

# TRAVEL & TOURISM

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**Paper 9395/11**  
**The Industry 11**

## **Key messages**

For candidates to achieve a good result in this examination they should be familiar with the requirements and contents of the syllabus. The questions on the exam paper have covered a variety of topics from each part of the syllabus in a number of ways.

Candidates should be familiar with the key command words used in the questions and they should be prepared for answering a variety of types of questions on the topics contained within the syllabus.

The questions on the paper are a combination of short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates should be prepared in the appropriate strategies needed in order to access higher level marks in the level marked responses.

‘No response’ answers should be avoided where possible.

## **General comments**

A number of answers to the questions on the paper showed candidates had acquired a range of knowledge of the travel and tourism industry and the syllabus topics – especially well done were the responses to the questions about customer service and the majority of candidates demonstrated knowledge and understanding of both responsible and sustainable tourism. The knowledge developed has enabled candidates to attempt the questions in a competent manner and as a result the numbers of ‘no response’ answers were limited.

The better responses included relevant comments and examples from the industry, evidencing a thorough knowledge and understanding of the subject. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Longer response questions showed a development in the amount of detail and this resulted in many candidates accessing Level 3 marks.

The stimulus materials were accessible and were well used by the majority of candidates. Candidates should continue to draw on a range of examples and ensure that their choices are appropriate to the context of the questions set on the paper.

‘No response’ answers were few in number.

## **Comments on specific questions**

### **Question 1**

- (a)** This question, requiring explanations of two ways the Institute meets the needs of educational tourists, was dealt with well by the vast majority of candidates. Most responses gained the full four marks for the question and made excellent use of the source material in the Insert. Responses that scored less than four marks usually had limited or no explanation of the methods identified.
- (b)** Candidates were required to explain three ways that non-commercial organisations generated income. Most responses demonstrated knowledge and understanding of what non-commercial organisations are and how they are funded. Marks tended to be quite high for this question and

again if the marks were low it was because an explanation was lacking or the fewer than three methods of funding had been identified.

(c) This question was an extended writing, levels of response question and the depth of answer determined the level and marks awarded. Responses demonstrated a really good understanding of new technological methods that would be appropriate for use in a museum. Most responses tended to be Level 2 as methods were identified and explained. Those who suggested which method may be of more use or value to a museum accessed Level 3 marks. Candidates tended to focus on social media application and mobile technology.

(d) This question required candidates to discuss the importance of museums in the conservation of culture. Most candidates successfully answered, accessing Level 2 marks with the identification and explanation of possible methods. If any reasoning for their response was present then the candidates response was reaching Level 3 and marks of 7+. Those responses that listed possible methods were restricted to Level 1. There were some 'No Response' answers seen in this part.

## Question 2

(a) (i) Candidates were required to define the term 'film tourism' and to provide an example. The vast majority of candidates achieved the full two marks for the question. Where responses did not gain full marks, it was usually because they defined film tourism as taking pictures or making videos which was not correct.

(ii) The vast majority of candidates correctly suggested two reasons for tourists to be attracted to film tourism locations.

(b) Most responses seen for this question were good. Responses demonstrated good understanding of the idea of a package holiday and gave three possible components of a specialised package which could be aimed at film tourists. The most common responses were accommodation close to film tourism venues, meeting actors or behind the scenes tours.

(c) This question produced a variety of responses. Many candidates correctly identified what infrastructure development can include and both identified and explained two developments. However, a number of candidates interpreted infrastructure as relating to transport and not structures or buildings and so suggested developments in transport forms which was not answering the question.

(d) The better responses talked about a variety of methods which would be appropriate including the use of videos/giving discounts or special offers. Some very good responses then discussed which would be the best way to deal with the issue and this resulted in Level 3 marks being awarded. A number of responses discussed the ideas of perishability and seasonality rather than intangibility. Weaker responses often identified potential methods of dealing with intangibility, but did not go on to explain them.

## Question 3

(a) (i) The majority of candidates correctly defined hostel as a low cost form of accommodation with many responses providing additional information such as suggesting rooms were often shared with others and it is a form of accommodation popular with backpackers or adventure tourists.

(ii) The most common response was that hostels are cheap. Less commonly seen was that hostels are a good way for travellers to meet other like-minded travellers. Some responses repeated information put into **part (a)(i)** – such as being shared with others.

(b) Candidates had to explain why hostels would use organisational standards. This question was not well answered. The most common responses were that organisational standards would be used so that customers would be able to tell what standards they would expect, that the staff would be aware of the levels/targets they would be required to meet, or that the organisation would be able to develop strategies to stay ahead in their market. Few responses contained three reasons and so marks were limited.

(c) This question required a discussion about the ways that changes in tourists tastes and attitudes may impact hostels, it was a level of response answer. The majority of responses were good and

achieved Level 2 with marks of 3 – 4. Most candidates correctly identified and explained possible ways in which the changes could affect hostels. The better responses went on to discuss which of the ways identified would have the greatest impact.

(d) Candidates were asked to assess the most appropriate methods of customer feedback for hostels and in common with most other customer service questions this one was answered very competently. Marks were high and a large number of responses reached Level 3 marks. Many responses detailed and explained a wide range of methods with the best responses including some judgement or assessment about which methods were the most effective for hostels.

#### Question 4

(a) (i) Candidates were asked to define the terms scheduled airline and chartered airline. There were many correct responses giving a definition of scheduled airline – with the most common answers being that flights that run to a timetable. Fewer correct responses were given for chartered, a common mistake was suggesting private booking of planes rather than the use of flights contracted by tour operators for the purpose of flying tourists to tourist destinations on package holidays.

(ii) The question was answered quite well with a large percentage of responses suggesting two reasons why scheduled airlines would be popular with business customers.

(b) Most candidates correctly identified three reasons why rail transport is good for international travel. Many correctly suggested ease of travel from city centre to city centre, comfort or the fact that there are less luggage restrictions and that passengers can move about more freely. Common incorrect responses were using price of tickets as a reason which is not necessarily true as many budget airlines operate with cheaper tickets than trains, international travel by train can be expensive.

(c) Candidates produced mixed responses for this question which was based on how social factors could encourage people to travel. The most common answer related to visiting friends and relatives. Those who were achieving higher marks correctly suggested things such as early retirement having an impact or travelling for health reasons. There were a number of responses referring to social media as a way of encouraging people to travel, the idea of learning another language, jobs or levels of exchange which are not social factors.

(d) The final question required some discussion about the importance of staff training for the employees of transport providers. The majority of responses discussed the importance of staff training and demonstrated clear understanding for the necessity of staff training. The better responses then applied this to employees of transport providers with specific examples.

# TRAVEL & TOURISM

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**Paper 9395/12**  
**The Industry 12**

## **Key messages**

For candidates to achieve a good result in this examination they should be familiar with the requirements and contents of the syllabus. The questions on the exam paper have covered a variety of topics from each part of the syllabus in a number of ways.

Candidates should be familiar with the key command words used in the questions and they should be prepared for answering a variety of types of questions on the topics contained within the syllabus.

Candidates should use examples or to refer to the appropriate section on the insert as indicated by the questions. For example if a question states 'Explain, using examples' then industry relevant examples should be given in the response.

The questions on the paper are a combination of short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates should be prepared in the appropriate strategies needed in order to access higher level marks in the level marked responses.

'No response' answers should be avoided where possible.

## **General comments**

A number of answers to the questions on the paper showed candidates had acquired a range of knowledge of the travel and tourism industry and the syllabus topics – especially well done were the responses to the questions about customer service and the majority of candidates demonstrated knowledge and understanding of both responsible and sustainable tourism. The knowledge developed has enabled candidates to attempt the questions in a competent manner and as a result the numbers of 'no response' answers were limited.

The better responses included relevant comments and examples from the industry, evidencing a thorough knowledge and understanding of the subject. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Longer response questions showed a development in the amount of detail and this resulted in many candidates accessing Level 3 marks.

The stimulus materials were accessible and were well used by the majority of candidates. Candidates should continue to draw on a range of examples and ensure that their choices are appropriate to the context of the questions set on the paper.

'No response' answers were few in number.

## **Comments on specific questions**

### **Question 1**

(a) This question required explanations of two reasons why aquariums would appeal to families. Most candidates correctly identified and explained two reasons and marks awarded were usually the full four marks. If lower marks were awarded it was usually because the candidate had only identified the reasons and not included an explanation.

(b) Candidates were required to explain three ways that mobile technology may be used by aquariums. Responses demonstrated good knowledge and understanding of the implications and uses of mobile technology. Where marks were lower it was usually because the answer did not make specific reference to possible uses for the aquarium but rather the visitors to the aquarium or because the explanation part of the answer was missing.

(c) Responses to this question were good. This was a customer service question and the topic was clearly well understood by candidates. Most candidates correctly suggested two benefits of good customer service and explained them. When fewer than six marks were awarded for the question it was because the explanation were not detailed enough. Six-mark questions requiring the explanation of two benefits/methods/ways have three marks for each, one mark for identification of the benefit/method/way and two marks for expansion, so the explanation must be detailed and make at least two points to gain full marks.

(d) This question required candidates to discuss how the cost/quality ratio may be changed to appeal to different types of tourists. Better responses explained that it could be lowered so reducing the quality or the number of component parts of a holiday so appealing to tourists with lower incomes or less spending power or alternatively it could have a rise in price with better quality products and experiences included to reach high income or high spending tourists. Responses that then discussed that by doing this it allows the acquisition of a greater market share or gave a competitive advantage achieved Level 3 marks.

## Question 2

(a) Candidates were required to suggest four characteristics of budget airline flights. The majority of candidates achieved the full four marks available. The most common characteristic was the fact that they are cheaper.

(b) This question asked candidates to explain three ways that commercial organisations could generate income. Correct responses included charging for entry or selling something. A significant number of responses related to non-commercial organisations rather than commercial.

(c) This question was answered well. Most candidates demonstrated good knowledge and understanding of the uses of mobile technology and successfully discussed the benefits of e-ticketing with reference to budget airlines.

(d) As with other customer service questions candidates showed a good level of knowledge and understanding about the ways that budget airlines could meet the needs of their internal customers. Most candidates clearly understood what an internal customer is. The better responses included an evaluation of the ways identified with the best giving a conclusion about which might be the most suitable.

## Question 3

(a) This question asked candidates to define responsible and sustainable tourism and to give an example to support their answer. The majority of candidates gave a good definition for both types of tourism and so achieved two marks. The remaining two marks being for the examples. There were fewer correct responses for the examples, with many candidates not giving an example for either.

(b) Candidates were asked to suggest three ways that MFA encourages responsible tourism. Many candidates successfully used the Insert to identify three ways. Better responses gave a good explanation of how each way identified from Fig. 3.1 encouraged responsible tourism.

(c) The question required some discussion about the ways that MFA could work with regional tourism organisations (RTOs). Some very good responses were seen to this question and a number of responses did achieve Level 3 marks. Responses demonstrated an understanding of the work of the RTOs. Many candidates used the Insert to identify many ways the MFA and RTOs could work together. Some weaker responses referred to either National Tourism Organisations or local tourism offices rather than RTOs.

(d) Candidates were asked to discuss how local traditions and culture may be protected by the growth of responsible and sustainable tourism. The Insert was well-used to provide ideas and suggestions about the appropriate ways in which traditions and cultures could be protected through the development of responsible and sustainable tourism practices. Better responses included an explanation of how the ideas identified would help and used examples to supplement the discussion.

**Question 4**

(a) (i) Candidates were asked to use the data in the table and describe the pattern of visitor numbers. Candidates successfully used the data and generally scored two marks.

(ii) The question required examples to be given of direct and indirect employment in the travel and tourism industry. The majority of candidates correctly gave an example of direct employment, but fewer gave a correct example of indirect. Some responses gave definitions of the terms, rather than examples.

(b) This question asked candidates to describe three consular services that could be provided to international tourists. Responses were not good and demonstrate a limited understanding of consular services. Many responses included examples of things that tour operators could provide rather than consular services.

(c) Candidates were required to discuss how political factors may affect visitor numbers to a tourist destination. Most candidates clearly understood this topic and identified and explained a number of ways that political factors would impact visitor numbers. Better responses dealt with both the positive and negative ways.

(d) The final question required an assessment of the ways in which aging populations have impacted tourism. Those responses which correctly identified aging populations as dealing with elderly tourists were achieving higher marks. There were some very good and detailed responses which showed a clear appreciation of the impacts of an aging population on tourism and many of these included assessments of the degree to which each point made impacts on the industry.

# TRAVEL & TOURISM

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

## **Key messages**

For candidates to achieve a good result in this examination they should be familiar with the requirements and contents of the syllabus. The questions on the exam paper have covered a variety of topics from each part of the syllabus.

Candidates should be familiar with the key command words used in the questions and they should be prepared for answering a variety of types of questions on the topics contained within the syllabus.

The questions on the paper are a combination of short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates should be prepared in the appropriate strategies needed to access higher level marks in the level marked responses.

‘No response’ answers should be avoided where possible.

## **General comments**

A number of answers to the questions on the paper showed candidates had acquired a range of knowledge of the travel and tourism industry and the syllabus topics – especially well done were the responses to the questions about customer service and the majority of candidates demonstrated knowledge and understanding of both responsible and sustainable tourism. The knowledge developed has enabled candidates to attempt the questions in a competent manner and as a result the numbers of ‘no response’ answers were limited.

The better responses included relevant comments and examples from the industry, evidencing a thorough knowledge and understanding of the subject. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Longer response questions showed a development in the amount of detail and this resulted in many candidates accessing Level 3 marks.

The stimulus materials were accessible and were well used by the majority of candidates. Candidates should continue to draw on a range of examples and ensure that their choices are appropriate to the context of the questions set on the paper.

‘No response’ answers were few in number.

## **Comments on specific questions**

### **Question 1**

(a) (i) This question required candidates to define the term ‘specialised tourism’ and to give an example. Responses were good with the majority of candidates clearly understanding what specialised tourism is and producing a suitable definition as well as giving a suitable example. Most responses were therefore achieving the full two marks for the question.

(ii) The majority of candidates successfully referred to the Insert in order to answer this question and identified two aspects of the festival which would appeal to tourists..

- (b) Responses demonstrated a good working knowledge of the uses and potential uses for a variety of types of social media. The majority of responses were good and in the main achieved full marks.
- (c) This question required two, more detailed explanations worth three marks each. Most candidates identified benefits brought to localities by events such as the Glastonbury Festival. There were many responses seen which achieved four rather than six marks and this was because the potential benefits were only briefly explained. Six-mark questions requiring the explanation of two benefits/methods/ways have three marks for each, one mark for identification of the benefit/method/way and two marks for expansion, so the explanation must be detailed and make at least two points to gain full marks.
- (d) The question required a discussion of the ways that tourism organisations manage the issue of perishability. Candidates demonstrated a good level of knowledge and understanding of how perishability may be dealt with by tourism organisations. Many candidates suggested ways in which this issue may be managed and better responses included good discussions about the ways identified and so reached Level 3. When the marks achieved were low it was usually due to seasonality or intangibility being discussed rather than perishability.

## Question 2

- (a) Candidates were required to describe two ways in which restaurant staff could meet the needs of external customers. Candidates have a very good level of knowledge and understanding about customer service and are adept at applying their knowledge to situations.
- (b) This question required an explanation of how staff at a restaurant could deal with three situations. Responses were good and the majority scored the full six marks.
- (c) Candidates were required to assess the advantages of customer review sites for tourism organisations. Candidates gave a wide variety of examples for their responses, demonstrating an excellent knowledge of social media types and their application.
- (d) This part of the question required a discussion about staff in a restaurant having to have training appropriate to their job roles. The majority of responses seen showed that candidates had a good appreciation of both the types of job roles within restaurants and what training would be required and why it would be needed. Responses tended to be detailed and most were high Level 2, with a number reaching Level 3 when more developed reasoning for the points made was seen.

## Question 3

- (a) (i) This question asked for a definition of both the following terms: domestic tourism and mass tourism. The majority of responses achieved full marks for this question. The majority of candidates gave correct definitions of the two terms and so achieved the two marks for this question.
- (ii) This second part to the question required candidates to state two mass tourism destinations. Few candidates successfully gave two mass tourism destinations. A number of candidates suggested pilgrimages, but this was too vague to achieve the mark, if the response contained a named pilgrimage such as the Hajj it was duly credited.
- (b) Candidates were asked to describe three reasons for the appeal of mass tourism destinations. Most candidates suggested at least one reason. Descriptions of the reasons given were often limited.
- (c) The question was a level of response question and responses seen showed a good grasp of the advantages of domestic tourism to a country. Many responses included good points and detailed explanations. Most responses concentrated on the value in economic terms, better responses also discussed the value to preservation of culture and increasing knowledge about their own country being a result.
- (d) Candidates were asked to discuss the ways that e-marketing and virtual tours have encouraged the growth of tourism. Candidates were clearly very familiar with these uses of technology and answered this question very well. The majority successfully described and explained what e-marketing and virtual tours are and how they can be used. The better responses then went on

further to discuss their value, some making sophisticated points about their value in dealing with intangibility for example.

#### Question 4

- (a) Candidates were asked to describe two ancillary services provided by travel and tourism organisations. Most responses seen were based on airlines and gave two ancillary services provided by airlines. Many achieved the full marks. When a candidate only achieved lower marks it was usually because they had described one ancillary service or they had identified two and not provided a description.
- (b) This question required a description of how airline staff could assist passengers in particular situations. Most responses achieved four or five marks. Most candidates successfully described assistance provided when boarding a plane or when luggage has been lost. Fewer provided a detailed description for the assistance given during a medical emergency.
- (c) Candidates were required to explain three benefits of internal customers respecting each other. Responses seen were mixed. Many responses mentioned having a good attitude to each other or that external customers will be happier. There was some repetition of points made.
- (d) The final question produced a range of responses. The majority of candidates identified possible safety policies and procedures that may be appropriate to travel and tourism organisations. The degree of discussion about the reasons for using the policies and procedures identified tended to be very limited. The best responses included detailed descriptions and analysis of the reasons for the training procedures being in place.

# TRAVEL & TOURISM

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**Paper 9395/02**  
**Planning and Managing a Tourism Event**

## **Key messages**

The coursework must be completed on an individual basis. Candidate logbooks or diaries should be included for team evidence and annotation on all course works should be included in order to show movement through the different mark bands. This will aid both the marker and the Moderator. Individual candidate mark sheets should accompany each candidate portfolio and marks should be totalled correctly.

A small number of centres were scaled downwards this was generally applied because a centre had marked too leniently across the bands and on occasion key evidence was missing. The syllabus gives details of all elements to be included showing guidelines that provide a framework for the production of the portfolio. On occasion, portfolios were not written individually and this made moderation difficult.

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, for example, school tours are not a tourism event.

Centres should note that candidate coursework must be completed as an individual project. Work that has been completed by another candidate must be clearly labelled and made explicit for the marker e.g., 'Akshay created this webpage for our event.' Candidates cannot take credit for work that is not their own. Centres should encourage their markers to show annotation throughout the portfolios as this will assist Moderators and markers alike.

### **2.1 Working in a team**

Candidates made a good attempt to demonstrate 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 MB3. An individual log may be a personal blog or handwritten/electronic diary. A teacher witness statement can also support the work for Strand 1.

### **2.2 Choosing the event**

There were many thoughtful and detailed feasibility studies conducted by candidates with much research in evidence. The most successful included SWOTs as well as details of customers, costings, risks and a simple concept plan. Where elements are omitted the higher mark band cannot be credited. Some candidates did not analyse the results of their feasibility studies and did not show good reasons for their final choice. Candidates must also include either a Bibliography or a list of sources to show where research had been conducted. Candidates should also make clear if another team member has completed part of the feasibility.

### **2.3 Produce a business plan**

Business plans were included by most candidates. The contents of the business plans were, on occasion, too brief, it should be noted that one sentence per bullet point is insufficient detail to explain the plan. Candidates must cover all aspects of 2.3 in order to achieve MB3. 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**

There was good evidence of materials and resources used by candidates. These included letters, emails, permission requests, photographs and financial documentation.

## 2.5 Running the event

Many events appeared to have been very successful. Photographic evidence was clear, however these should be clearly labelled. Detailed witness statements from centres assisted with both the marking and moderation process, however, a signed teacher witness statement should be included for **all** candidates. Witness statements from other team members are not required.

## 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. Better evaluations include an analysis of questionnaire results. Weak or poor recommendations for the future prevented candidates gaining the higher mark bands.

# TRAVEL & TOURISM

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**Paper 9395/31**  
**Destination Marketing 31**

## **Key messages**

- It is really important that candidates are familiar with all the topics covered and where subject knowledge appears in the syllabus, so that they can quickly ascertain exactly what knowledge a question is testing.
- Candidates should use the question wording to understand if the answer should be specific to the case study material from the Insert (i.e. does the question refer to a named destination to match the case study) or whether more generic answers are expected (i.e. does the question refer to destinations in general).
- Examples chosen by candidates should be relevant to the question. Candidates are reminded that this is a travel and tourism qualification with the focus of this paper being destination marketing. References to Nike, Burger King, Apple products, retail outlets etc. are not suitable examples.
- Handwriting on the examination paper must be legible. Candidates should write clearly and make sure that text is not written sideways up the paper margin.

## **General comments**

Examination questions are carefully set to reflect the content of the syllabus. The case study materials in the insert help set the context of the questions.

The standard of handwriting was especially poor. It is essential that handwriting is legible for answers to be assessed properly.

## **Comments on specific questions**

### **Question 1**

Turkey's first regional tourism brand 'Mesopotamia' was used as the case study for this question. There was a heavy reliance on the text from the case study in answering some of the questions.

(a) Candidates should be familiar with the different stages on the Butler Destination Lifecycle model and the characteristics of each stage. Better scoring answers identified that the rejuvenation stage involved rebranding, or that a destination in rejuvenation might try to appeal to a new market segment. Weaker answers described the position of rejuvenation within the model rather than focusing on its characteristics.

(b) Most candidates identified what an RTO was, though in many cases answers focuses on local government, with some suggesting they build airports and enact preservation laws. Most answers used the Insert materials to identify what the RTO had already done for the Mesopotamia brand rather than the benefit of the RTO operating as guardian of the brand.

(c) This question was not answered well. Weaker responses did not recognise that there the Mesopotamia brand had a product, often stating that tourism is only a service, and/or that because Turkey is a place, place was more important in creating the USP. Better answers used food and culture as products of the brand which could differentiate Mesopotamia from other destinations.

## Question 2

The new brand identity for the Los Angeles Tourism and Convention Board was the focus of the Insert material for this question. Most candidates found the case study materials accessible.

- (a) This was a straightforward question for those who had learnt the appropriate section from the syllabus. Candidates had to choose two relevant characteristics and explain them in the context of the new logo for the Los Angeles Tourism and Convention Board.
- (b) The best answers identified key characteristics of demographic segmentation (age, gender, ethnicity etc.) and discussed how these might be used by a destination to attract specific target markets. There were some good examples given. At the lower end of performance, answers showed some confusion between demographic and geographic segmentation or answers gave reasons why a destination might use a form of segmentation, which did not answer the question set.
- (c) The majority of candidates were confident in answering a question about communication methods. The most common answers focused on social media and word of mouth, a few better responses covered the broader range of communications methods listed in the syllabus. Weaker responses described how social media operates, whilst the best answers considered the effectiveness and limitations of a number of different methods.

# TRAVEL & TOURISM

**Paper 9395/32**  
**Destination Marketing 32**

## **Key messages**

- It is really important that candidates are familiar with where subject knowledge appears in the syllabus, so that they can quickly ascertain exactly what knowledge a question is testing.
- Candidates should use the question wording to understand if the answer should be specific to the case study material from the Insert (i.e. does the question refer to a named destination to match the case study) or whether more generic answers are expected (i.e. does the question refer to destinations in general).
- Examples chosen by candidates should be relevant to the question. Candidates are reminded that this is a travel and tourism qualification with the focus of this paper being destination marketing. References to Nike, Burger King, Apple products and retail outlets etc. are not suitable examples.
- Handwriting on the examination paper must be legible. Candidates should write clearly and make sure that text is not written sideways up the paper margin.

## **General comments**

Examination questions are carefully set to reflect the content of the syllabus. The case study materials in the insert help set the context of the questions.

The standard of handwriting was especially poor. It is essential that handwriting is legible for answers to be assessed properly.

## **Comments on specific questions**

### **Question 1**

The destination brand ‘Delicious València’ provided the focus for this question. Most candidates found the case study materials from the Insert accessible in answering the questions.

(a) Candidates should be familiar with the different ways that destinations can create a destination brand identity. Candidates successfully identified two of the ways from those listed in the syllabus and explained how each contributes to the creation of a brand identity. Many responses incorrectly gave characteristics of an effective destination brand, and thus restricted the marks available for this question.

(b) The best answers considered the limitations of website traffic as well as its merits, and suggested alternative monitoring methods which might be more effective. Weaker answers referred to the advantages of using a website as a method of communication, rather than focus on the effectiveness of using website traffic to monitor a destination’s marketing activities. Most marks were awarded for correctly identifying from the text the interaction with online marketing campaigns.

(c) This question was not answered well. The question required an answer about the various considerations used by an organisation in selecting its of communication methods. Those candidates who recognised the requirements of the question scored well, clearly understanding the implications of cost, global reach and 24-hour marketing on communication method decisions. The very best responses included information about lead times, mechanisms to track success or options for personalisation. Weaker answers gave general marketing activities for launching a brand and therefore were unable to score marks.

## Question 2

The new brand identity 'Stay and Play in Stellenbosch' in South Africa formed the basis of the Insert materials for this second question. There was evidence of much of the text being copied rather than used effectively in answering the questions.

- (a) Most candidates correctly suggested appropriate reasons why destinations rebrand themselves to score the identification marks here. Fewer responses included the required explanation of why this was the case.
- (b) Whilst most responses demonstrated familiarity with a range of different stakeholders, fewer demonstrated good understanding of 'stakeholder acceptance'. Answers here tended to be limited to the concepts of avoiding conflict and confusion, as well as suggesting the financial benefits to individuals of improved tourism in the area. The very best answers commented that stakeholder acceptance relates to the involvement stage in the Butler Destination model.
- (c) This question was answered well by some candidates. Better responses mentioned the components of a visitor profile and used the information from the Insert material to good effect. Weaker responses answered a slightly different question about **why** a visitor profile might be useful, rather than about **how** the various components of the 'Stay and Play' package in Stellenbosch might contribute to a visitor profile. This impacted on the marks awarded.

# TRAVEL & TOURISM

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**Paper 9395/33**  
**Destination Marketing**

There were too few candidates for a meaningful report to be produced.

# TRAVEL & TOURISM

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

## **Key messages**

Candidates should be familiar with the syllabus content for Paper 4 and should understand the context of which part of the syllabus is being tested by each question. They do not need to repeat the question at the start of the response and should answer only the question that is being asked. Handwriting should be as clear and readable as possible.

## **General comments**

There were two case studies with 25 marks per case study set over three questions. The case studies were provided in a detached Insert. Candidates used an answer booklet for their responses. The first case study covered Iguazu Waterfalls in South America, and their management shared by Argentina and Brazil. The second case study covered places to visit in Vietnam.

Many candidates demonstrated a good range of knowledge and understanding of the key tourism industry definitions. Good understanding was demonstrated of the different impacts of tourism and the roles of tourism organisations. Candidates made good use of the Insert. It should be noted that some questions require responses directly related to the Insert material, whilst others require consideration of a range of industry examples.

There were many instances of candidates writing lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set which limits the marks awarded. Candidates should read questions carefully. It was clear that many candidates have a good grasp of the syllabus but do not always apply their knowledge accurately to the question posed.

Weaker responses do not gain the higher marks as they do not demonstrate the higher order skill levels of analysis, evaluation and discussion or a weighing up of the significance of points made.

There were many successful responses that were concise and included relevant information. There were occasions when handwriting was difficult to read, candidates should write clearly and in prose.

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. Timing does not appear to have been an issue

## **Comments on specific questions**

### **Question 1**

- (a) This was very well answered; most candidates explained two economic benefits of tourism to countries such as Argentina and Brazil. Most common correct responses included opportunity to provide employment, income, and multiplier effect. Each of the identified points had to be exemplified to gain the full 4 marks.
- (b) A good response to this question. Candidates were asked to assess the advantages and disadvantages of partnership work in destination management. Most responses included advantages of sharing ideas, costs and marketing. The disadvantages included disputes, slower decision making and loss of control. When explanations or descriptions are not developed into fully discussed points, grades do not move into the higher mark bands.

(c) This was well answered. Candidates were asked to evaluate possible strategies to prevent negative environmental impacts of tourism to the national parks of Argentina and Brazil. Many candidates explained the strategies such as providing signage, zoning and fee charging. Where candidates did not weigh up the significance of their points, the higher banded marks were not awarded. A detailed and relevant conclusion is required to gain the full 12 marks.

**Question 2**

(a) This was reasonably well answered. Candidates explained two benefits of the Vietnamese government advertising the country as a safe and secure destination. Most common responses included, enhancing the image and reputation of the country to encourage more visitors and to inspire different types of visitors. Each of the identified points had to be exemplified to gain the full 4 marks.

(b) This question was reasonably well answered. Many candidates explained how Vietnam could preserve its culture and traditions. Responses included education, using local guides, promoting the culture and encouraging local food producers. Some candidates did not gain the higher order banded marks as they did not weigh up the significance of the points made. A relevant and detailed concluding paragraph was required to gain full marks.

(c) This question was well answered, most candidates explained reasons why governments want to improve education and training for tourism industry workers. Most common responses included improving the customer experience, reducing unemployment with opportunities to create a more motivated workforce. Without weighing up the significance of their suggested benefits, candidates were unable to gain the higher Level 3 marks. A relevant and detailed concluding paragraph was required to gain full marks.

# TRAVEL & TOURISM

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

## **Key messages**

Candidates should be familiar with the syllabus content for Paper 4 and should understand the context of which part of the syllabus is being tested by each question. They do not need to repeat the question at the start of the response and should answer only the question that is being asked. Handwriting should be as clear and readable as possible.

## **General comments**

There were two case studies with 25 marks per case study set over three questions. The case studies were provided in a detached Insert. Candidates used an answer booklet for their responses. The first case study covered the small island of Comoros and the second case study covered rural tourism in Latvia.

Many candidates demonstrated a good range of knowledge and understanding of the key tourism industry definitions. Good understanding was demonstrated of the different impacts of tourism and the roles of tourism organisations. Candidates made good use of the Insert. It should be noted that some questions require responses directly related to the insert material, whilst others require consideration of a range of industry examples.

There were many instances of candidates writing lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set which limits the marks awarded. Candidates should read questions carefully. It was clear that many candidates have a good grasp of the syllabus but do not always apply their knowledge accurately to the question posed. For example, **Question 1a** – Explain two benefits to Comoros of encouraging responsible tourism. This question focuses on benefits to Comoros and not benefits to the tourist. There are on occasion instances where candidates give economic impacts rather than environmental impacts.

Weaker responses do not gain the higher marks as they do not demonstrate the higher order skill levels of analysis, evaluation and discussion or a weighing up of the significance of points made.

There were many successful responses that were concise and included relevant information. There were occasions when handwriting was difficult to read, candidates should write clearly and in prose.

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. Timing does not appear to have been an issue.

## **Comments on specific questions**

### **Question 1**

(a) This was generally well answered; most candidates explained two benefits to Comoros of encouraging responsible tourism. On occasion candidates explained the benefits to tourists instead of to Comoros and therefore were not awarded marks. Most common correct responses were to help preserve the wildlife and protect the environment and strong marketing and branding opportunities. Each of the identified points had to be exemplified to gain the full 4 marks.

(b) A good response to this question. Candidates were asked to assess the importance of allowing more people to access tourist facilities for destinations such as Comoros. Most responses included

reaching a wider audience, increasing different types of customers and economic benefits. When explanations or descriptions are not developed into fully discussed points, grades do not move into the higher mark bands.

(c) This was well answered. Candidates were asked to discuss the benefits to Comoros of establishing a national park. Many candidates explained the different benefits such as conserving the environment, prevention of inappropriate buildings, etc. Once again if candidates discussed the benefits to tourists rather than Comoros, this was not credited. Where candidates did not weigh up the significance of their points, the higher banded marks were not awarded. A detailed and relevant conclusion is required to gain the full 12 marks.

## Question 2

(a) This was reasonably well answered. Candidates explained two priorities of a non-governmental organisation (NGO). Most common responses included, providing specialist knowledge, training and research opportunities. Each of the identified points had to be exemplified to gain the full 4 marks.

(b) This question was reasonably well answered. Many candidates explained how tourism can help to preserve cultural traditions in Latvia. Responses included encouraging tourists to buy local products, extending farm visits, open days and providing education in brochures and websites. Some candidates did not gain the higher order banded marks as they did not weigh up the significance of the points made. A relevant and detailed concluding paragraph was required to gain full marks.

(c) This question was very well answered, most candidates explained negative economic impacts of tourism development on destinations. Most common responses included the leakages, over-dependency, seasonality and low skill/low pay. Without weighing up the significance of their points, candidates were unable to gain the higher banded marks. A relevant and detailed concluding paragraph was required to gain full marks.

# TRAVEL & TOURISM

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

There were too few candidates for a meaningful report to be produced.