

# TRAVEL AND TOURISM

---

**Paper 9395/02**

**Planning and managing a Tourism  
Event**

Thank you to the centres who submitted portfolios for this June session on time, this very much helped with the smooth running of the moderation process.

This was the first session for the revised syllabus and centres appeared to have adapted well to the minor changes. The content for the module now covers **2.1** Working in a team, **2.2** Choosing the event; **2.3** Production of a business plan; **2.4** Preparing for the event, **2.5** Running the event and finally **2.6** Evaluation and recommendations. The coursework remains marked from a total of 50 and where a small number of centres were scaled downwards this was generally applied because a centre had marked too leniently across the bands and occasionally key evidence was missing.

It was pleasing to see many successful events planned and executed. On the whole, candidate work submitted by centres clearly followed the syllabus guidance. These portfolios were generally well structured and presented in a clear and logical format. Centres should ensure that events are clearly embedded within a travel and tourism context. A coursework proposal form can be submitted to Cambridge in order to check the suitability of planned events.

Some centres omitted the clear documentation from their packs – the MS1s should be completed both by the underlining of the correct marks and writing the corresponding number. Centres must also ensure that they submit the correct number of portfolios.

Centres with:

- 1 – 10 entries – all portfolios to be forwarded
- 11 – 50 entries – 10 portfolios to be forwarded
- 51 – 100 entries – 15 portfolios to be forwarded
- 101 – 200 entries – 20 portfolios to be forwarded
- Over 200 entries – 10% of candidates.

Some assessors fail to annotate candidate work. Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands, this will aid with both marking and moderating. Thank you.

**2.1 Working in a team**

Candidates made a good attempt to use Belbin and Tuckman to show team roles and responsibilities. Minutes and agendas were clearly recorded. However, some candidates did not include personal logs to show individual actions taken. These should be included in order that a candidate may pass through to mark band 3.

**2.2 Choosing the event**

It was very pleasing to see thoughtful and detailed feasibility studies conducted by candidates. The most successful included SWOTs as well as details of customers, costings, risks and a simple concept plan. Weaker candidates did not analyse the results of their feasibility studies showing good reasons for their final choice. This was a pity as much research was in evidence. Candidates must also include either a Bibliography or a Sources Sheet to show where research had been conducted.

**2.3 Production of business plan**

Business plans were generally the weakest aspects of coursework submitted. Many gave brief mention of the required elements. It should be noted that candidates must cover all aspects of **2.3** in order to achieve mark band 3. Please note that the business plan should be completed before the event and therefore should be written in the future tense.

**2.4 Preparing for the event**

It was pleasing to see good evidence of materials and resources used by candidates. These included letters, emails, permission requests and financial documentation.

**2.5 Running the event**

Many events appeared to have been very successful. Photographic evidence was clear and detailed witness statements assisted with both the marking and moderation process.

**2.6 Evaluation and recommendations**

Many candidates gave interesting and informed evaluations of their events. Many detailed personal perception, team reflection and witness statements. Some included questionnaires to garner customer feedback. Weak or poor recommendations for the future prevented candidates gaining the higher mark bands.

# TRAVEL AND TOURISM

---

Paper 9395/11  
The Industry

## Key Messages

In order to achieve good results in this examination candidates need to be familiar with the requirements and contents of the syllabus. The questions on this exam paper covered a wide variety of topics from all parts of the syllabus in a variety of ways. Candidates should be familiar with the key words used in the questions and should have been prepared for answering a variety of types of questions on topics contained within the syllabus. The questions could be short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of some topic.

## General Comments

Good answers to the questions on the paper showed that candidates had a very good range of knowledge of the travel and tourism industry and of the syllabus topics. This enabled them to attempt the questions in a satisfactory manner and there were few 'no response' answers showing that candidates felt confident in attempting all the questions on the paper. Candidates producing the best answers tended to supplement their answers with comments and examples from the industry, evidencing a thorough understanding of the subject. Answers providing judgements and conclusions usually reached level 3 attaining the highest marks. Better answers also used the context of the question instead of providing something generic – for example in **Question 1(d)** answers which actually identified and referred to the ways in which a cruise ship provides a safe working environment for its internal customers rather than general comments about safe working environments scored higher marks. There were many answers that showed a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and mostly well interpreted. Candidates should draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

### Comments on Specific Questions

#### Question 1

This question referred to cruise ships and the customers; both external and internal.

- (a) This question asked for the ways staff can meet customer's needs during a cruise. The key word is 'cruise' and answers should have reflected this point. The better answers were in the context of a cruise.
- Giving directions around the ships
  - Giving information about ports of call
  - Providing medical assistance
  - Keeping pool areas stocked up with towels
- (b) Within this question candidates were asked to identify how a particular issue could be rectified. Any reasonable comments were credited. Answers were generally good and scored highly. There was some misinterpretation about the third scenario: 'main dishes' refers to the meals prepared – some candidates interpreted it as the actual dishes or plates.
- (c) This question focussed on methods of customer feedback. The responses given demonstrated a good understanding of the topic. The majority of responses were able to correctly identify appropriate methods of customer feedback. Many responses fully explained the merits of the various feedback methods identified.
- (d) This was a 9 mark question and required discussion to achieve maximum marks. Many answers reached level 2 and included very good suggestions about how a cruise ship could maintain a safe environment for their staff. Weaker answers referred to customers rather than staff.

#### Question 2

This question was based around Figure 1 on the insert, data about visitors to Cambodia.

- (a) The smallest source market was Africa and this was the only answer accepted. The best answers correctly identified Africa as a distant country and an LEDC, some answers included the idea that people are poor or that the infrastructure in the country may not support a lot of international travel.
- (b) The best answers identified three online sources, such as TripAdvisor, Booking.com, Tourism Cambodia etc. and described how these websites meet the needs of visitors to Cambodia. Weaker answers were generic, stating that 'a website could help by...' instead of specifying which website (such as those above), or what type (a visitor review site; the official site of the NTO).
- (c) This was answered extremely well and many responses were awarded level 3 – candidates were obviously very familiar with why travel agents would be used and what their advantages would be over the idea of booking yourself. The most common points were:
- people feel safer dealing with a person
  - information and advice is available
  - travel agents know destinations
  - travel agents could get better deals.
- (d) This required knowledge of political impacts – many responses identified and explained the impacts that political factors have upon the travel and tourism industry. The best answers included topics such as visas, health issues, tourism strategies, employment strategies, foreign exchange in addition to foreign policies. Better answers contained a greater range of impacts and suggested which could be most significant.

### Question 3

This question was about purpose built resorts and required candidates to use Fig. 2 which was about a purpose built resort in Singapore.

- (a) (i) The definition of a purpose built resort is really split into two parts – an attraction which has been built for a specific purpose (1) – to attract tourists (1). The vast majority of answers were awarded 1 mark but did not then state that purpose built resorts were specifically for tourists. There was confusion about the term resort, with some answers stating that they are hotels.
- (ii) This question proved was not answered well. Correct answers could include Universal Studios or Disneyland. There were a lot of answers that named hotels or spa venues, these were not correct as they are not purpose built resorts.
- (b) Better answers to this question used the insert and correctly identified what was there for children in each of the age groups as well as for the parents – this allowed higher marks to be achieved. Some exceptional answers were seen when candidates had obviously considered the exemplar material. Weaker responses gave a basic description without referencing the different aged children.
- (c) Answers did vary in this question – disadvantages could include:
- Expense of entry
  - Too large to see in one day
  - Queues for rides
  - Impacts upon the host community
  - Not necessarily an authentic experience

Some very good answers were seen which detailed the poor experience, the effect upon the locals and these were very well explained and scored higher marks. Weaker responses tended to focus on just one or two disadvantages.

- (d) Seasonality was misinterpreted often in this question: within the travel and tourism it refers to the busy times (high season) and the least busy times (low season). It was common for responses to refer to the seasons of the year and the weather. The better responses suggested strategies for improving trade in the low season – through advertisements, discounts, memberships, etc.

### Question 4

This question was based around Fig.3 information about a tour operator.

- (a) (i) The majority of answers provided were correct. Fig. 3 included the following ancillary services: insurance, foreign exchange, excursions and car hire. The only correct responses were those listed in Fig. 3.
- (ii) The only correct responses were those listed in Fig. 3: cruises, ski programmes and fly drive.
- (b) The focus of this question was why tour operators would offer ancillary services – what is the benefit to them? The better responses made several suggestions such as: to make money, to become well known, to encourage repeat visitors, etc.
- (c) The better responses to this question successfully explained what specialised and mass tourism are and gave some ways in which the two differ. There were many level 1 answers, which only gave brief definitions of specialised and mass tourism.
- (d) There were some very good responses to this question, with many demonstrating an excellent understanding of technological change and its impacts upon tour operators. Most responses tended to focus on the changes associated with IT and smart phones. Few responses mentioned the impact of transport developments which are also an important technological change.

# TRAVEL AND TOURISM

---

Paper 9395/12  
The Industry

## **Key messages**

In order to achieve good results in this examination candidates need to be familiar with the requirements and content of the syllabus. The questions on this exam paper covered a wide variety of topics from all parts of the syllabus in a variety of ways. The questions could be short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of some topic.

## **General comments**

Good answers to the questions on the paper showed that candidates had a very good range of knowledge into the travel and tourism industry and into the syllabus topics. This enabled them to attempt the questions in a satisfactory manner and there were few 'no response' answers showing that candidates felt confident in attempting all the questions on the paper. Candidates producing the best answers tended to supplement their answers with comments and examples from the industry, evidencing a thorough understanding of the subject. Answers providing judgements and conclusions usually reached level 3 and attained the higher marks. Better answers also used the context of the question within their answers instead of providing something generic. There were many answers that showed a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and mostly well interpreted. Candidates should draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

### Comments on specific questions

#### Question 1

The question is based on the airline industry and is focussed upon customer service.

- (a) There were some excellent answers to this question, including providing seats with additional leg room, providing aisle seating, use of a list to get into the plane and assisting with wheelchairs. Some answers focussed on what could be done for the passenger whilst at the airport which often did not involve the airline staff.
- (b) This question was generally answered well. The better answers described three techniques to assess the delivery of customer service in the context of an airline. Some answers were given in generic terms rather than the context of an airline and these could not achieve full marks.
- (c) The better answers included a description of the processes which should be followed, with an explanation of why the procedure is suitable for dealing with complaints.
- (d) This question focussed on the ways an airline can meet the needs of its employees for job satisfaction. The better answers identified the methods that could be used to make employees satisfied with their job in the context of an airline. Weaker answers tended to be generic giving an outline of methods to meet job satisfaction in any company and not methods that were necessarily relevant to an airline.

#### Question 2

This question is based on Fig. 1 which gave data about tourist arrivals in India.

- (a) This question required use of the source material and the identification of four changes in the source markets – that could have been any four changes. In order to achieve the marks the information must be about source markets, e.g.:
  - USA figures declined
  - Bangladesh figures increased
  - Australia enters the top tenFigures/information about expenditure were not answering the question.
- (b) This question was answered very well. The better answers included reasons which may account for people being tourists within their own country, e.g.
  - Easier to travel around as visa are not required
  - Plenty of interest
  - Possibly visiting friends and relatives
  - Increasing incomes and holidays
- (c) This question was usually answered well. The better answers referred to:
  - Advertising
  - Producing websites
  - Billboards at point of entry/exit
  - Offices established in other countries.Some answers included producing holidays/tours or developing attractions neither of which are provided by an NTO so were not awarded marks.
- (d) The best answers to this question included both benefits to tourism and tourism providers of medical tourism packages. The better answers included comments on the development of infrastructure and ancillary services. Some mentioned the multiplier effect and creation of more jobs. Some answers dealt with just benefits to tourism and did not mention tourism providers, which limited marks.

### Question 3

This question focussed on Fig. 2 information about Safari Tours, an ecotourism resort in Kenya.

- (a) This question was answered well. Any four characteristics taken from the information given in the insert were awarded a mark. Correct answers included:
- Ecocottages
  - Real Africa cuisine
  - Off the normal tourist track
  - Direct access to local people/culture
- (b) There were mixed responses to this question. The context of the question was why Safari Tours would protect the environment. The best answers included ideas such as maintaining the tourism market and to attract new visitors and to encourage the local people to look after the land so that they can continue to make money from it. Some answers were not given in the context of why Safari Tours would want to protect the environment, but more generally about environmental protection which limited marks.
- (c) Better answers provided examples of each type and included a description about how each type of organisation operates. Most answers included comments on how each organisation was funded, some only described funding and therefore limited marks.
- (d) On the topic of cost/quality ratios, there were many very good explanations about how this could be used by tour operators. Good answers also explained why tour operators would change the cost/quality ratio. The best answers then gave a justification for why tour operators might change the ratio and how was best to do this.

### Question 4

This question focussed on Fig.3 information about budget airlines.

- (a) (i) To achieve full marks on this question, the definition had to include that budget airlines are low cost and 'no frills'.
- (a) (ii) Generally answered very well – the better answers included cheap flights, being able to add on extras, can be booked easily via the internet.
- (b) Good answers included the benefits to the budget airline including making money, becoming well known, meeting passenger needs and encouraging return passengers.
- (c) This was exceptionally well answered. The better answers used the insert, which contained plenty of information, and went on to explain the advantages of using regional airports.
- (d) There were many very good answers giving lots of information about transport options available in different destinations. Good answers included examples of transport options in different destinations, rather than stating options generically. The very best answers included some conclusion or summary about the availability of transport options.



# TRAVEL AND TOURISM

---

**Paper 9395/13**  
**The Industry**

## **Key messages**

In order to achieve good results in this examination candidates need to be familiar with the requirements and contents of the syllabus. The questions on this exam paper covered a wide variety of topics from all parts of the syllabus in a variety of ways. The questions could be short answers, applying and interpreting source material or producing an analysis or evaluation or discussion of some topic.

## **General comments**

Good answers to the questions on the paper showed that candidates had a very good range of knowledge into the travel and tourism industry and into the syllabus topics. This enabled them to attempt the questions in a satisfactory manner and there were few 'no response' answers showing that candidates felt confident in attempting all the questions on the paper. Candidates producing the best answers tended to supplement their answers with comments and examples from the industry, evidencing a thorough understanding of the subject. Answers providing judgements and conclusions usually reached level 3 and attained the higher marks. Better answers also used the context of the question within their answers instead of providing something generic.

### **Comments on specific questions**

#### **Question 1**

- (a) This was answered exceptionally well. Responses showed good understanding of the strategies for staff motivation.
- (b) This questions received mixed responses. The best answers gave three problems that were relevant to a hotel receptionist and then went on to explain how the problem could be resolved by the receptionist. Answers that were not relevant to a hotel receptionist were limited.
- (c) The better answers to this question identified suitable customer feedback techniques giving a conclusion or judgement about which method might provide the most useful information. Weaker answers tended to list the customer feedback techniques, but not give any assessment about which would provide the most useful information.
- (d) This question was answered well. The best answers evaluated how a hotel group could meet the needs of its customers. Answers that were not in the context of a hotel group were limited as these were not fully answering the question.

#### **Question 2**

This question focussed around Fig. 1, information about visitor numbers to Vietnam.

- (a) Answers to this question were generally good. There were many suggestions why China is Vietnam's largest source market. The best answers used the source material and applied this to the context of the question.
- (b) Answers to this question were good. The best answers showed a familiarity and good understanding of cultural tourism.
- (c) The majority of answers to this question focussed on wars and terrorism. The best answers included a wider variety of political factors including comments about visas and ease of travel as well as wars and terrorism.
- (d) Answers to this question were mixed. The better answers included reference to a move away from mass tourism; the development of sustainable or responsible tourism and also the possible impact of global warming and the fact that today's tourists are more active than passive. The very best answers also included comments on what may be the most significant in addition to talking about possible future trends.

#### **Question 3**

This question focussed on Fig. 2, information about a travel agency.

- (a) This was answered very well.
- (b) Answers demonstrated a familiarity with new technology, including use of the internet and making use of apps/smart phones/being able to put together their own holiday and book for themselves.
- (c) Answers here were generally limited as there was very little assessment shown. Many responses included reference to review sites such as Tripadvisor. The best answers weighed up the benefits and of such sites and gave some concluding statement. Weaker responses explained the role of review sites rather than assessing their value to tourists.
- (d) This question dealt with the issue of 'intangibility'. The majority of responses demonstrated an understanding of the concept. Many answers included valid suggestions of how intangibility can be overcome. The very best answers included statements about the extent to which the issue can be overcome.

#### Question 4

This question focussed on Fig. 3, information about the Valley of the Kings.

- (a) (i) This was answered very well with the majority of answers given accurately defining the term cultural tourist.
- (a) (ii) The insert information was used to good effect in many answers. Correct ideas taken from the insert included:
- tourist bazaar selling drinks
  - souvenirs
  - air conditioning
  - tuf-tuf for transport
- (b) The majority of responses included information from the source material. The better answers included some of the following methods:
- Dehumidifiers
  - Glass screens
  - A rotation system for visitors
  - A ticketing system
- The best answers then went on to explain how these methods were helping to protect the Valley of the Kings.
- (c) Good answers were able to explain what the role of a consular service provider is. Better answers would focus upon the services they can offer such as providing help with repatriation or to obtain a replacement passport. Some weaker answers stated that consular service providers were there to protect citizens and to insure them against problems that may occur which is not the case.
- (d) The better answers identified different types of tourists, e.g. business, adventure, religious, etc. and then suggested what aspects of a cultural destination would appeal to them – such as architecture, food, religion, sport. The very best answers then went on to conclude the most likely characteristics that would appeal. Some responses tended to focus on just one tourist type or one characteristic of a cultural destination, which limited marks.

# TRAVEL AND TOURISM

---

<p><b>Paper 9395/31</b> <b>Destination Marketing</b></p>
--

## Key messages

This was the first examination of the new syllabus content for Paper 3 – Destination Marketing. Candidates should be familiar with all of the learning content for Unit 3, which is organised under the following headings:

- Market research and analysis
- Destination identity
- Communicating the destination brand
- Monitoring the effectiveness of the destination brand

Candidates must be familiar with using a case study approach, and with using vocationally specific news articles to discuss key aspects of the destination branding process.

Question papers should provide sufficient space for candidates to write their answers. Answers should be concise and relevant as this is an important aspect of examination technique. However, on the rare occasion that candidates require additional space to complete their responses, these must be clearly referenced, both by writing 'continued' at the end of the answer space and by indicating which question is being answered on the additional material. This is to ensure that all parts of a candidate's response are seen by Examiners.

## General comments

Candidates must answer both questions, each based on a vocationally relevant piece of source material. There are three parts to each question, each worth 25 marks. Candidates are allocated 1 hour and 30 minutes to answer these questions. The omission rate suggests that candidates had sufficient time in which to develop their responses.

Most candidates appeared to be well prepared for the demands of the paper and were familiar with the learning content from Unit 3. Some candidates were unsure which part of the syllabus was being targeted by the questions and answered inappropriately, writing generically about the branding process in each answer. It is therefore important that candidates are aware of key terminology from the syllabus and can easily recognise the focus of each of the questions.

Questions are intended to become more challenging within each part, with the mark tariff increasing accordingly. Candidates should ensure that they respond to each question appropriately, using higher order learning skills in answering parts **(b)** and **(c)**, which are intended to generate extended, essay-style answers.

Handwriting was sometimes extremely large and untidy which made it very difficult for Examiners to decipher. Please encourage candidates to ensure that their handwriting is legible throughout their responses.

## Comments on specific questions

### **Question 1**

The case study material in Fig. 1 focused on the destination branding carried out by the Punjab Heritage and Tourism Promotion Board (PHTPB), under the Incredible India brand image. Most candidates seemed to find the source materials accessible.

- (a) Candidates were asked to describe two forms of market segmentation that could be used by PHTPB to target customers. Whilst many candidates clearly understand the concept of market segmentation and target markets, only the better performing candidates could reflect the syllabus content here to describe the forms using the specific terminology used in the learning content from 3.1.1 (d) which segments by travel motivation, by demographic segmentation, by psychographic segmentation or by geographic segmentation. Some candidates gave two aspects of demographic segmentation e.g. age and gender, which limited marks.
- (b) This question required candidates to discuss how PHTPB might create its destination brand identity. Many good answers combined theoretical knowledge of the ways a destination might create an identity, with information from Fig. 1 to use the skills of application effectively. Many responses also recognised that the Punjab brand image would sit under the umbrella of the highly successful Incredible India brand. It is important in a 9-mark answer to discuss at least **three different** ways of creating a brand identity, in order to access the full mark range in each level. Candidates often restricted their answer to only one way, e.g. by using a tagline, which limited marks to the lower levels.
- (c) The final part of this question asked candidates to evaluate the importance for PHTPB of using Key Performance Indicators (KPIs) to monitor brand effectiveness. The best answers were those which identified two or three specific KPIs, referenced within the learning content for 3.4 (b) of the syllabus and then used evaluative comments to judge the importance of each KPI in assessing the destination's brand effectiveness. At the midpoint of performance, candidates wrote evaluative responses about the importance of KPIs generically, without any application to the syllabus or the case study materials. At the bottom end of performance candidates identified some basic indicators which could be used, although these did not always have any bearing on the range of KPIs indicated in the syllabus.

## Question 2

The case study materials in Fig. 2 focused on the 'Adventure on Tenerife' brand campaign. Candidates were able to access this source at a variety of different levels.

- (a) The first part of this question asked for an explanation of two ways 'Adventure on Tenerife' uses product positioning. Many candidates seemed unfamiliar with the term product positioning, resulting in this being the poorest answered question on the paper. It is important that candidates understand the learning content from 3.1.1 (f) so that they can answer this type of question. The better answers made reference to concepts such as visitor perceptions of destination through image/reputation, the relationship of a destination to competitors through differentiation strategies, the importance of a Unique Selling Point (USP) and communication and presentation of clear and attractive image/position.
- (b) Candidates were asked to assess the likely benefits of communications used to raised awareness of the 'Adventure on Tenerife' marketing campaign. The best answers were those which used the case study materials to identify specific communication methods used as part of this campaign and assessed the benefits of these communication methods within the context of this particular campaign. Weaker responses tended to be a descriptions of a range of communication methods, identified from the source document, whilst mid-range answers assessed the benefits of various communication methods generically without any application to the case study context.
- (c) The final part of this question required candidates to evaluate the success of the characteristics of the 'Adventure on Tenerife' brand. Section 3.2.1 (b) of the syllabus clearly identifies the characteristics used to create a successful destination brand. However, few candidates used these within their answers. Instead a large number of responses focused on the features of the destination itself, rather than the characteristics of the brand. This limited to access to marks. The best answers were those which carried out an evaluation of the 'Adventure on Tenerife' brand based on a significant number of the characteristics listed in the syllabus, thus judging whether they found the brand memorable, attractive and easy to understand, for example.

# TRAVEL AND TOURISM

---

<p><b>Paper 9395/32</b> <b>Destination Marketing</b></p>
--

## Key Messages

This was the first examination of the new syllabus content for Paper 3 – Destination Marketing. Candidates should be familiar with all of the learning content for Unit 3, which is organised under the following headings:

- Market research and analysis
- Destination identity
- Communicating the destination brand
- Monitoring the effectiveness of the destination brand

Candidates must be familiar with using a case study approach, and with using vocationally specific news articles to discuss key aspects of the destination branding process.

Question papers should provide sufficient space for candidates to write their answers. Answers should be concise and relevant as this is an important aspect of examination technique. However, on the rare occasion that candidates require additional space to complete their responses, these must be clearly referenced, both by writing 'continued' at the end of the answer space and by indicating which question is being answered on the additional material. This is to ensure that all parts of a candidate's response are seen by Examiners.

## General Comments

Candidates must answer both questions, each based on a vocationally relevant piece of source material. There are three parts to each question, each worth 25 marks. Candidates are allocated 1 hour and 30 minutes to answer these questions. The omission rate suggests that candidates had sufficient time in which to develop their responses.

Most candidates appeared to be well prepared for the demands of the paper and were familiar with the learning content from Unit 3. Some candidates were unsure which part of the syllabus was being targeted by the questions and answered inappropriately, writing generically about the branding process in each answer. It is therefore important that candidates are aware of key terminology from the syllabus and can easily recognise the focus of each of the questions.

Questions are intended to become more challenging within each part, with the mark tariff increasing accordingly. Candidates should ensure that they respond to each question appropriately, using higher order learning skills in answering **(b)** and **(c)** questions, which are intended to generate extended, essay-style answers.

Handwriting was sometimes extremely large and untidy which made it very difficult for Examiners to decipher. Please encourage candidates to ensure that their handwriting is legible throughout their responses.

## Comments on Specific Questions

### **Question 1**

The case study material in Fig. 1 focused on the destination brand process being carried out by the City of Cork in Ireland. The majority of candidates seemed to find this source document accessible, although weaker candidates tended to copy from the extract rather than use the source within an applied context.

- (a) The first part of this question required candidates to describe two market analysis tools or techniques that could be used in defining the tourism market for Cork City. This was answered well with the majority of candidates making appropriate reference to SWOT and PEST. It is important that candidates consider the broader range of tools and techniques listed in 3.1.1 (c) to provide breadth of understanding to this important aspect of market research.
- (b) Candidates were asked to discuss the likely role played by each of the key stakeholder groups mentioned in Fig. 1. The best responses were those which were able to discuss the roles of each of the organisations listed in the case study within the applied context of Cork City and with specific reference to whether these were likely to operate as commercial or non-commercial organisations. Mid-range responses recognised the differences between commercial and non-commercial stakeholder groups and the roles they play but were not applied to the context of the case study. At the lower end of performance, candidates relied heavily on the information from the source document and answers tended to be descriptive.
- (c) The final part of this question required candidates to consider how reviewing the marketing mix as part of brand refinement would benefit tourism providers in Cork. All candidates were able to identify the marketing mix with the majority also able to explain the concept of the 4 Ps. At the top end of performance, candidates were able to clearly evaluate ways in which changing the focus of some of the marketing mix might benefit tourism providers within Cork. It is important that responses to these 12-mark questions demonstrate the skill of application to the context of the case study, and that the evaluation includes a judgement, i.e. coming to a conclusion which P might be most beneficial for tourism providers in Cork.

## Question 2

The case study materials in Fig. 2 focused on the It's a pleasure brand for Mauritius. The majority of candidates found the source materials accessible.

- (a) The first question asked candidates to explain two ways that Mauritius might use visitor profiling, which features in section 3.1.1 (e) of the syllabus. Weaker answers confused this concept with the general process of market segmentation, and therefore limited marks available. This emphasises the need for candidates to recognise key 'trigger' words from the syllabus, in this case visitor profiling, to ensure questions are answered appropriately. There were some good answers from more able candidates.
- (b) Candidates were asked to assess the importance of Mauritius providing a consistent representation of itself as a destination. Answers here were variable. There were many excellent responses, with a good number of candidates scoring maximum marks for the applied context used within their answers. This means candidates were able to consider the specific implications of consistent representation for island destinations within a highly competitive market. At the lower end of performance, candidates tended to agree with the implied hypothesis of the question, that it is important for destinations to represent themselves consistently, with little understanding of what this means actually being demonstrated.
- (c) This question required candidates to discuss the view that the destination brand of Mauritius is likely to be reflective of customers' actual experiences of the destination. This allowed candidates to consider how the characteristics of the Mauritius brand match the attributes of the destination and are consistent with what a visitor will experience in the destination. Many candidates provided good responses to this question, understanding that the representation of the brand logo and tagline for Mauritius as a luxury destination is likely to be the same as the experience of those visiting it. The best responses gave judgements to agree with the viewpoint expressed in the question wording.

# TRAVEL AND TOURISM

---

<p><b>Paper 9395/33</b> <b>Destination Marketing</b></p>
--

## Key messages

This was the first examination of the new syllabus content for Paper 3 – Destination Marketing. Candidates should be familiar with all of the learning content for Unit 3, which is organised under the following headings:

- Market research and analysis
- Destination identity
- Communicating the destination brand
- Monitoring the effectiveness of the destination brand

Candidates must be familiar with using a case study approach, and with using vocationally specific news articles to discuss key aspects of the destination branding process.

Question papers should provide sufficient space for candidates to write their answers. Answers should be concise and relevant as this is an important aspect of examination technique. However, on the rare occasion that candidates require additional space to complete their responses, these must be clearly referenced, both by writing 'continued' at the end of the answer space and by indicating which question is being answered on the additional material. This is to ensure that all parts of a candidate's response are seen by Examiners.

## General comments

Candidates must answer both questions, each based on a vocationally relevant piece of source material. There are three parts to each question, each worth 25 marks. Candidates are allocated 1 hour and 30 minutes to answer these questions. The omission rate suggests that candidates had sufficient time in which to develop their responses.

Most candidates appeared to be well prepared for the demands of the paper and were familiar with the learning content from Unit 3. Some candidates were unsure which part of the syllabus was being targeted by the questions and answered inappropriately, writing generically about the branding process in each answer. It is therefore important that candidates are aware of key terminology from the syllabus and can easily recognise the focus of each of the questions.

Questions are intended to become more challenging within each part, with the mark tariff increasing accordingly. Candidates should ensure that they respond to each question appropriately, using higher order learning skills in answering parts **(b)** and **(c)**, which are intended to generate extended, essay-style answers.

Handwriting was sometimes extremely large and untidy which made it very difficult for Examiners to decipher. Please encourage candidates to ensure that their handwriting is legible throughout their responses.

## Comments on specific questions

### **Question 1**

The case study material in Fig. 1 focused on the destination branding carried out by the Punjab Heritage and Tourism Promotion Board (PHTPB), under the Incredible India brand image. Most candidates seemed to find the source materials accessible.



- (a) Candidates were asked to describe two forms of market segmentation that could be used by PHTPB to target customers. Whilst many candidates clearly understand the concept of market segmentation and target markets, only the better performing candidates could reflect the syllabus content here to describe the forms using the specific terminology used in the learning content from 3.1.1 (d) which segments by travel motivation, by demographic segmentation, by psychographic segmentation or by geographic segmentation. Some candidates gave two aspects of demographic segmentation e.g. age and gender, which limited marks.
- (b) This question required candidates to discuss how PHTPB might create its destination brand identity. Many good answers combined theoretical knowledge of the ways a destination might create an identity, with information from Fig. 1 to use the skills of application effectively. Many responses also recognised that the Punjab brand image would sit under the umbrella of the highly successful Incredible India brand. It is important in a 9-mark answer to discuss at least **three different** ways of creating a brand identity, in order to access the full mark range in each level. Candidates often restricted their answer to only one way, e.g. by using a tagline, which limited marks to the lower levels.
- (c) The final part of this question asked candidates to evaluate the importance for PHTPB of using Key Performance Indicators (KPIs) to monitor brand effectiveness. The best answers were those which identified two or three specific KPIs, referenced within the learning content for 3.4 (b) of the syllabus and then used evaluative comments to judge the importance of each KPI in assessing the destination's brand effectiveness. At the midpoint of performance, candidates wrote evaluative responses about the importance of KPIs generically, without any application to the syllabus or the case study materials. At the bottom end of performance candidates identified some basic indicators which could be used, although these did not always have any bearing on the range of KPIs indicated in the syllabus.

## Question 2

The case study materials in Fig. 2 focused on the 'Adventure on Tenerife' brand campaign. Candidates were able to access this source at a variety of different levels.

- (a) The first part of this question asked for an explanation of two ways 'Adventure on Tenerife' uses product positioning. Many candidates seemed unfamiliar with the term product positioning, resulting in this being the poorest answered question on the paper. It is important that candidates understand the learning content from 3.1.1 (f) so that they can answer this type of question. The better answers made reference to concepts such as visitor perceptions of destination through image/reputation, the relationship of a destination to competitors through differentiation strategies, the importance of a Unique Selling Point (USP) and communication and presentation of clear and attractive image/position.
- (b) Candidates were asked to assess the likely benefits of communications used to raised awareness of the 'Adventure on Tenerife' marketing campaign. The best answers were those which used the case study materials to identify specific communication methods used as part of this campaign and assessed the benefits of these communication methods within the context of this particular campaign. Weaker responses tended to be a descriptions of a range of communication methods, identified from the source document, whilst mid-range answers assessed the benefits of various communication methods generically without any application to the case study context.
- (c) The final part of this question required candidates to evaluate the success of the characteristics of the 'Adventure on Tenerife' brand. Section 3.2.1 (b) of the syllabus clearly identifies the characteristics used to create a successful destination brand. However, few candidates used these within their answers. Instead a large number of responses focused on the features of the destination itself, rather than the characteristics of the brand. This limited to access to marks. The best answers were those which carried out an evaluation of the 'Adventure on Tenerife' brand based on a significant number of the characteristics listed in the syllabus, thus judging whether they found the brand memorable, attractive and easy to understand, for example.

# TRAVEL AND TOURISM

---

**Paper 9395/41**  
**Destination Management**

## **Key messages**

Understand command word meanings and take note of mark allocations of each question.  
Make sure handwriting is clear and readable  
Answer questions in the space provided and try not to use extra sheets  
Ensure that syllabus content is understood thoroughly paying particular attention to key tourism definitions

## **General comments**

This was the first session for the revised syllabus introducing the new module of 'Destination Management'. In the main, candidates appeared to have performed well.

There were two case studies with 25 marks per case study. The first case study covered the Rainforest Alliance and the second The Cayman National Cultural Foundation. The case studies were provided in an Insert, whilst candidates answered on the question paper.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied tourism case studies with evidence of good understanding of the syllabus. There was clear evidence of candidates demonstrating a very good knowledge and understanding of this new specification. It was pleasing to see that there were many successful candidates this year who were able to produce concise, relevant information on the longer style responses.

Some candidates do not gain the higher banded marks as their responses do not demonstrate the higher order skill levels of analysis, evaluation and discussion.

For the shorter response questions, candidates should be reminded that if they are asked for two benefits or reasons, for example, they should not give four or five answers.

For future reference, candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary. It should be noted that it is important that candidates answer the question posed and do not simply write everything they know about a topic. This does not allow full marks to be achieved.

It should be noted that candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response. In general the standard this session was very pleasing there was no confusion over rubrics and timing does not appear to have been a problem with the majority of candidates answering all questions.

## **Comments on specific questions**

### **Question 1**

- (a) This was reasonably well answered, most candidates were able to give reasons why the Rainforest Alliance offers training and education to tourism businesses. Many good responses included ensuring businesses adopt the sustainable techniques and the importance of supporting communities in environmental and biodiversity awareness.

- (b) A good response to this question. Candidates were asked to assess the likely positive economic impacts that tourism may bring to developing countries. There were some excellent responses as candidates gave good detail on jobs, income generation and the multiplier effect. The better responses used analytical language and included strong, relevant conclusions.
- (c) Reasonably well answered. Candidates were asked to discuss the ways sustainable tourism policies and practices may contribute to successful destination management. Some responses did not gain higher marks if a full discussion was not made. Some good responses included, environmental strategies and respect for socio-cultural authenticity of host communities.

## Question 2

- (a) This question was very well answered, many candidates gained good marks here as they were able to explain two ways in which the Cayman National Cultural Foundation is likely to preserve the islands tradition. Most popular responses included how they support, protect, promote and raise awareness.
- (b) Generally very well answered. This question asked for an explanation for how an increase in tourism to the Cayman Islands may create conflicts for the host community. Candidates appeared to have good knowledge of socio-cultural impacts and were able to give good detail on issues such as crime, commodification, staged authenticity and the demonstration effect. Issues on carrying capacity and congestion were also covered as acceptable responses.
- (c) Reasonably well answered, most candidates were able to explain possible strategies that the Cayman Islands Department of Tourism could use to develop tourism. Strategies such as environmental, marketing, economic and setting of priorities were often included in responses. In order to gain the higher band marks, candidates had to offer evaluative comments regarding the strategies.

# TRAVEL AND TOURISM

---

**Paper 9395/42**  
**Destination Management**

## **Key messages**

Understand command word meanings and take note of mark allocations of each question.  
Make sure handwriting is clear and readable  
Answer questions in the space provided and try not to use extra sheets  
Ensure that syllabus content is understood thoroughly paying particular attention to key tourism definitions

## **General comments**

This was the first session for the revised syllabus introducing the new module of 'Destination Management'. In the main, candidates appeared to have performed well.

There were two case studies with 25 marks per case study set over 3 questions. The first case study covered the country of Nepal and the second the Bawinanga Aboriginal Corporation (BAC) in Australia. The case studies were provided in an Insert, whilst candidates answered on the question paper.

Overall, the standard of entry was pleasing. Many candidates had clearly studied tourism case studies with evidence of good understanding of the syllabus. There was clear evidence of candidates demonstrating a very good knowledge and understanding of this new specification. It was pleasing to see that there were many successful candidates this year who were able to produce concise, relevant information on the longer style responses.

Some candidates do not gain the higher banded marks as their responses do not demonstrate the higher order skill levels of analysis, evaluation and discussion. Some candidates were able to identify clearly the responses that were required however they did not expand answers by giving explanations or examples.

For the shorter response questions, candidates should be reminded that if they are asked for two benefits or reasons, for example, they should not give four or five answers.

For future reference, candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary. It should be noted that it is important that candidates answer the question posed and do not simply write everything they know about a topic. This does not allow full marks to be achieved.

Finally, candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response. In general the standard this first session was pleasing. There was no confusion over rubrics and timing does not appear to have been a problem with the majority of candidates answering all questions.

### **Comments on specific questions**

#### **Question 1**

- (a) This was reasonably well answered; most candidates were able to give reasons why partnership work is important for destination management. Most common responses were knowledge sharing and skills transfers.
- (b) A good response to this question. Candidates were asked to assess the benefits to the local community of adopting sustainable tourism practices. There were some excellent responses as candidates gave good detail on preserving culture, economic efficiencies and protection of the environment. The better responses used analytical language and included strong, relevant conclusions.
- (c) This was very well answered. Candidates were asked to evaluate the economic impacts of encouraging commercial organisations to develop tourism in destinations such as Nepal. Some responses did not gain higher marks if an evaluation was not made. However candidates were clearly well versed in both positive and negative economic impacts. Most common responses included income generation, increased foreign exchange, multiplier effect, issues of leakages and seasonal.

#### **Question 2**

- (a) This question was very well answered; many candidates gained good marks here as they were able to explain two ways in which Bawinanga Aboriginal Corporation (BAC) promote awareness of the indigenous peoples of Australia. Most popular responses included the offering of cultural trips and packages and ensuring that trips are eco-friendly.
- (b) Generally reasonably well answered. This question asked for a discussion on the likely reasons why BAC would liaise with the local authority and tourist board before developing further tourist sites. Some candidates appeared to have good knowledge of the work of local authorities. Planning permissions, marketing and funding assistance were all offered as acceptable responses. A number of responses were simple explanations which limited the marks available as the question asked for a discussion.
- (c) Reasonably well answered, most candidates were able to explain the ways in which cultural understanding is an important factor in the preservation of the indigenous culture. The better answers assessed the ways and gave some judgemental comments and these types of answers gained higher marks.

# TRAVEL AND TOURISM

---

**Paper 9395/43**  
**Destination Management**

## **Key messages**

Understand command word meanings and take note of mark allocations of each question.  
Make sure handwriting is clear and readable  
Answer questions in the space provided and try not to use extra sheets  
Ensure that syllabus content is understood thoroughly paying particular attention to key tourism definitions

## **General comments**

This was the first session for the revised syllabus introducing the new module of 'Destination Management'. In the main, candidates appeared to have performed well.

There were two case studies with 25 marks per case study. The first case study covered the Rainforest Alliance and the second The Cayman National Cultural Foundation. The case studies were provided in an Insert, whilst candidates answered on the question paper.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied tourism case studies with evidence of good understanding of the syllabus. There was clear evidence of candidates demonstrating a very good knowledge and understanding of this new specification. It was pleasing to see that there were many successful candidates this year who were able to produce concise, relevant information on the longer style responses.

Some candidates do not gain the higher banded marks as their responses do not demonstrate the higher order skill levels of analysis, evaluation and discussion.

For the shorter response questions, candidates should be reminded that if they are asked for two benefits or reasons, for example, they should not give four or five answers.

For future reference, candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary. It should be noted that it is important that candidates answer the question posed and do not simply write everything they know about a topic. This does not allow full marks to be achieved.

It should be noted that candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response. In general the standard this session was very pleasing there was no confusion over rubrics and timing does not appear to have been a problem with the majority of candidates answering all questions.

## **Comments on specific questions**

### **Question 1**

- (a) This was reasonably well answered, most candidates were able to give reasons why the Rainforest Alliance offers training and education to tourism businesses. Many good responses included ensuring businesses adopt the sustainable techniques and the importance of supporting communities in environmental and biodiversity awareness.

- (b) A good response to this question. Candidates were asked to assess the likely positive economic impacts that tourism may bring to developing countries. There were some excellent responses as candidates gave good detail on jobs, income generation and the multiplier effect. The better responses used analytical language and included strong, relevant conclusions.
- (c) Reasonably well answered. Candidates were asked to discuss the ways sustainable tourism policies and practices may contribute to successful destination management. Some responses did not gain higher marks if a full discussion was not made. Some good responses included, environmental strategies and respect for socio-cultural authenticity of host communities.

## Question 2

- (a) This question was very well answered, many candidates gained good marks here as they were able to explain two ways in which the Cayman National Cultural Foundation is likely to preserve the islands tradition. Most popular responses included how they support, protect, promote and raise awareness.
- (b) Generally very well answered. This question asked for an explanation for how an increase in tourism to the Cayman Islands may create conflicts for the host community. Candidates appeared to have good knowledge of socio-cultural impacts and were able to give good detail on issues such as crime, commodification, staged authenticity and the demonstration effect. Issues on carrying capacity and congestion were also covered as acceptable responses.
- (c) Reasonably well answered, most candidates were able to explain possible strategies that the Cayman Islands Department of Tourism could use to develop tourism. Strategies such as environmental, marketing, economic and setting of priorities were often included in responses. In order to gain the higher band marks, candidates had to offer evaluative comments regarding the strategies.