to answers or Audio Apps allowing the tourists to change the volume settings or replaying to aid understanding.
- (e) Most candidates identified reasons for the importance of protecting ancient and historical and cultural destinations. However, there was limited evidence of candidates developing their answers into analysis or evaluation.

Question 3

- (a) Candidates answered this question well and interpreted the source material in the Insert correctly to identify the required elements.
- (b) There were many strong responses to this question. Most candidates have a good understanding of the role of TICs and why they would be located in densely populated areas.
- (c) This question was answered well. Most candidates evidenced good knowledge and understanding of TICs and the ways they provide information to tourists. In most cases the ways identified were described well.
- (d) Most candidates explained the reason why the skills given are important for staff working in TICs. The explanations given were good, evidencing strong knowledge and understanding of TICs and skills required for working in travel and tourism. Literacy was answered less confidently, candidates did not link their answers to reading or writing.
- (e) This question was answered well. Generally, candidates evidenced good knowledge and understanding of the role and need for a range of accommodation services, with the most common answers linked to the variety of needs and budgets of different tourist types. However, candidates did not analyse or evaluate well in their responses. In order to do this, they needed to consider the importance to the destination, this could have been linked to appeal or competitive edge which affects the success and future of the destination.

Question 4

- (a) Most candidates gave strong responses to this question and used the source material well.
- (b) Most candidates gave well described answers. However, many candidates focused on air pollution and/or carbon emissions for both responses which resulted in repetition. Examples of other possible answers can be seen in the Mark Scheme for this question.
- (c) There were many good responses to this question. Candidates evidenced good knowledge and understanding of the appeal of the water bus service, and these were explained well.

- (d) There were some strong responses to this question. Candidates described ways that the timetable can be made available to tourists. A few candidates gave examples that were not applied to the context of a timetable, for example billboards or TV advertisements. These are used for more general advertisements rather than fine details such as timetables.
- (e) This question was reasonably well answered; most candidates successfully identified some element of the importance of sustainability in tourism destinations. However, the candidates' knowledge and understanding of sustainability appeared to limit the development of these answers as there was limited evidence of analysis and evaluation.

TRAVEL & TOURISM

Paper 0471/12
Core Paper

Key messages

The source material (Insert) was well used by candidates.

Candidates should carefully consider the context of the question to ensure that their responses are fully applied and to avoid misinterpretation.

Some candidates might benefit from developing their analysis and evaluation skills. To help candidates with this, centres can encourage candidates to complete a brief plan before answering **(e)** questions.

It is important for the candidates to learn and use key terms and definition accurately.

General comments

Most candidates had good knowledge and understanding of the syllabus topics raised in this paper. Some candidates struggled with occupancy rates, diplomacy and perishability.

Candidates and centres are encouraged to spend time understanding the command words used in this exam and focusing on what each command word requires the candidates to do in their answers.

Comments on specific questions

Question 1

- (a) Candidates answered the first and third part of this question well. However, many candidates left out 'over' from their second response. Candidates are encouraged to be careful when identifying and transferring text from the Insert.
- (b) There were many good responses to this question. Most candidates correctly identified the four different types of accommodation.
- (c) Most candidates identified and explained the benefits of local tourism products to a destination. Most responses focused on different economic benefits.
- (d) There is evidence that candidates found this question challenging. Many candidates were not secure in their understanding of occupancy rate. There was evidence of some understanding of the term occupancy rates, however very few candidates were confident in how it is used. This meant that most candidates had a try at responding to the question, but the explanation was often limited or incorrect.
- (e) Some candidates gave good responses that were well developed well, focusing on how this might reduce the appeal and competitiveness of the destination or how the extra money can be used to develop the destination and create a competitive advantage. There were a few candidates that misunderstood that the fee was an extra fee on top of the accommodation price, not the price for the accommodation. Many candidates used the information in the Insert well to stimulate their response. However, some candidates did not develop their answers beyond copying what was in the Insert which limited the marks they were awarded.

Question 2

- (a) There were some strong responses to this question. Many candidates correctly gave Visiting Friends and Relatives (VFR) tourism as one of their responses. However, in a few cases this was incorrectly stated. The most common mistake was stating visiting friends and family.
- (b) This question was answered well with most candidates providing four positive impacts of extending the opening hours of visitor attractions. The most common answers were increased revenue, increased customer satisfaction, increased jobs for the locals working at the attraction and an increased opportunity to share the destination's culture. In a few cases candidates stated increased profit. Candidates are encouraged to ensure that they are using the terminology correctly.
- (c) Most candidates identified three ways visitor attractions can manage large crowds, however the explanation was often limited. Candidates gave generic explanations that were not applied to the context of large crowds at visitor attractions.
- (d) Candidates have a good knowledge and understanding of environmental impacts and many responses to this question gave three relevant environmental impacts. However, very few of these were developed into applied explanation. Candidates needed to be clear on how the impact could be caused by overcrowding.
- (e) Most candidates answered this question well and there was evidence of good analysis of social cultural impacts identified. Most candidates focused on how the impact they had identified would impact the host population. In a few cases candidates identified other impacts, for example various environmental impacts, which were not relevant to the question.

Question 3

- (a) There were many strong responses to this question. Many candidates evidenced good knowledge of personal presentation. However, a few candidates misinterpreted the term personal presentation and gave responses about skills and body language instead.
- (b) There were many strong responses to this question. Candidates gave creative and thoughtful descriptions of how this situation could be dealt with by a ticket agent. However, in a few cases candidates misinterpreted the context of the question and provided responses about being multilingual.
- (c) This question was well answered in respect of ICT skills and Numeracy skills, with many good descriptions that were well applied to the context of the question. However, literacy skills were often confused with spoken communication skills, and candidates did not always recognise the need for the reference to the written word in their response.
- (d) There were many acceptable responses to this question. However, a few responses were about issuing fines which was not compatible with the concept of diplomacy. There was also some evidence that the key term diplomacy was not understood well by all candidates.
- (e) This question was answered well. Generally, candidates showed good knowledge and understanding of technological applications and analysed and evaluated their importance. Many candidates structured their answers well by identifying a reason for their importance, following with analysis and a conclusion.

Question 4

- (a) This question was answered well with most candidates getting all three correct. A few candidates identified the wrong continent for the third part of this question.
- (b) There were many strong responses to this question. Candidates successfully identified four activities that can be found in mountain destinations. A few candidates expressed the same activity with different words which was repetition, for example hiking, walking and trekking.

- (c) There were many strong and well-applied answers to this question. However, some candidates misinterpreted the question and gave responses about economic factors, such as employment or creation of wealth, rather than sociocultural factors.
- (d) There were some good responses to this question. Candidates clearly understood the importance of the stated factors for destinations. Weaker responses included limited or no explanation of how they impact on the success of the destination.
- (e) Some candidates answered this question well. However, many candidates were not secure in their understanding of perishability or missed the context of 'destinations'.

TRAVEL & TOURISM

Paper 0471/13
Core Paper

Key messages

The source material (Insert) was well used by some candidates.

Candidates should try to use the Insert in situations when they are not confident answering a question. Often the Insert provides stimulus images or text to support the questions.

Candidates should carefully consider the context of the question to ensure that their responses are fully applied and to avoid misinterpretation or vague answers.

Some candidates might benefit from developing their analysis and evaluation skills.

General comments

Most candidates had good knowledge and understanding of the syllabus topics raised in this paper. Sustainability was a topic that many candidates were less confident in.

Candidates and centres are encouraged to spend time understanding the command words used in this exam, focusing on what each command word requires the candidates to do in their answers.

Comments on specific questions

Question 1

- (a) This question was answered well by most candidates. In some cases candidates gave an incomplete answer by leaving out the word 'nights' from their identification of the average length of stay for international tourists.
- (b) (i) There were many strong responses to this question. Most candidates were able to correctly define the term destination, evidencing good knowledge and understanding.
- (ii) This question was answered well, and most candidates stated two examples of a destination. In some cases candidates gave named examples rather than types, which were considered vague.
- (c) This question was answered well. Most candidates successfully described three requirements of family tourists when visiting a destination. There were many good responses that used the range of ages in many families within their explanation. Some candidates gave general requirements that could be applied to all/any tourists without a specific link to families, these responses were considered vague.
- (d) Many candidates used their understanding of cultural appraisal in this question and utilised the information in the Insert to describe the way tourism in Japan has changed. Other candidates were not secure in their understanding of cultural appraisal referencing sociocultural impacts or aspects of cultural tourism. Some candidates used their own personal knowledge to attempt an answer rather than using the information in the Insert.
- (e) Generally, candidates showed some understanding of how an increase in demand for rural tourism is good for the future of Japan as a destination. However, many candidates did not use the information in the Insert to complement or base their responses on, which resulted in their

responses being very limited. Some weaker responses were not developed into analysis or evaluation.

Question 2

- (a) This question was answered well. A few candidates missed the application of question (when at a destination) and therefore gave incorrect answers such as 'part of a package holiday'.
- (b) Some candidates answered this question successfully, others were not secure in their understanding of sustainability. Some candidates gave generic comments on sustainability rather than focusing the answer on sustainable tourism as stated in the question.
- (c) Most candidates explained three reasons for the appeal of boat trips in Turkey. Candidates used the information in the Insert well. However, some candidates only used the information in the Insert which resulted in their answers being undeveloped and lacking explanation.
- (d) Most candidates confidently answered this question on environmental impacts of boat trips. Candidates had a good understanding of the environmental impacts and applied these to the context of boat trips. In a few cases candidates gave environmental impacts that were not applied to boat trips and were therefore considered incorrect.
- (e) Some candidates suggested benefits of boat tour providers acting responsibly. However, many candidates were not secure in their knowledge of sustainability and so there were responses that were not developed and lacked analysis and evaluation.

Question 3

- (a) Candidates answered this question well evidencing good knowledge and understanding of public transport.
- (b) Some candidates used their knowledge of ancillary services at transport hubs and explained how tourists benefit from these services. Other candidates were not confident in this area. Candidates are encouraged to check the Insert, which often acts as a stimulus for questions. In this case the photograph showed ancillary services that could have been used.
- (c) This question was answered well. Most candidates have a good knowledge and understanding of the benefits of public transport to tourists. Responses were explained well, and most candidates scored well on this question.
- (d) Responses to this question varied. Most candidates evidenced some understanding of the terms employment and inflation. However, they were less confident in explaining how tourism contributes to these concepts. A few candidates linked balance of payments to GDP, but found it difficult to explain how tourism contributes to the balance of payments.
- (e) This question was answered well. Generally, candidates showed good knowledge and understanding of the role of catering outlets and evaluated their importance. Many candidates structured their answers well by identifying a reason for their importance, following with analysis and then a conclusion.

Question 4

- (a) Most candidates gave strong responses to this question and used the source material well.
- (b) Most candidates evidenced good knowledge and understanding of training for restaurant staff. In a few cases candidates repeated themselves, stating the same type of training in a slightly different manner.
- (c) There were many strong responses to this question. Candidates evidenced good knowledge and understanding of personal presentation and its importance for waiting staff. This most common answers were linked to hygiene and customer service.
- (d) There were some good responses to this question. Candidates described well the different ways that waiting staff can ensure they have interpreted the customer requirements correctly. A few

candidates did not interpret the context of the question correctly resulting in answers that were not applied and therefore incorrect.

- (e) This question had some strong responses and most candidates assessed the importance of customer care policies. Some candidates were able to analyse the impacts well, clearly analysing how the restaurant would benefit from the customer care policies.

TRAVEL & TOURISM

Paper 0471/21
Paper 21 Alternative to Coursework

Key messages

- The externally set examination has four subsets of questions, each based on 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 of 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.

Where a question asks for three examples, the weaker responses often used the same example slightly differently worded for all three, and credit can only be given for each example once.

Some candidates did not know the definitions of common terms which led to them being unable to answer the question.

Question 1 was based on an extract from a SWOT analysis for Mauritius.

Question 2 was based on a Tourism Marketing Plan for Dorset, UK.

Question 3 was based on an advertisement for Lone Travellers, a tour operator specialising in packages for single travellers.

Question 4 was based on an advertisement about Vardees Holiday Park. The holiday park is for camping, caravan and lodge holidays.

Comments on specific questions

Question 1

- (a) (ii) The general concept of SWOT analysis was understood by many candidates and most candidates achieved full marks. Those candidates that did not achieve full marks scored at least one mark. Candidates that did not gain two marks most often gave a strength rather than an opportunity.
- (ii) Almost all candidates correctly identified two threats from the SWOT analysis gaining full marks.
- (b) This question was not answered very well. Some candidates wrote about PEST in detail but not saying how it was used to determine market position. Most correct answers identified a way but not how it was used.
- (c) Many candidates did not name two methods of primary research. Answers that were considered incorrect included pricing policies, qualitative and quantitative methods. Candidates that were able to name two methods of primary research were also able to explain the benefits.

- (d) There were not many strong responses to this question. Many answers were general and explained SWOT analysis. A lot of candidates used SWOT to explain the importance, but they wrote about the strengths and threats rather than how it can help plan future campaigns, target opportunities and the positive and negative influences on its activities that were not within their control.

Question 2

- (a) (i) The answers to this question could all be found in the source material and so the majority of candidates achieved full marks. Responses that did not achieve full marks often implied that visitors were going to be attracted rather than the target market.
- (ii) This question was generally well answered. Candidates that did not achieve two marks tended to mix up this question with (a)(i) and gave a target market for this part of the question.
- (b) Many candidates were not familiar with the pricing policies given regardless of the stage of the product life cycle. The most common correct policy was special offers. However, there were also many candidates who did know the different pricing policies and achieved full marks.
- (c) Most candidates gained marks for identifying an advantage, but many missed the point of how big a group education tourists can be and the benefits that can be gained from this. Another fact that was often missed was that education tourists are not concerned with seasonality; they can visit at any time of the year. Most correct answers were about attracting more tourists from word of mouth, advertising and gaining sales and profit.
- (d) There weren't many strong responses to this question. Candidates that did well used typical answers from the results of different trade promotions, for example 'gaining more visitors', 'word of mouth' and 'gaining more profits'. Incorrect answers talked about having a good destination, learning about the destination they want to visit, or about trading with other countries instead of promotion. Some candidates wrote about the benefits of trade promotions but did not give a type of trade promotion.

Question 3

- (a) (i) This question was well answered by most candidates. The answers were to be found in the source material. Candidates that did not manage to gain two marks did not answer the question set, rather they took information from the source regardless of whether it answered the question.
- (ii) This question was generally well answered, using the source material with the majority of candidates gaining the full two marks. Candidates that did not achieve two marks in most cases gave one correct answer but for the second mark they took a statement from the source which did not answer the question.
- (b) This question was not very well answered by all candidates. Some candidates achieved three marks for this question with the most marks coming from slogans. Most common answers were that it was 'memorable' or 'enhanced the brand'. Incorrect answers just described what the slogan or logo could look like.
- (c) Some candidates did well on this question and correctly explained at least two ways that tour operators benefited. Incorrect answers often related the benefits to the customers or gave negative benefits to the tour operators.
- (d) This question was looking for answers relating to the four Ps of the marketing mix and there were many candidates who reached the top of L2. Weaker responses failed to mention any part of the marketing mix.

Question 4

- (a) (i) This question was very well answered with most candidates correctly identifying two activities from the source material.

- (ii)** This question received many strong responses. Weaker responses that did not achieve full marks used parts from the source material that had no relevance to market segments. This shows that the term was not fully understood by all candidates.
- (b)** This question was answered well by many candidates who identified the ways that related to families from the source material and then developed the way. Weaker responses gave activities but not ones that could be carried out as a whole family.
- (c)** This question did not receive many strong responses, particularly about customer satisfaction. Weaker responses talked about negative customer satisfaction and the reasons that caused it. For increased sales, weaker responses gave ways to spend the increased sales money which was not in the correct context. Stronger responses talked about recommendations and telling family and friends.
- (d)** Candidates generally answered this question well with many achieving top L2. Weaker responses gave different facilities such as 'accessibility', 'weather and climate' and 'natural beauty' but did not go on to develop them any further.

TRAVEL & TOURISM

Paper 0471/22
Paper 22 Alternative to Coursework

Key messages

- The externally set examination has four subsets of questions, each based on 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 of 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.

There was evidence of candidates providing answers that did not address the question asked or offering the same knowledge on multiple questions. Likewise, where a question asks for three examples, the weaker responses often used the same example three times with slightly different wording. Credit can only be given for each example once.

Question 1 was based on the results of a market survey on customer satisfaction carried out by a Ski resort. Customers were asked to rate the resort on a scale of 0 – 3. The results are shown on a graph.

Question 2 was based on information about tourist types who make up the tourist industry, the reasons why they visit destinations and the different categories they can be divided into.

Question 3 was based on an advertisement for a holiday website Stephinatos Holidays.com, offering beach plus holidays.

Question 4 was based on a SWOT analysis of Greek tourism.

Comments on specific questions

Question 1

- (a) Many candidates gained full marks by correctly identifying all four categories from Fig. 1.1. There were some incorrect answers where candidates mixed up product and promotion, and some gave ski resort for the product.
- (b) Market research is clearly well understood, however, many candidates only knew the features and methods of it rather than how it could be used. Many candidates referred to primary research, however some continued with secondary research. Candidates often described techniques such as surveys and questionnaires. Some repeated the question stem, for example the phrases about customer needs. A significant number of candidates missed the focus of the question and wrote about the process of identifying customer needs.
- (c) Most candidates knew the main features of market penetration and its purpose, such as lower prices against competitors; entry to the market; raised price once established. The strongest

answers applied this knowledge so that two different reasons were given in each paragraph. This enabled maximum marks to be awarded.

- (d) This question was misunderstood by some candidates who focused only on promotion and wrote about advertising or other promotional techniques. Some candidates did not name a sales promotion but wrote about different pricing strategies. If sales promotion was correctly answered, candidates typically wrote about discount pricing, coupons or offers such as BOGOF and vouchers. L2 was sometimes difficult to achieve because the development offered was not in context of a ski resort.

Question 2

- (a) (i) There was some evidence that candidates are not familiar with definitions. Many repeated what was in the question 'special interest tourism' or the words 'special' or 'interest' which did not usually lead to credit. The use of these words with an example was also not a definition as required by the question.
- (ii) Generally, responses to this question were strong and, in some case, very imaginative. Weaker responses opted for business/leisure/VFR.
- (b) Candidates were often successful in selecting hotel products for each of the three market segments, but to gain full marks there needed to be an explanation of why they met the need of each segment. Candidates typically wrote about reliable Wi-Fi and meeting rooms for business tourists and explained that this met their need for work. However, the products for families and the grey market were often listed rather than linked to a need for these segments. For the grey market, candidates had little understanding of what this market segment need. Many candidates confused the grey market with special needs, rather than a specialised and often wealthy segment in its own right.
- (c) There was evidence that the product portfolio is not well understood. There were a significant number of responses about a portfolio as a promotional folder containing details of products. The stronger answers noted that a developed product portfolio would lead to further sales because there are different products on offer and this brings profits and a stronger business. The competition can also be overtaken by having a broader portfolio as it gives the organisation a new USP and makes it stand out and be noticed. Some candidates wrote about the benefits to the customer which were not relevant.
- (d) This question was approached well by many candidates. The typical answers stated that the main benefit was to identify customer's needs which led to more appropriate products and customer satisfaction. Other typical benefits mentioned were about the marketing being easier/more efficient, and therefore saving money and time once the customer is known well enough to promote precisely to. This question led to good L3 conclusions.

Question 3

- (a) The responses for the identified activity were generally strong but for naming the correct target market they were weaker. The answer was often taken from the activity, for example 'people who like diving' and 'people who like water sports'. Only occasionally families was correctly given as a response for the target market.
- (b) The strongest answers considered the factors before the activity centre might be built. There was some confusion on the interpretation of adjacent facilities and some candidates wrote about transport or water/electricity. Stronger answers included facilities such as cafés or restaurants and hotels, and then a comment that future customers would find such amenities a draw to the area so it would be the right place to locate the centre. Similarly, stronger candidates wrote about the need for staff to be available in the area to work at the new centre, or offering a good service, saying that without this it is not the right place to locate. In some weaker responses candidates wrote about different activities rather than facilities or confused them with natural features.
- (c) The strongest answers considered the appeal of package holidays to each market segment. Some of the weaker answers concentrated on the content of a package holiday, and these responses tended to list the products. Stronger answers named a feature for families such as all the components, accommodation and transport included and then explained the appeal, for example

that it is convenient when everything is taken care of and the family does not need to worry about bookings. Other answers included cost and 'cheaper than buying separately' which was also repeated for education tourists. Education did not get many strong responses. Many candidates went for the standard, 'cheaper if purchased together' and 'cannot afford to pay much'.

- (d) Many candidates identified a number of factors which determine pricing policies. Typically these were seasonality, competition, customer expectation and costs. The development of seasonality, competition and customer expectation was often clear enough for a L2 but the explanation for costs and profit or economy was sometimes less clear. There were some answers that went for specific pricing policies for which they were not credited.

Question 4

- (a) The general concept of SWOT analysis was understood by many candidates and most candidates achieved full marks. Occasionally candidates confused strengths and opportunities.
- (b) Stronger answers considered three different uses of the cycle and a development point was given for each. Typically, candidates stated that the organisation could identify at which stage it is currently and can then make informed decisions about any changes. Weaker answers often contained descriptions of the three stages of the product life cycle which did not answer the requirements of the question.
- (c) A significant number of candidates did not score well on this question because they related their answers to PEST and so wrote about political, economic, social and technological impacts on the tourism market. Many explained the meanings in general, but only a few candidates identified economic factors. Stronger answers typically included factors such as foreign exchange rates, inflation and economic downturn. These factors were often developed well and gained further marks. Other factors such as seasonality, leakage and economic boom tended to be less well explained. Some candidates included factors such as fuel charges and unemployment, which were not relevant to the question.
- (d) Most candidates identified the concept and features of the SWOT analysis and recognised the point of internal and external influences. The explanation of the features was often very generic. The strongest answers explained how, for example, identification of strengths enabled an organisation to highlight them in promotions to attract more sales, and also to possibly add more of the popular products. There was a general issue of linking the importance of a SWOT analysis as a marketing tool.

TRAVEL & TOURISM

Paper 0471/23
Paper 23 Alternative to Coursework

Key messages

- The externally set examination has four subsets of questions, each based on 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 of 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 avoid rewording or repeating the same answers to more than one question. Likewise, where a question asked for three examples, the weaker responses often used the same example for all three slightly differently worded. Credit can only be given for each example once. Some candidates were not familiar with the definitions of common terms, which led to them being unable to answer the question.

Question 1 was based on an advertisement for an Eco-resort in Puerto Rico, The Seabreeze. It is announcing their re-opening under new ownership. The advertisement describes its location and activities they have to offer.

Question 2 was based on information about Tourism Information centres. It explains how their roles have changed over the last 10 years and what they have to offer now.

Question 3 was based on an advertisement for Rajas Travel India and the reasons why you should visit India.

Question 4 was based on an advertisement about the opening of a new theme park, the Dhabhi Theme Park in Abu Dhabi. It gives the opening date and opening offers as well as describing the different attractions in the park.

Comments on specific questions

Question 1

- (a) (i) Most candidates achieved full marks by using the source material. The most common error by candidates was giving two examples of the same type of product, such as yoga and massage.
- (ii) This question was well answered by many candidates, and most gained the full two marks. Weaker responses did not take into account the type of resort and named any market segment regardless of whether it would be suitable, for example families and groups.
- (b) This question was generally well answered. Candidates correctly identified 'competitive advantage', 'creates a brand image' and 'increasing sales'. Weaker responses gave a correct answer but then repeated it by writing it in different words, or gave reasons why people would want to visit.

- (c) Part of this question was well answered and most candidates identified different types of market research. However, only a small number explained how it could be used. Candidates that did not do so well often wrote about general market research without actually identifying the type.
- (d) This question was generally well answered. Candidates gave several different methods of promotion, which they then explained. Weaker responses talked about promoting the resort without any mention of a method of promotion.

Question 2

- (a) (i) For this question, many candidates correctly defined the term.
 - (ii) Most candidates gave at least one correct example of a leisure tourist. However, there were some candidates who gave a correct definition of leisure tourist but did not give any examples. Some answers did not relate to types of tourists at all.
- (b) This question did not receive many strong responses. Many of the incorrect answers talked about giving discounts and vouchers or about promoting transportation, places to visit and accommodation, rather than what the question was asking which was ways local tourism could be promoted. Other candidates listed three different ways of promotion, often continuing with explanations of the ways.
- (c) There was a variety of responses for this question with many candidates achieving at least four marks. Some candidates gave the same or similar type of answer for both services.
- (d) This question did not receive many strong responses. Many candidates reached only L1, between 1 and 3 marks. There were some candidates who developed their answers, managing to reach the top of L2.

Question 3

- (a) (i) This question was generally well answered with many candidates gaining the full two marks. There was however a number of candidates whose responses were considered too vague to warrant a mark.
 - (ii) This question was fairly well answered with most candidates gaining at least one mark and a large number gaining the full two marks. For those candidates who scored only one or no marks, the main problem was that they were choosing any pricing policy they knew, regardless of whether it would suit Rajas Travel and what they had to offer. Candidates must make sure they read the question carefully so that they are answering the question set.
- (b) There was some evidence that candidates had difficulties with this question about factors which determine use of different pricing policies, and there were not many candidates achieving full marks. Those candidates that gave correct answers used factors such as seasonality, tax and costs. Incorrect answers were usually different pricing policies.
- (c) Most candidates did reasonably well on this question with many achieving four and above marks. The most common correct answers were that education tourists can generate revenue all year round, expand their target market, create awareness and increased income. Weaker responses tended to talk about the benefits to the tourists rather than the benefits to India.
- (d) There was a variety of responses to this question with many candidates correctly giving the benefits of having online virtual tours. They wrote about being able to see what the country has to offer before you visit, and watching the online tour may give people the incentive to visit. There were also answers that talked about using the internet which is available to a lot of people 24/7 worldwide. Other candidates wrote about fears over Covid-19 and that being a reason why people would not want to visit India and so they would go on a virtual tour as a sort of holiday, which is not the point of virtual tours.

Question 4

- (a) (i) Although the answers to this question could be found in the source material, many candidates did not gain full marks. The most common correct answers were childcare services and then childcare worker. There were very few responses that included the creche. The most common incorrect answers were regarding the theme park with candidates giving answers such as themed attractions and carousels which is evidence that candidates do not fully know what services are.
- (ii) There were quite a few candidates who correctly gave two characteristics of services, most common being intangible and inseparable. Incorrect answers explained what the actual service might be such as providing for their wants and needs or providing help.
- (b) Candidates generally did well on the direct selling and internet distribution channels, with many candidates getting the full four marks for these. However, candidates did not do so well with retailers as a distribution channel. Candidates either did not answer this part of the question at all or they wrote about competitors or repeated what they had written for one of the other distribution channels.
- (c) This question was generally well answered with many candidates achieving four marks and above. A lot of answers showed a clear understanding of the introductory stage of the Product Life cycle.
- (d) Candidates generally did well on this question with many candidates reaching top of L2. The most common correct factors given were target market and seasonality, and these were almost always developed. Weaker responses often related to the marketing mix or gave general comments about promotion.

TRAVEL & TOURISM

Paper 0471/03
Coursework

Key messages

The coursework unit for this qualification requires candidates to carry out an individual investigation into the visitor services provision of a travel and tourism organisation in one destination. Centres may choose a local visitor attraction or a hotel and set the coursework assignment brief around the marketing and promotion of the products and services offered by the chosen provider. Candidates from the centre may work collaboratively to collect primary research data relevant to the investigation, but secondary sources of information should be gathered individually. The write up of the investigation must also be completed independently.

Given the global coronavirus pandemic and its significant restrictions on both the travel and tourism industry, and on education during recent times, it is recognised that centres and their cohorts of candidates might have experienced unavoidable problems in carrying out coursework investigations under normal conditions.

Moderation, as a result, has taken a more relaxed view of the requirements to use both primary and secondary research methods to collect evidence in support of the investigation. Candidate or assessor references to the limitations of research methods have been accepted as a valid reason for the subsequent lack of primary data. Many centres have found excellent solutions to this issue using conferencing technologies to conduct interviews with key personnel from the travel and tourism industry in order to meet the requirements in obtaining primary data.

Annotation by assessors within centres 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.

General comments

Candidates from this cohort chose good examples of focus organisations for their investigations. It varied from centre to centre whether the focus was the same for all candidates or differed – often depending on the cohort size or the availability of local visitor services. More ambitious investigations studied the impact of tourism marketing and promotion within a specific destination, or a comparative study between the visitor service provision of two local attractions. These investigations worked well, although the scope of the data collected was overwhelming for some. The best examples of coursework this session focused on one organisation, often a tourist attraction, and how this organisation used effective marketing and promotion to attract visitors.

Evidence sampled at moderation showed a broad range of abilities across the candidates from the cohort. At the top end of performance, evidence was detailed and professionally presented. Candidates provided a succinct overview of the organisation and set a clear and relevant hypothesis for their investigation. The resulting evidence was carefully collated and presented to prove or disprove the hypothesis, with clear and concise analysis of the data. At the lower end of performance, candidates often submitted incomplete evidence, lacking depth or understanding of the key marketing concepts and relied on secondary sources of information, often from the internet. There was some evidence of data presentation, through pie charts and bar graphs. The evidence was largely descriptive and did not focus on how the organisation met its objectives of using marketing and promotion to gain customers.