TRAVEL & TOURISM

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

Key messages

Candidates should be familiar with the key command words used in the questions and they should have been 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.

General comments

The answers to the questions on the paper showed candidates had acquired a wide range of knowledge into the travel and tourism industry and the syllabus topics – especially well done were the responses about customer service and in addition a large number showed knowledge and understanding of both responsible and sustainable tourism. The knowledge they developed has enabled them to attempt the questions in a competent manner and as a result the numbers of 'no response' answers were limited showing candidates were confident in their ability to deal with the contents of the paper.

Candidates who were achieving higher scoring answers were able to supplement their answers with comments and examples from the industry, evidencing a thorough understanding and personal knowledge of the subjects in the paper. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Levels questions showed a development in the amount of detail contained in them and this resulted in an increase in numbers of 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.

For the extended response questions, candidates should make a positive attempt to structure the responses in terms of the following 'ladder':

Level 1 (1 to 3 marks) – has the candidate identified a number of valid types/features/factors? – If yes, then the answer must score at least 3 out of 9

Level 2 (4 to 6 marks) – has the candidate offered explanatory or analytical comment about one or two valid types/features/factors? – If yes, then the answer must score 4, 5 or possibly 6 out of 9

Level 3 (7 to 9 marks) – has the candidate offered evaluative comment about the valid items that have been identified and explained/analysed? i.e., one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a reasoned conclusion i.e., C is much more important/significant than A and B because …… This would clearly be an 8 or 9 mark response.

'No response' answers were very few in number.

Comments on specific questions

Section A

Question 1

This question was based upon the source material about Singapore.

(a) (i) This question asked for an interpretation of the trend shown in the data contained in the insert and candidates scored well on this question. Responses showed that most achieved the full 2 marks for this part of the question.

(ii) In this part candidates were asked to suggest two types of data which National Tourism Organisations may find useful and answers showed that candidates were able to provide two suggestions. Only a few of the responses seen achieved fewer than the 2 marks available.

(b) Most candidates achieved the full 6 marks for the question if they referred to the insert and used the information that it contained. In some cases correct identifications were made but marks were lower because the response seen failed to provide a suitable description.

(c) This part of the question was a level of response question and again most candidates were achieving marks of 4+ for their answers. They were showing a good understanding of ways in which political stability could encourage tourism growth. Responses achieving Level 3 usually did so because they were providing examples and discussion of some ways that tourism growth could be negatively impacted by political factors.

(d) The final part of question 1 was a levels of response 9 mark question requiring an evaluation of the importance of culture preservation to tourism destinations. Again, candidates had been well prepared – both with the amount of knowledge they had and with their abilities in dealing with these types of questions. More responses were seen to be reaching high Level 2 and Level 3 marks on this paper.

Lower marks were usually because the response seen was listing reasons why culture was important to destinations and so did not achieve anything higher than a Level 1 mark (1 – 3) and if only one aspect mentioned was examined then the mark was usually 4 – just entering Level 2.

Question 2

This question made use of the insert and in this case it was a photograph of the Ardeche river.

(a) There were no responses seen which achieved no marks for this part of the question. Many achieved the full 4 – with two identification which were described. A number of responses only achieved or 2 marks which were marks awarded for identifying one or two tourism activities and failing to provide a description.

(b) Responses seen for this part of the question did not always answer the question correctly. There was some misunderstanding of the word 'accommodation'. In the context of the examination this refers to places which tourists will stay in when travelling so correct responses would include hotels, bed and breakfasts, hostels for example. Referring to ways in which needs can be met or fitting in with what people want is not in the specification should be avoided.

(c) Candidates answered this question well on the whole with most responses seen reaching 4 marks or top of Level 2, most could detail possible problems caused by climate change but not many produced an assessment and so reach marks of 5 or 6. Most responses seen had several examples and situations which they could refer to in the question and had obviously studied this in some depth.

(d) Mixed responses were seen with answers to this question. Candidates knew what National Tourism Organisations are although a number seem to think they are far more powerful than they actually are – they do not all seem to know exactly what they can and cannot do. There was also some confusion seen in some responses with candidates mistaking Regional Tourism organisations and their roles and responsibilities with those of the NTO. Marks tended to be very

low – in Level 1 with a few No Response answers seen. Those who knew what an NTO actually did usually scored high Level 2 marks or low Level 3 at 7.

Question 3

The question is based upon Fig. 3.1 in the insert, information about an online travel agency.

(a) (i) The question required a definition for the term 'online travel agency'. Most candidates achieved the 2 marks available for the question. Those that were incorrect were usually found to have simply stated that the online travel agency worked online whilst others stated that it would work via a website and that it could only be found online.

(ii) Most managed to achieve the full 3 marks as it only required use of the insert in order to identify three ancillary services offered by the agency. If responses were wrong it was usually because candidates did not understand what was meant by the term 'ancillary service'.

(b) This question followed on with the topic of ancillary services and again those who understood what was meant by that term could suggest why travel agencies would offer ancillary services and would usually achieve the full 6 marks available. Those who were unsure usually managed some marks by suggesting something such as 'making more money'.

(c) This was a levels of response question featuring an assessment of the benefits of an online 'chat function' to the travel agency featured in the insert. Candidates scored well on this question. Most candidates are very familiar with the use of online features and could clearly detail the benefits which were specified in the mark scheme. Most responses seen scored over half marks. No responses were seen which achieved 0 or were no response. Candidates were continuing with the pattern of being able to produce good responses which were related to customer service situations.

(d) This question was worth 9 marks and was based upon a customer service topic – methods of assessing customer service delivery but was again applied to the online travel agency. Most candidates achieved good marks with most responses relating the methods to an online travel agency and the responses contained a good depth of knowledge and understanding of the topic. Any weaker responses usually scored fewer marks because they were not related to online methods that may be appropriate and featured methods such as mystery shoppers which would be unlikely to be used in this situation.

Question 4

(a) (i) This question required a definition of the term 'package holiday' – those who knew it achieved the mark and those who did not either tried a guess or left it blank.

(ii) This was linked to the previous question so those candidates who knew what package tourism was usually achieved the 3 marks for the question. A large proportion of candidates seemed unsure about package tourism.

(b) This question required possible solutions to the issue of intangibility to be suggested and explained. Responses seen were very good. Most candidates are now very confident with dealing with any question referring to seasonality, intangibility or perishability. Some responses were brief but that could have been due to candidates beginning to run out of time for the exam paper.

(c) This was a levels of response question based upon the differences between commercial and non-commercial organisations. Responses seen fell into two clear halves. Thos who knew what commercial and non-commercial organisations were about and achieved marks of 4, 5 or 6 those who had the two types mixed up consequently achieving either 0 or 1 possibly 2 marks. This was the main reason for low marks scored on this question. Responses tended to be brief unless a candidate was sure about their depth of knowledge.

(d) Many candidates used examples to supplement their comments and included the impacts of the recent Covid virus and how that caused many problems for the industry. Many responses also referred to the insert and Fig. 3.1 using the impact of online circumstances and how this has changed the nature of employment and training in the industry. A wide range of marks were seen for this question but there were no responses seen which had no attempt.

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Candidates seemed to have had few problems in answering the questions. It was evident that the candidates had good, in-depth knowledge about the travel and tourism industry and could apply that knowledge to questions when required. Candidates managed the level of response questions well, obviously having been well prepared for the type of question. Customer service questions were dealt with competently and showed a high degree of knowledge and understanding. It was also encouraging to see only a few No Response answers which showed candidates were prepared to attempt all questions on the paper which obviously increases the potential to achieve marks.

TRAVEL & TOURISM

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

Key messages

In order to achieve a good result in this examination candidates need to be familiar with the demands and contents of the syllabus.

The questions on the exam paper will include coverage of a number of topics from all parts of the syllabus in a number of ways. Candidates need to be familiar with the key command words used in the questions and should have prepared ways of answering a variety of types of questions on topics contained within the syllabus.

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

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

General comments

Candidate responses about customer service were generally well answered. There few 'no response' answers evident showing candidates were confident in their ability to deal with the paper.

Candidates producing higher scoring answers had supplemented their answers with comments and examples from the travel and tourism industry, evidencing a thorough understanding and personal knowledge of the subjects in the paper. Candidates providing judgements and conclusions usually reached Level 3. There was increase in numbers of candidates accessing Level 3 marks. Few responses were seen at Level 1.

The stimulus materials were accessible and on the whole interpreted well by candidates. Candidates should also continue to draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

For the extended response questions, candidates should make a positive attempt to structure the responses in terms of the following 'ladder':

Level 1 (1 to 3 marks) – has the candidate identified a number of valid types/features/factors? – If yes, then the answer must score at least 3 out of 9

Level 2 (4 to 6 marks) – has the candidate offered explanatory or analytical comment about one or two valid types/features/factors? – If yes, then the answer must score 4, 5 or possibly 6 out of 9 Level 3 (7 to 9 marks) – has the candidate offered evaluative comment about the valid items that have been identified and explained/analysed? i.e., one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a reasoned conclusion i.e., C is much more important/significant than A and B because …… This would clearly be an 8 or 9 mark response.

Comments on specific questions

Question 1

This question was based on Fig. 1.1 on the insert – photographs of adventure tourism.

(a) (i) The responses viewed for this part of **Question 1** required a definition of adventure tourism. A number of candidates failed to gain the mark as they simply repeated information from the question – that adventure tourism was doing something adventurous. Stronger responses talked about an adrenaline rush or gave examples.

(ii) This part of the question was answered well by the vast majority of candidates – there were few problems seen in candidates being able to identify 3 possible water-based tourism activities and most achieved the full 3 marks even if they had lost marks in ai.

(b) This part of the question referred candidates to the insert and required descriptions of three characteristics that would appeal to leisure tourists. As long as the details came from the insert and each identification was accompanied with a description then the candidates would achieve the full 6 marks. Most candidates were able to do this and so marks tended to be high for this question.

(c) This question asked for explanations of two social factors which could encourage adventure tourism. Social factors would include health awareness, new type of family structures, rising numbers of middle class in some countries, age related comments etc. Most candidates managed this question well. If full marks were not achieved it was usually because the explanation was not detailed enough. One mark would be for identifying the point and then up to two further marks for the explanation and if explanations are not detailed enough – at least two points made then only one mark is awarded.

(d) Candidates tended to approach this question from two viewpoints, most discussed responsible tourism and how adventure tourism destinations could be managed – with signposts, education, restricting numbers, minimal litter/pollution etc. Others talked about the ways that adventure tourism companies could look after their customers in a responsible manner. The candidates who did this tended to score lower marks – the nature of the points they were identifying were either listed or briefly explained and no real discussion tended to take place about the points being made. The candidates discussing responsible tourism were able to make use of plenty of information at their disposal and could suggest which methods would be effective in adventure tourism destinations. They tended to score higher marks with many reaching Level 3 with marks of 7+.

Question 2

(a) This question tended to be answered well with most candidates achieving the full for marks, most were able to suggest possible products that galleries may offer customers. The responses seen that did not achieve full marks did so because explanations/descriptions were not present or vague.

(b) As with other exam series the candidates showed a very clear understanding of customer service issues. This was a good example of a question well done with clear identification of methods and good explanations accompanying them.

(c) Responses were again good, methods to assess customer service delivery are usually dealt with competently by candidates and this was no exception. Candidates were clear about focus groups, responses achieving Level 3 marks did so because they either pointed out weaknesses or suggested better or more appropriate methods to use to assess customer service delivery.

(d) The responses to this question were good. The candidates were clear about how attitudes and tastes change over time and could identify impacts. Most were achieving high Level 2 marks with better responses giving plenty of examples and explaining issues such as achieving greater profits or gaining a competitive advantage over other organisations which could lead to some organisations going out of business.

Candidates had obviously been well prepared in advance for this topic.

Question 3

This question was based on Fig. 3.1 (Insert) data on tourist arrivals to Spain.

(a) (i)   Responses for this part of were usually correct. Only a very few named anywhere other than the UK.

(ii)   Marks for this part of the question were generally good, most candidates were scoring either 2 or 3 for their suggestions about the popularity of Spain for UK tourists. Most responses seemed to be applying knowledge that they had of other possible destinations and reasons for travel.

(b)   As for **part (a)(ii)**, marks were generally good as candidates suggested valid reasons as to car travel being a disadvantage for travelling to Spain, many responses were suggesting reasons that were the opposite of the positive reasons which have been asked about/studied previously. Many candidates were also suggesting reasons that were common sense and which worked well as disadvantages such as getting stuck in traffic which would make the journey very time consuming and tiring for the driver.

(c)   This part of the question was a levels of response question dealing with the topic of currency exchange rates and their impact upon destinations. Many of the responses seen achieved high Level 2 and Level 3 marks as candidates had clearly been well prepared in this topic and the majority of candidates could also explain impacts that changes in the levels of exchange rate could impact destinations with examples such as increasing the amounts of foreign currency and improving the economic situation in places which would then encourage further development and increase employment, allow the development of infrastructure and in negative situations businesses may collapse etc.

(d)   The level of response question featured the importance of transport providers improving the transport they offer. Responses seen were mixed – although there were very few no response answers seen. Candidates seem to prefer discussing the benefits of different transport types rather than trying to say what the importance of improving their transport. Many responses reached high Level 2 marks when candidates thought more about what benefits this could bring to the operator – such as more profits as they would be more popular or a competitive advantage as they would have a greater market share. Those responses which developed these points reached Level 3 marks whilst those who itemised different forms of transport and discussed possible improvements were restricted to Level 1 and low Level 2 marks as the 'importance' aspect of the question was not addressed.

Question 4

(a) (i)   Nearly all responses correctly defined the term 'VFR'.

(ii)   Candidates seem familiar with this type of tourism and most marks awarded for this question were either 2 or 3. Responses seen clearly showed understanding of the topic and the question with realistic benefits being identified.

(b)   Responses to this question were similar, candidates could identify the types of characteristics which would be needed by business tourists and had obviously been prepared well with this part of the syllabus. Therefore, marks tended to be in the region of 4 – 6, if lower it was usually because the characteristic may have been identified but its relevance was not described, and so no more than half marks could be awarded.

(c)   This was a high scoring question. Candidates are now very familiar with seasonality, perishability and intangibility and so can easily suggest ways in which they can be managed and so marks tended to be up around 4, 5 or 6. As with **part b** if marks were lower it was usually because the explanations were not detailed enough.

(d)   The level of response question featured mobile technology, candidates are very familiar with this topic and so were able to discuss the impacts upon organisations. Many responses seen accessed Level 3 marks and some very detailed, informed responses were seen. Where candidates achieved Level 1 marks or low Level 2 it was usually because they had tended to focus upon benefits to customers rather than to the organisations. There may be some benefit in reminding candidates to make sure that they stay on topic when dealing with the longer responses. Despite

this the question generally produced high marks in large numbers which is not normally the case for the longer levels of response questions.

The responses seen for this paper covered a range of marks and candidates had few problems in answering the questions well and so achieved high marks. It was evident that in some parts of the paper knowledge about the topics on the syllabus was good. Candidates managed the level of response questions well and had obviously been well prepared for the exam. Customer service questions were all dealt with competently and showed a high degree of knowledge and understanding. It was also encouraging to see only a few No Response answers which showed candidates were prepared to attempt all questions on the paper which obviously increases the potential to achieve marks.

TRAVEL & TOURISM

Paper 9395/13
The Industry 13

Key messages

Candidates should be familiar with the key command words used in the questions and they should have been 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.

General comments

The answers to the questions on the paper showed candidates had acquired a wide range of knowledge into the travel and tourism industry and the syllabus topics – especially well done were the responses about customer service and in addition a large number showed knowledge and understanding of both responsible and sustainable tourism. The knowledge they developed has enabled them to attempt the questions in a competent manner and as a result the numbers of 'no response' answers were limited showing candidates were confident in their ability to deal with the contents of the paper.

Candidates who were achieving higher scoring answers were able to supplement their answers with comments and examples from the industry, evidencing a thorough understanding and personal knowledge of the subjects in the paper. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Levels questions showed a development in the amount of detail contained in them and this resulted in an increase in numbers of 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.

For the extended response questions, candidates should make a positive attempt to structure the responses in terms of the following 'ladder':

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'No response' answers were very few in number.

Comments on specific questions

Section A

Question 1

This question was based upon the source material about Singapore.

(a) (i)   This question asked for an interpretation of the trend shown in the data contained in the insert and candidates scored well on this question. Responses showed that most achieved the full 2 marks for this part of the question.

(ii)   In this part candidates were asked to suggest two types of data which National Tourism Organisations may find useful and answers showed that candidates were able to provide two suggestions. Only a few of the responses seen achieved fewer than the 2 marks available.

(b)   Most candidates achieved the full 6 marks for the question if they referred to the insert and used the information that it contained. In some cases correct identifications were made but marks were lower because the response seen failed to provide a suitable description.

(c)   This part of the question was a level of response question and again most candidates were achieving marks of 4+ for their answers. They were showing a good understanding of ways in which political stability could encourage tourism growth. Responses achieving Level 3 usually did so because they were providing examples and discussion of some ways that tourism growth could be negatively impacted by political factors.

(d)   The final part of question 1 was a levels of response 9 mark question requiring an evaluation of the importance of culture preservation to tourism destinations. Again, candidates had been well prepared – both with the amount of knowledge they had and with their abilities in dealing with these types of questions. More responses were seen to be reaching high Level 2 and Level 3 marks on this paper.

Lower marks were usually because the response seen was listing reasons why culture was important to destinations and so did not achieve anything higher than a Level 1 mark (1 – 3) and if only one aspect mentioned was examined then the mark was usually 4 – just entering Level 2.

Question 2

This question made use of the insert and in this case it was a photograph of the Ardeche river.

(a)   There were no responses seen which achieved no marks for this part of the question. Many achieved the full 4 – with two identification which were described. A number of responses only achieved or 2 marks which were marks awarded for identifying one or two tourism activities and failing to provide a description.

(b)   Responses seen for this part of the question did not always answer the question correctly. There was some misunderstanding of the word 'accommodation'. In the context of the examination this refers to places which tourists will stay in when travelling so correct responses would include hotels, bed and breakfasts, hostels for example. Referring to ways in which needs can be met or fitting in with what people want is not in the specification should be avoided.

(c)   Candidates answered this question well on the whole with most responses seen reaching 4 marks or top of Level 2, most could detail possible problems caused by climate change but not many produced an assessment and so reach marks of 5 or 6. Most responses seen had several examples and situations which they could refer to in the question and had obviously studied this in some depth.

(d)   Mixed responses were seen with answers to this question. Candidates knew what National Tourism Organisations are although a number seem to think they are far more powerful than they actually are – they do not all seem to know exactly what they can and cannot do. There was also some confusion seen in some responses with candidates mistaking Regional Tourism organisations and their roles and responsibilities with those of the NTO. Marks tended to be very

low – in Level 1 with a few No Response answers seen. Those who knew what an NTO actually did usually scored high Level 2 marks or low Level 3 at 7.

Question 3

The question is based upon Fig. 3.1 in the insert, information about an online travel agency.

(a) (i) The question required a definition for the term 'online travel agency'. Most candidates achieved the 2 marks available for the question. Those that were incorrect were usually found to have simply stated that the online travel agency worked online whilst others stated that it would work via a website and that it could only be found online.

(ii) Most managed to achieve the full 3 marks as it only required use of the insert in order to identify three ancillary services offered by the agency. If responses were wrong it was usually because candidates did not understand what was meant by the term 'ancillary service'.

(b) This question followed on with the topic of ancillary services and again those who understood what was meant by that term could suggest why travel agencies would offer ancillary services and would usually achieve the full 6 marks available. Those who were unsure usually managed some marks by suggesting something such as 'making more money'.

(c) This was a levels of response question featuring an assessment of the benefits of an online 'chat function' to the travel agency featured in the insert. Candidates scored well on this question. Most candidates are very familiar with the use of online features and could clearly detail the benefits which were specified in the mark scheme. Most responses seen scored over half marks. No responses were seen which achieved 0 or were no response. Candidates were continuing with the pattern of being able to produce good responses which were related to customer service situations.

(d) This question was worth 9 marks and was based upon a customer service topic – methods of assessing customer service delivery but was again applied to the online travel agency. Most candidates achieved good marks with most responses relating the methods to an online travel agency and the responses contained a good depth of knowledge and understanding of the topic. Any weaker responses usually scored fewer marks because they were not related to online methods that may be appropriate and featured methods such as mystery shoppers which would be unlikely to be used in this situation.

Question 4

(a) (i) This question required a definition of the term 'package holiday' – those who knew it achieved the mark and those who did not either tried a guess or left it blank.

(ii) This was linked to the previous question so those candidates who knew what package tourism was usually achieved the 3 marks for the question. A large proportion of candidates seemed unsure about package tourism.

(b) This question required possible solutions to the issue of intangibility to be suggested and explained. Responses seen were very good. Most candidates are now very confident with dealing with any question referring to seasonality, intangibility or perishability. Some responses were brief but that could have been due to candidates beginning to run out of time for the exam paper.

(c) This was a levels of response question based upon the differences between commercial and non-commercial organisations. Responses seen fell into two clear halves. Thos who knew what commercial and non-commercial organisations were about and achieved marks of 4, 5 or 6 those who had the two types mixed up consequently achieving either 0 or 1 possibly 2 marks. This was the main reason for low marks scored on this question. Responses tended to be brief unless a candidate was sure about their depth of knowledge.

(d) Many candidates used examples to supplement their comments and included the impacts of the recent Covid virus and how that caused many problems for the industry. Many responses also referred to the insert and Fig. 3.1 using the impact of online circumstances and how this has changed the nature of employment and training in the industry. A wide range of marks were seen for this question but there were no responses seen which had no attempt.

Candidates seemed to have had few problems in answering the questions. It was evident that the candidates had good, in-depth knowledge about the travel and tourism industry and could apply that knowledge to questions when required. Candidates managed the level of response questions well, obviously having been well prepared for the type of question. Customer service questions were dealt with competently and showed a high degree of knowledge and understanding. It was also encouraging to see only a few No Response answers which showed candidates were prepared to attempt all questions on the paper which obviously increases the potential to achieve marks.

TRAVEL & TOURISM

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

Key messages

Centres are advised to annotate coursework to show where marks are awarded. All coursework should be completed on an individual basis. If work is included from another candidate this must be credited. Candidate logbooks or diaries should be included for team evidence. Teacher witness statements should be detailed and signed. Coursework can be submitted with text on both sides of the paper. Centres should discourage large bulky files.

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 including guidelines that provide a framework to produce the portfolio. Centres should avoid providing a prescriptive template for candidates as this restricts individuality.

Overall, candidate work submitted by centres clearly followed the syllabus guidance. 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.

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, e.g., 'Akshay created this webpage for our event.' Candidates cannot take credit for work that is not their own. Centres should 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 written/electronic diary.

2.2 Choosing the event

Portfolios included many detailed feasibility studies conducted by candidates. 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, though much research was in evidence. 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 all 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 witness statement should be included for **all** candidates.

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 gather 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

Paper 9395/31
Destination Marketing 31

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

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Paper 9395/32
Destination Marketing 32
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Key messages

- 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).
- All questions should be attempted. There were a significant number of no responses to questions on this paper.
- Candidates should use case study material in their responses, but should not copy from it directly.

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.

Candidates should be familiar with the content from different sections of the syllabus content so that they can differentiate their answers according to which section is being tested.

Comments on specific questions

Question 1

The case study materials for Question 1 were based on the rebranding of the city of Porto and how well the Porto.brand was understood.

(a) Candidates should be familiar with the four different forms of media and many were confident using the term earned media. Better answers mentioned the involvement of social media influencers or the use of word of mouth marketing through earned media. At the lower end of performance, the answers were too generic and could have related to the benefits of any form of communication.

(b) Candidates are expected to understand the range of KPIs used to evaluate the success of a destination brand. This question required candidates to make the connection between winning an award and destination popularity rankings; many candidates made this connection and went on to describe why destination popularity is important. Top performing candidates judged whether an increase in popularity ranking is an effective KPI and offered alternative KPIs which they considered more effective, justifying the reasons for their choices. Lower marked responses often listed the KPIs from the syllabus but did not offer any distinction between one KPI and another in measuring brand effectiveness.

(c) The concept of intangibility was well understood by most candidates, with many responses exemplifying how marketing can be used to overcome the issue. Responses tended to focus on the textbook examples of virtual tours and videos, rather than consider more specific examples from advanced social media, such as the use of influencers' making reels in a destination and posting to their followers etc. Few also used the case study examples of advertising the destination brand on everything from taxis and dustcarts to municipal buildings. At the lower end of performance, responses confused the characteristics of intangibility with perishability.

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Question 2

A joint marketing campaign between the Tokyo Metropolitan Government and a social media platform formed the basis of this set of questions. Whilst the case study materials seemed reasonably accessible to most candidates, the concept of a joint marketing campaign was not well understood.

(a) Many candidates did not use the correct terminology about the Ansoff matrix within their response. Weaker answers confused Ansoff with other models, particularly with the Boston Matrix. Answers often identified the key characteristics of the model at a theoretical level, without applying this to the question context of a diversified destination.

(b) This question was not answered well. The better answers demonstrated understanding of the interdependent relationship between different stakeholders and described a range of benefits of organisations working together. Weaker responses relied too heavily on the text from the case study materials and listed the perceived benefits of running a social media campaign.

(c) The concept of trade fairs was not well understood by a large number of candidates, and consequently answers to this question were generally limited. Many did not understand that these are business to business events and listed benefits of marketing to customers directly. At the lower end of performance, responses were not focused on trade fairs and instead discussed a broad range of general marketing activities used in travel and tourism.

TRAVEL & TOURISM

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Paper 9395/33
Destination Marketing 33
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Key messages

- 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).
- All questions should be attempted. There were a significant number of no responses to questions on this paper.
- Candidates should use case study material in their responses, but should not copy from it directly.

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.

Candidates should be familiar with the content from different sections of the syllabus content so that they can differentiate their answers according to which section is being tested.

Comments on specific questions

Question 1

This subset of questions was based on the new national brand identity of the United Arab Emirates. Most candidates engaged well with the case study materials.

(a)   Candidates were expected to be familiar with the different aims of market analysis from the syllabus. A range of valid answers were listed but few provided relevant explanations for these aims, with many candidates scoring 2 out of 4 marks here.

(b)   the majority of responses demonstrated good understanding of what makes an effective destination brand. The best answers identified a broad range of the criteria, each applied to the context of the case study, with some challenging the idea that the 7 lines logo was effective. Lower scoring responses relied too heavily on the case study, with candidates not linking what they read with the criteria from the syllabus they should have learnt.

(c)   Many candidates listed the generic set of challenges that destinations face when branding themselves. The best answers here were those where candidates picked up that this was the first time that the United Arab Emirates had tried to brand themselves as one entity, rather than as seven separate nations. This understanding gave depth to the responses made, especially regarding competition within the Emirates.

Question 2

The second case study on this paper looked at the unusual approach the Nebraska Tourism Commission used to market the destination. Evidence from the responses suggested some candidates found this concept quite difficult, with many of the weaker responses here reliant on the case study wording.

(a) This question was answered well by most candidates who identified at least two roles of a Destination Marketing Organisation. At the top end of performance, candidates also explained the significance of these functions.

(b) This question was not answered well. Those candidates who were familiar with the phrase 'destination environment' as a communication method used to raise awareness scored well on this question. They gave applied contexts of how aspects of the natural and built environment were used to communicate a destination's appeal to potential travellers. A large number of candidates were unfamiliar with the phrase and as such tended to answer a very different question than the one asked. Answers tended to be either about how destinations use different communication methods to raise awareness, or how a brand identity can be created. This is a good example of where it is important for candidates to know which part of the syllabus is being tested.

(c) Candidates should have been familiar with the list of KPIs from the syllabus that are used to measure brand effectiveness and were asked here to select the ones they thought most appropriate for Nebraska. Most responded appropriately, choosing two or three KPIs. However, many candidates did not include the measure of change, for example change in arrival numbers, change in visitor spend, which devalued their judgement. Better answers used phrases including increases or decreases to imply a noticeable difference as part of that measure.

TRAVEL & TOURISM

Paper 9395/41
Destination Management 41

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

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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.

General comments

There was evidence that many centres had prepared candidates well for the assessment. There were two case studies with 25 marks per case study set over three questions. The first case study covered a volcanic eruption in St. Vincent in the Caribbean. The second case study covered the Egyptian Tourism Federation. The case studies were provided in a detached Insert, whilst candidates used an answer booklet for their responses.

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. Many candidates showed a reasonable 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 stimulus materials. 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.

Candidates who perform well in this examination use accurate industry terminology to help exemplify their points. Weaker candidates do not always gain the higher banded marks due to an inability to demonstrate the higher order skill levels of analysis, evaluation and discussion. There was also an inability to weigh up the significance of points they made.

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.

Many successful candidates this year were able to produce concise, relevant information in their longer style responses. The answer booklet was used to good effect. There were occasions when handwriting was difficult to read, centres should encourage candidates to 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. In general, the standard of this session was pleasing. There was no confusion over rubrics and timing does not appear to have been an issue.

Comments on specific questions

Section A

Question 1

(a)   This was reasonably well answered; most candidates were able to explain two political objectives of tourism development. Most common responses were to enhance the image and boost the reputation. Each of the identified points had to be exemplified to gain the full 4 marks.

(b) There was a mixed response to this question. Candidates were asked to assess the role of commercial organisations in destinations such as St. Vincent in the Caribbean. Most responses included comments on a profit-centred organisation that produced products and used local tour guides. Some candidates confused commercial organisations with public ones and therefore were unable to gain marks. When explanations or descriptions are not developed into a fully discussed points, higher marks cannot be awarded.

(c) This was well answered. Candidates were asked to discuss strategies St. Vincent might use to encourage tourism following a volcanic eruption. Many candidates were able to explain the use of market research, marketing strategies and products to entice customers. Where candidates did not weigh up the significance of their points, higher level 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 were able to explain two likely reasons for the Egyptian Tourism Federation (ETF) of having sustainable tourism policies. Most common responses included, to protect the landscape, reducing the negative impacts and promoting awareness of environmental issues. Each of the identified points had to be exemplified to gain the full 4 marks.

(b) This question was reasonably well answered. Many candidates were able to explain the reasons for including the local community in destination management. Responses included to have their support, use their skills and have their advice and ideas. Some candidates failed to 'assess the importance' of their points made and therefore were unable to gain the higher order banded marks. A relevant and detailed concluding paragraph was required to gain full marks. Some candidates confused the role of a DMC with that of the Omani Government.

(c) This question was well answered, most candidates were able to explain the negative environmental impacts that tourists might have on Egypt. Most common responses included congestion, the different forms of pollution and pressure on the local resources. Some candidates explained measures to prevent negative impacts, this was not required. Without weighing up the significance of their correct suggested points, 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 9395/43
Destination Management
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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.

General comments

There was evidence that centres had prepared candidates reasonably well for this 9395/43 assessment. 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 destination management company in Paris and the second case study was of Easter Island a Chilean territory.

Many candidates showed a reasonable 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 stimulus materials. 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 candidates do not always gain the higher banded marks due to an inability to demonstrate the higher order skill levels of analysis, evaluation and discussion. There was also an inability to weigh up the significance of points they made.

Many successful candidates this year who were able to produce concise, relevant information in their longer style responses. The answer booklet was used to good effect. There were occasions when handwriting was difficult to read, centres should encourage candidates to 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. In general, the standard of this session was pleasing. Timing does not appear to have been an issue.

Comments on specific questions

Section A

Question 1

(a)   This was generally well answered; most candidates were able to explain two benefits to a business of using DM Paris. Most common correct responses included saving time for a business, including all the preparation and planning. Each of the identified points had to be exemplified to gain the full 4 marks.

(b)   A reasonable response to this question. Candidates were asked to assess the importance to a DMC of working with the local community. Most responses included the local community helping to

provide knowledge and preventing local people from losing their customs. When explanations or descriptions are not developed by weighing up the significance of each point, higher marks cannot be awarded.

(c)   This was well answered. Candidates were asked to discuss reasons why DM Paris offers a variety of services. Many candidates were able to explain the need to appeal to new customers or to entice returning customers. The need for good marketing and a strong usp was also considered. Where candidates did not weigh up the significance of their points, higher level 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 were asked to explain two benefits of an environmental audit. Most common responses included assessment of the loss of species and negative environmental effects of tourism. Each of the identified points had to be exemplified to gain the full 4 marks.

(b)   This question was very well answered. Many candidates were able to explain the positive economic impacts that a growth in tourism may have on destinations such as Easter Island. Responses included provision of jobs, training, multiplier effect and income generated. Some candidates failed to 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 were able to explain ways to prevent negative environmental impacts of a growth in tourism on Easter Island. There were some instances where candidates explained negative impacts rather than ways to prevent them. Most common responses included the using sustainable practices, visitor management including zoning and re-routing pathways. 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.