

TRAVEL AND TOURISM

Paper 0471/03
Coursework

Key messages

The coursework module requires candidates to carry out a detailed investigation into the provision of visitor service information using both primary and secondary research techniques, focusing especially upon the way a destination or attraction is marketed and promoted. Ideally, this means that candidates should make a personal visit to the selected site, in order to collect first hand data for the report.

There should be significant evidence within the coursework of data handling, presentation and interpretation, allowing candidates to draw valid conclusions about the relevance and effectiveness of the marketing efforts for the chosen tourist destination or attraction.

General comments

A broad range of appropriate hypotheses were chosen across the cohort, providing good opportunities for candidates to conduct relevant investigations for their coursework. Some of these opportunities were followed up more effectively than others. Centres which experience difficulty in setting up conditions for the investigative aspects of this coursework should consider the alternative examination (Paper 2, Alternative to Coursework) which covers the learning content predominantly from Unit 5, rather than focussing more specifically on the learning content from Unit 6 for this coursework based assessment.

There was some excellent evidence of primary research, documented through the inclusion of personal photographs and transcriptions of interviews. Copies of questionnaires were mostly included, although in some instances, the questions lacked specific relevance to the context of the investigation. Secondary research was generally less well evidenced, with few screen shots, examples of sales literature or external data being properly referenced. This is an important research skill, and candidates should realise that a URL included in the resource list should be backed up with more tangible evidence, such as those examples listed above.

There must be direct reference to the core principles of marketing and promotion of the selected destination or attraction. This should include specific reference to the target market(s) and the way in which the 4P's of the marketing mix have been applied by those responsible for the marketing and promotion within the site or destination. This was not always the case at the lower end of performance from this cohort. Better candidates also sometimes apply marketing tools such as SWOT and PEST, or the product life cycle model to assess the effectiveness of the marketing and promotion carried out.

Most coursework from the external moderation sample this session was presented well. The majority of candidates presented their work in a logical sequence, using appropriate headings to sub-section the different types of evidence. Many included an intended action plan to state their methodology and to address the issue of limitations and potential problems that might be encountered during the investigation.

Data presentation skills were variable across the cohort; most candidates are highly skilled in the use of Information Communication Technology and software programs to assist them in compiling charts, tables and graphs in a meaningful way. Weaker candidates sometimes struggled to include data labels on their charts and graphs, making it more difficult to draw relevant conclusions from the data they were using. There is no requirement for ICT to be used to present data; candidates are welcome to hand draw charts and graphs if they wish. At the lower end of performance, candidates sometimes copied and pasted graphs from unknown sources, without explaining the relevance of the data to their own investigations. It is important that candidates can demonstrate their own data handling, presentation and interpretation skills.

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Assessment decisions must be made based only on the coursework evidence submitted. For example, if there is little attempt to incorporate data into the report, then clearly few, if any, marks should be awarded for these skills.

Assessors are kindly reminded to annotate candidates' work at the point of accreditation to ensure transparency of the assessment decisions made. Please also ensure that mark totals are correct and are shown on the Individual Candidate Record Card (ICRC), as a number of arithmetical errors were found this session during the external moderation exercise.

TRAVEL AND TOURISM

Paper 0471/11
Core Paper

Key messages

- Candidates need to read the question carefully and respond in an appropriate manner, paying close attention to the context provided.
- Careful interpretation of the stimulus materials is required.
- Greater precision when explaining the significance of particular factors, avoiding generalisation

General comments

For the most part candidates have good knowledge and understanding of the topics covered by the specification, although there were a few instances where this was not the case e.g. consumer protection. However it is clear that candidates need to be better prepared for the demands of the open-ended/longer answer questions which require analysis and evaluation skills.

The stimulus material was accessible and used well by the candidates.

Comments on specific questions

Question 1

- (a) Most candidates successfully identified the necessary facts from the stimulus material.
- (b) This question proved to be a challenge for many candidates. Most candidates did not identify characteristics of **scheduled flights** instead discussing characteristics that apply to all flights, such as having a specific time to depart, rather than discussing the timetabled characteristic of scheduled flights. **Hub airport** was answered better by some, however candidates did not develop the characteristic identified limiting them to one mark for this definition.
- (c) This was answered well by most candidates. Most responses correctly identified valid benefits and most were developed well, in particular there was good knowledge of the marketing benefits.
- (d) Responses to this question were varied; many candidates correctly identified three processes. However some candidates missed the context of the question and provided responses about passengers boarding the aircraft or prior to departing the aircraft.
- (e) Most candidates provided at least one valid reason for booking directly with an airline; however very few candidates provided three reasons.
- (f) The majority of candidates were able to identify reasons for the increase in airline prices, Some better candidates were able to develop these points through analysis and those scoring the highest marks were able to evaluate the points raised.

Question 2

- (a) Candidates answered this question well with most correctly identifying all four of the international signs; the sign that was more challenging was elevator. Identify questions require a simple response and do not require candidates to provide explanation, description or even sentences when responding.
- (b) This question was answered well, however some candidates stated organisations that are not travel and tourism e.g. hospitals, these were not creditworthy.
- (c) (i) This question was a challenge for most candidates. Very few responses contained any credit worthy suggestions. Candidates gaining credit named types such as ATOL/ABTA/USTOA or more generic for example 'bonding schemes' or 'complying with countries consumer protection laws'.
- (ii) Most candidates were able to identify the reasons for consumer protection. Some better candidates gave an explanation of these reasons.
- (d) Many candidates explained the benefit of **travel insurance/car rental** but not in the context of the travel agent offering them (prior to travel). Out of the three services questioned **booking excursions** was answered better with most candidates answering in the right context, identifying and explaining correctly the benefits of booking these prior to travel with a travel agent.
- (e) Responses to this question were mixed. Many candidates correctly identified the benefits, only a very few were able to develop this through analysis of how exactly the customer would benefit and then into evaluation.

Question 3

- (a) This question was generally answered well. Most candidates were able to identify the possible environmental impacts. Credit was only given if the context of water-based wildlife tours was clear. Some candidates gave generic answers such as pollution and needed to be more specific e.g. noise pollution, air pollution etc. to gain the marks.
- (b) This question was answered well with candidates identifying and explaining the appeal well. The better answers were not generic and were explained in the context of the question.
- (c) Candidates tended to do this quite well; it was pleasing to see the link with ecotourism made by a number of candidates.
- (d) This question was answered well. Candidates know the different ways of booking tours and for the most part clearly explained the benefit of the booking method for tourists.
- (e) Responses to this question were mixed; some candidates were able to give ways to manage carrying capacity others were not. Responses that discussed visitor management strategies in context were credited and the context of 'destination' was allowed to be variable with some discussing specific attractions/areas and other considering on a country level. Pleasingly there was evidence of analysis of the points identified.

Question 4

- (a) This was answered very well. Candidates correctly interpreted the stimulus material and extracted the correct information.
- (b) Responses for this question were varied, with some candidates quoting catering accommodation types rather than self-catering.
- (c) Responses to this question were generally not good. Many responses incorrectly focused on financial aspects such as sales, revenue, profit which are not detailed on occupancy rates or of interest to National Tourist boards. Many responses seemed confused about the roles of National Tourist Boards, their role is to analyse the overall performance of the destination, market the destination in other countries and develop national tourism strategy; they are not responsible for building/developing more accommodation.

- (d) Most candidates were aware of the concept of the multiplier effect but many responses did not provide detail or explain specific multipliers.
- (e) This question was answered very well. Candidates were able to identify types of information found in a travel guide book and the benefit of it to the tourist. In a few cases responses included a discussion of contact details, this was only awarded where it was clear that it was contact details of the organisations within the book e.g. tour operators/hotels etc.
- (f) Most candidates were able to identify ways that attractions can help to preserve the culture but only the better candidates were able to develop this into analysis indicating how it helps to preserve the culture. For example attractions can sell local arts and crafts, therefore helping to preserve the traditional craft ensuring that they are not forgotten and can still be passed on to other generations. In addition there was very little evidence of evaluation in responses for this question.

TRAVEL AND TOURISM

Paper 0471/12
Core Paper

Key messages

- Candidates need to read the question carefully and respond in an appropriate manner, paying close attention to the context provided.
- Careful interpretation of the stimulus materials is required.
- Greater precision when explaining the significance particular factors, avoiding generalisation

General comments

For the most part candidates have good knowledge and understanding. Generally questions were answered well. However it is clear that candidates need to be better prepared for the demands of the open-ended/longer answer questions which require analysis and evaluation skills.

The stimulus material was accessible and used well by the candidates.

Comments on specific questions

Question 1

- (a) Most candidates were able to answer this question correctly. There were some answers of South Africa for the last part, which is a country and not a continent.
- (b) This question was answered well; the correct responses were all available for the candidates in Fig. 1.
- (c) This question was generally well answered, many responses made use of the information in Fig. 1 to identify three reasons for the appeal. Many responses did not answer in the context of why Zambia would appeal to international tourists, which limited marks.
- (d) The majority of answers to this question correctly identified a likely benefit of each of the strategies given. The better answers explained each identified benefit in the context of the tourist. Some responses to the benefit of infrastructure development on roads gave more general infrastructure developments, which limited marks.
- (e) Many responses to this question identified problems or risks associated with dependency on tourism. Many responses mentioned economic difficulties as a problem without first identifying what may have caused these issues. Assessment in most responses was limited and only a few responses included any form of concluding statement or judgement.

Question 2

- (a) This question was not answered very well. The majority of answers stated requirements of business tourists rather than the characteristics of them.
- (b) This was generally answered well.
- (c) Many responses were generic giving the benefits of using travel agents, rather than being in the context of specialist business travel agencies and the needs and wants or service requirements of business tourists.
- (d) The responses for this question were variable. Many responses given were not in the context of business tourists.
- (e) Many responses successfully identified the activities that business tourists may take part in. Discussion of how these activities would benefit the local economy was limited.

Question 3

- (a) This was answered well and the insert material was used well.
- (b) This question was answered well.
- (c) Most responses provided good explanations of why the skills are important in the context of staff at major railway stations.
- (d) The majority of answers successfully identified reasons why ancillary services are provided. The better responses were able to extend this and explain why the services are provided.
- (e) This question was answered well and in most cases the responses were developed into analysis considering the benefit/appeal to international tourists, however there was very little evidence of evaluative comment.

Question 4

- (a) This question was answered well.
- (b) These definitions proved to be challenging. Many responses demonstrated a general awareness of the terms but did not use the subject specific terms to be able to convey an accurate response. In the case of vertically integrated tour operators some answers focussed on integration but there was no mention of the vertical element which limited marks.
- (c) This question was generally answered well. There was a significant number of responses that focussed on procedures for handling customer complaints, rather than enquiries.
- (d) Generally this was answered well.
- (e) This question was challenging. The better responses identified the benefits and offered some discussion of these.

TRAVEL AND TOURISM

Paper 0471/13
Core Paper

Key messages

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- Careful interpretation of the stimulus materials is required.
- Greater precision when explaining the significance of particular factors, avoiding generalisation

General comments

For the most part candidates have good knowledge and understanding of the topics covered by the specification, although there were a few instances where this was not the case e.g. consumer protection. However it is clear that candidates need to be better prepared for the demands of the open-ended/longer answer questions which require analysis and evaluation skills.

The stimulus material was accessible and used well by the candidates.

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- (a) Most candidates successfully identified the necessary facts from the stimulus material.
- (b) This question proved to be a challenge for many candidates. Most candidates did not identify characteristics of **scheduled flights** instead discussing characteristics that apply to all flights, such as having a specific time to depart, rather than discussing the timetabled characteristic of scheduled flights. **Hub airport** was answered better by some, however candidates did not develop the characteristic identified limiting them to one mark for this definition.
- (c) This was answered well by most candidates. Most responses correctly identified valid benefits and most were developed well, in particular there was good knowledge of the marketing benefits.
- (d) Responses to this question were varied; many candidates correctly identified three processes. However some candidates missed the context of the question and provided responses about passengers boarding the aircraft or prior to departing the aircraft.
- (e) Most candidates provided at least one valid reason for booking directly with an airline; however very few candidates provided three reasons.
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- (b) This question was answered well, however some candidates stated organisations that are not travel and tourism e.g. hospitals, these were not creditworthy.
- (c) (i) This question was a challenge for most candidates. Very few responses contained any credit worthy suggestions. Candidates gaining credit named types such as ATOL/ABTA/USTOA or more generic for example 'bonding schemes' or 'complying with countries consumer protection laws'.
- (ii) Most candidates were able to identify the reasons for consumer protection. Some better candidates gave an explanation of these reasons.
- (d) Many candidates explained the benefit of **travel insurance/car rental** but not in the context of the travel agent offering them (prior to travel). Out of the three services questioned **booking excursions** was answered better with most candidates answering in the right context, identifying and explaining correctly the benefits of booking these prior to travel with a travel agent.
- (e) Responses to this question were mixed. Many candidates correctly identified the benefits, only a very few were able to develop this through analysis of how exactly the customer would benefit and then into evaluation.

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- (a) This question was generally answered well. Most candidates were able to identify the possible environmental impacts. Credit was only given if the context of water-based wildlife tours was clear. Some candidates gave generic answers such as pollution and needed to be more specific e.g. noise pollution, air pollution etc. to gain the marks.
- (b) This question was answered well with candidates identifying and explaining the appeal well. The better answers were not generic and were explained in the context of the question.
- (c) Candidates tended to do this quite well; it was pleasing to see the link with ecotourism made by a number of candidates.
- (d) This question was answered well. Candidates know the different ways of booking tours and for the most part clearly explained the benefit of the booking method for tourists.
- (e) Responses to this question were mixed; some candidates were able to give ways to manage carrying capacity others were not. Responses that discussed visitor management strategies in context were credited and the context of 'destination' was allowed to be variable with some discussing specific attractions/areas and other considering on a country level. Pleasingly there was evidence of analysis of the points identified.

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- (b) Responses for this question were varied, with some candidates quoting catering accommodation types rather than self-catering.
- (c) Responses to this question were generally not good. Many responses incorrectly focused on financial aspects such as sales, revenue, profit which are not detailed on occupancy rates or of interest to National Tourist boards. Many responses seemed confused about the roles of National Tourist Boards, their role is to analyse the overall performance of the destination, market the destination in other countries and develop national tourism strategy; they are not responsible for building/developing more accommodation.

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- (f) Most candidates were able to identify ways that attractions can help to preserve the culture but only the better candidates were able to develop this into analysis indicating how it helps to preserve the culture. For example attractions can sell local arts and crafts, therefore helping to preserve the traditional craft ensuring that they are not forgotten and can still be passed on to other generations. In addition there was very little evidence of evaluation in responses for this question.

TRAVEL AND TOURISM

Paper 0471/21
Alternative to Coursework

Key messages

Candidates should be familiar with all of the learning content from Unit 5 in preparation for the examination – this includes key terminology and concepts. For example, candidates cannot gain marks for generic descriptions of a pricing policy, if they cannot identify the policy by name.

If a question asks for two explanations, candidates must avoid giving more than required, for example, when asked to suggest two ways the product/service mix might be adapted, many candidates offered three different ways.

Candidates should be encouraged to read the questions carefully. There are still too many instances where candidates seem to expect a certain question from a previous session to come up on every question paper. For example, AIDA.

General comments

Candidates must answer four questions, each based on a vocationally relevant piece of source material. Each question is worth 25 marks. Candidates should ensure that they respond to each question appropriately, using higher order learning skills of analysis and evaluation in answering part **(d)** questions, which are intended to generate extended answers.

It is important that candidates are familiar with the key marketing terminology from the syllabus in order to deal effectively with the demands of the questions. Quite often answers are limited because the candidate is unsure which part of the syllabus is being tested. On this paper, there was evidence that candidates struggled with the phrases 'market research techniques', 'target segments', 'distribution channels' and even the acronym PEST.

It is **not** recommended that Centres encourage candidates to access mark schemes from previous examination sessions. Whilst mark schemes are useful tools for teachers in helping prepare candidates for external assessment, there is increasing evidence that candidates are trying to memorise whole chunks from the mark schemes; these are then regurgitated as answers, especially for the **(d)** questions, irrespective of what the question actually asks. Candidates score limited marks as a result. The examination is intended to test travel and tourism knowledge and understanding within an applied context.

Comments on specific questions

Question 1

The case study material in Fig. 1 was an advertisement for Northern Skies Ferry, a transport operator. Most candidates found the information in the text easily accessible.

- (a)** Candidates were asked to suggest why each of two possible market research techniques might be used by the ferry operator. As an **(a)** question, this was intended to be a simple recall of knowledge within an applied context. A significant number of candidates were unable to access marks here as they appeared unfamiliar with the terminology 'market research technique' from section 5.1(b) of the syllabus.

- (b) Most candidates were able to correctly identify appropriate family friendly services offered by the operator. The best answers gave very different reasons why each of these services might be popular. Weaker responses were not relevant to the 'family-friendly' context of the question.
- (c) Better performing candidates scored maximum marks for clearly identifying two specific pricing policies and explaining exactly how each policy is applied and why each might be suitable for the ferry operator to use. At the lower end of performance, responses tended to be generic about cheap prices, with no pricing policies actually being named.
- (d) A similar question about how a brand image might benefit travel and tourism providers had been set in a previous examination series, thus many candidates appeared to understand the demands of this question and there were some excellent responses. Weaker responses tended to be repetitive; an extended answer question of this nature requires the consideration of at least three different 'reasons', in order to progress through the range of marks in each mark band across the levels.

Question 2

Fig. 2 presented a press release from Glorious Bulgaria, a tour operator.

- (a) This question was broken down into two subparts – in the first, candidates were required to use the source material to identify two target segments for the tour operator. Most were able to score at least one mark of the two available. Clearly those unfamiliar with the term 'target segment' from Section 5.2 (b) struggled, often naming the two UNESCO sites in their answers. The second subpart to this question asked candidates to identify two examples of public relations used by Glorious Bulgaria. Responses were again dependent on the candidate's familiarity with this syllabus specific term. Most only scored one of the two marks, recognising that paying for 20 local schools to visit some of Bulgaria's best-known attractions was a form of public relations. Only the best performing candidates were able to make the link with the concept of sponsorship.
- (b) This question was not answered well by the majority of candidates. In previous sessions, this part of the syllabus (5.1 (b)) has been tested as an extended answer question. Whilst many candidates demonstrated an understanding of customer satisfaction as a concept, few were able to use specific examples of the links between marketing and customer satisfaction.
- (c) Distribution channels always appear to be the weakest part of candidates' understanding of the marketing mix, and it was certainly no different with this cohort. It is important that candidates understand that different forms of advertising are not examples of distribution channels. In this particular question, candidates could suggest reasons for the suitability of different distribution channels from either the provider's perspective or from that of the customer.
- (d) Candidates are familiar with the format of questions on the marketing mix and the majority demonstrate a good level of understanding of the four components. Weaker responses tend to score Level 1 marks for basic identification, whilst better performing candidates score mainly Level 2 marks for applied examples of each component within the context of the question. It is becoming increasingly evident across the examination series that few responses achieve Level 3 for this type of question because of the lack of evaluative comment or judgement. It is not sufficient to simply 'round off' the answer with a statement such as 'In conclusion, all four Ps are important'. There should be justification for such statements.

Question 3

Candidates were provided with the results of a situation analysis of tourism in Argentina as the source for this question. Most were able to use the statements to good effect when answering the questions.

- (a) The acronym **PEST** was not as well recognised as expected. This simple recall question from Section 5.1(b) of the syllabus challenged almost a quarter of this cohort.

- (b) The majority of candidates were able to identify three appropriate negative influences on tourism in Argentina. The more able candidates offered realistic suggestions for overcoming these impacts. Weaker responses often lacked specific detail, e.g. 'provide better internet' was not credited, whereas 'the government of Argentina should provide the necessary infrastructure so that travel and tourism providers might access more reliable internet services' gained the mark.
- (c) Responses to this question were very variable. Most candidates recognised the part of the syllabus being tested but weaker responses often answered a slightly different question to the one posed. The question required a specific focus on why adjacent facilities are an important factor of location – many answers explained the factor of accessibility instead. A similar issue was encountered with availability of suitable premises – few responses demonstrated candidates' understanding of this factor of location, and instead offered an explanation of cost as a factor. Whilst it is important to be familiar with all of the factors of location listed in Section 5.5 (a) of the syllabus, it is also important that candidates are able to explain the context of each of these separately.
- (d) There was the reverse issue with this question which required candidates to evaluate the range of factors that must be considered by travel and tourism providers when producing effective promotional materials. Many candidates seemed to be expecting a question on AIDA and chose to restrict their answers only to this one factor from the list of factors from Section 5.6 (b). By doing this, the maximum mark achieved was Level 2 (4) for the application of one factor. Therefore, it is important that candidates are encouraged to read the questions carefully and not to 'predict' what they think will be tested in this way, based on what has been tested in the past. The best answers covered the full range of factors, before concluding and justifying which one was most important in the context of Argentina.

Question 4

Fig 4 was based on an advertisement for camping holidays in Spain. Candidates seemed to rely heavily on the text when answering this question.

- (a) Few seemed to focus on the term 'price sensitive' in the first part of this question, with many copying the complete phrase 'with low accommodation costs and no set itinerary to follow' from the source document as their answer. The second part of the question was answered more effectively, with many candidates recognising that campers having many options creates flexibility for customers.
- (b) This question about factors affecting pricing policies was not answered particularly well. Whilst better performing candidates understood the term 'customer expectations' their answers often lacked the perspective of how this impacts on pricing strategies used, thus not answering the question. Seasonality was understood by a larger proportion of the candidates, with many scoring two of the three marks available for their explanations of higher prices in the peak season and lower prices in off-peak seasons. A third mark was awarded where answers were applied to the camping context of the question.
- (c) The product/service mix from Section 5.3 (b) seems to cause some confusion for candidates. Many responses refer instead to the marketing mix from 5.1 (b), which limits access to marks. There should be direct concentration on the range of products and services that campsite owners might offer specifically for group customers within responses – few recognised the focus on group customers and mentioned products and services to attract customers in general.
- (d) Candidates were asked to discuss the suitability of electronic media as a method of promotion for campsite providers in Spain. Answers here were variable. Better responses recognised the importance of electronic communication methods in marketing, and especially the use of social media in communicating with existing and potential customers. At the lower end of performance, responses appeared confused and often included information about the provision of internet services for those on camping holidays.

TRAVEL AND TOURISM

Paper 0471/22
Alternative to Coursework

Key messages

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If a question asks for two explanations, candidates must avoid giving more than required, for example, when asked to suggest two ways the product/service mix might be adapted, many candidates offered three different ways.

Candidates should be encouraged to read the questions carefully. There are still too many instances where candidates seem to expect a certain question from a previous session to come up on every question paper. For example, AIDA.

General comments

Candidates must answer four questions, each based on a vocationally relevant piece of source material. Each question is worth 25 marks. Candidates should ensure that they respond to each question appropriately, using higher order learning skills of analysis and evaluation in answering part **(d)** questions, which are intended to generate extended answers.

It is important that candidates are familiar with the key marketing terminology from the syllabus in order to deal effectively with the demands of the questions. Quite often answers are limited because the candidate is unsure which part of the syllabus is being tested. On this paper, there was evidence that candidates struggled with the phrases 'market research techniques', 'target segments', 'distribution channels' and even the acronym PEST.

It is **not** recommended that Centres encourage candidates to access mark schemes from previous examination sessions. Whilst mark schemes are useful tools for teachers in helping prepare candidates for external assessment, there is increasing evidence that candidates are trying to memorise whole chunks from the mark schemes; these are then regurgitated as answers, especially for the **(d)** questions, irrespective of what the question actually asks. Candidates score limited marks as a result. The examination is intended to test travel and tourism knowledge and understanding within an applied context.

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- (b) Most candidates were able to correctly identify appropriate family friendly services offered by the operator. The best answers gave very different reasons why each of these services might be popular. Weaker responses were not relevant to the 'family-friendly' context of the question.
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Fig. 2 presented a press release from Glorious Bulgaria, a tour operator.

- (a) This question was broken down into two subparts – in the first, candidates were required to use the source material to identify two target segments for the tour operator. Most were able to score at least one mark of the two available. Clearly those unfamiliar with the term 'target segment' from Section 5.2 (b) struggled, often naming the two UNESCO sites in their answers. The second subpart to this question asked candidates to identify two examples of public relations used by Glorious Bulgaria. Responses were again dependent on the candidate's familiarity with this syllabus specific term. Most only scored one of the two marks, recognising that paying for 20 local schools to visit some of Bulgaria's best-known attractions was a form of public relations. Only the best performing candidates were able to make the link with the concept of sponsorship.
- (b) This question was not answered well by the majority of candidates. In previous sessions, this part of the syllabus (5.1 (b)) has been tested as an extended answer question. Whilst many candidates demonstrated an understanding of customer satisfaction as a concept, few were able to use specific examples of the links between marketing and customer satisfaction.
- (c) Distribution channels always appear to be the weakest part of candidates' understanding of the marketing mix, and it was certainly no different with this cohort. It is important that candidates understand that different forms of advertising are not examples of distribution channels. In this particular question, candidates could suggest reasons for the suitability of different distribution channels from either the provider's perspective or from that of the customer.
- (d) Candidates are familiar with the format of questions on the marketing mix and the majority demonstrate a good level of understanding of the four components. Weaker responses tend to score Level 1 marks for basic identification, whilst better performing candidates score mainly Level 2 marks for applied examples of each component within the context of the question. It is becoming increasingly evident across the examination series that few responses achieve Level 3 for this type of question because of the lack of evaluative comment or judgement. It is not sufficient to simply 'round off' the answer with a statement such as 'In conclusion, all four Ps are important'. There should be justification for such statements.

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- (b) The majority of candidates were able to identify three appropriate negative influences on tourism in Argentina. The more able candidates offered realistic suggestions for overcoming these impacts. Weaker responses often lacked specific detail, e.g. 'provide better internet' was not credited, whereas 'the government of Argentina should provide the necessary infrastructure so that travel and tourism providers might access more reliable internet services' gained the mark.
- (c) Responses to this question were very variable. Most candidates recognised the part of the syllabus being tested but weaker responses often answered a slightly different question to the one posed. The question required a specific focus on why adjacent facilities are an important factor of location – many answers explained the factor of accessibility instead. A similar issue was encountered with availability of suitable premises – few responses demonstrated candidates' understanding of this factor of location, and instead offered an explanation of cost as a factor. Whilst it is important to be familiar with all of the factors of location listed in Section 5.5 (a) of the syllabus, it is also important that candidates are able to explain the context of each of these separately.
- (d) There was the reverse issue with this question which required candidates to evaluate the range of factors that must be considered by travel and tourism providers when producing effective promotional materials. Many candidates seemed to be expecting a question on AIDA and chose to restrict their answers only to this one factor from the list of factors from Section 5.6 (b). By doing this, the maximum mark achieved was Level 2 (4) for the application of one factor. Therefore, it is important that candidates are encouraged to read the questions carefully and not to 'predict' what they think will be tested in this way, based on what has been tested in the past. The best answers covered the full range of factors, before concluding and justifying which one was most important in the context of Argentina.

Question 4

Fig 4 was based on an advertisement for camping holidays in Spain. Candidates seemed to rely heavily on the text when answering this question.

- (a) Few seemed to focus on the term 'price sensitive' in the first part of this question, with many copying the complete phrase 'with low accommodation costs and no set itinerary to follow' from the source document as their answer. The second part of the question was answered more effectively, with many candidates recognising that campers having many options creates flexibility for customers.
- (b) This question about factors affecting pricing policies was not answered particularly well. Whilst better performing candidates understood the term 'customer expectations' their answers often lacked the perspective of how this impacts on pricing strategies used, thus not answering the question. Seasonality was understood by a larger proportion of the candidates, with many scoring two of the three marks available for their explanations of higher prices in the peak season and lower prices in off-peak seasons. A third mark was awarded where answers were applied to the camping context of the question.
- (c) The product/service mix from Section 5.3 (b) seems to cause some confusion for candidates. Many responses refer instead to the marketing mix from 5.1 (b), which limits access to marks. There should be direct concentration on the range of products and services that campsite owners might offer specifically for group customers within responses – few recognised the focus on group customers and mentioned products and services to attract customers in general.
- (d) Candidates were asked to discuss the suitability of electronic media as a method of promotion for campsite providers in Spain. Answers here were variable. Better responses recognised the importance of electronic communication methods in marketing, and especially the use of social media in communicating with existing and potential customers. At the lower end of performance, responses appeared confused and often included information about the provision of internet services for those on camping holidays.

TRAVEL AND TOURISM

Paper 0471/23
Alternative to Coursework

Key messages

Candidates should be familiar with all of the learning content from Unit 5 in preparation for the examination – this includes key terminology and concepts. For example, candidates cannot gain marks for generic descriptions of a pricing policy, if they cannot identify the policy by name.

If a question asks for two explanations, candidates must avoid giving more than required, for example, when asked to suggest two ways the product/service mix might be adapted, many candidates offered three different ways.

Candidates should be encouraged to read the questions carefully. There are still too many instances where candidates seem to expect a certain question from a previous session to come up on every question paper. For example, AIDA.

General comments

Candidates must answer four questions, each based on a vocationally relevant piece of source material. Each question is worth 25 marks. Candidates should ensure that they respond to each question appropriately, using higher order learning skills of analysis and evaluation in answering part **(d)** questions, which are intended to generate extended answers.

It is important that candidates are familiar with the key marketing terminology from the syllabus in order to deal effectively with the demands of the questions. Quite often answers are limited because the candidate is unsure which part of the syllabus is being tested. On this paper, there was evidence that candidates struggled with the phrases 'market research techniques', 'target segments', 'distribution channels' and even the acronym PEST.

It is **not** recommended that Centres encourage candidates to access mark schemes from previous examination sessions. Whilst mark schemes are useful tools for teachers in helping prepare candidates for external assessment, there is increasing evidence that candidates are trying to memorise whole chunks from the mark schemes; these are then regurgitated as answers, especially for the **(d)** questions, irrespective of what the question actually asks. Candidates score limited marks as a result. The examination is intended to test travel and tourism knowledge and understanding within an applied context.

Comments on specific questions

Question 1

The case study material in Fig. 1 was an advertisement for Northern Skies Ferry, a transport operator. Most candidates found the information in the text easily accessible.

- (a)** Candidates were asked to suggest why each of two possible market research techniques might be used by the ferry operator. As an **(a)** question, this was intended to be a simple recall of knowledge within an applied context. A significant number of candidates were unable to access marks here as they appeared unfamiliar with the terminology 'market research technique' from section 5.1(b) of the syllabus.

- (b) Most candidates were able to correctly identify appropriate family friendly services offered by the operator. The best answers gave very different reasons why each of these services might be popular. Weaker responses were not relevant to the 'family-friendly' context of the question.
- (c) Better performing candidates scored maximum marks for clearly identifying two specific pricing policies and explaining exactly how each policy is applied and why each might be suitable for the ferry operator to use. At the lower end of performance, responses tended to be generic about cheap prices, with no pricing policies actually being named.
- (d) A similar question about how a brand image might benefit travel and tourism providers had been set in a previous examination series, thus many candidates appeared to understand the demands of this question and there were some excellent responses. Weaker responses tended to be repetitive; an extended answer question of this nature requires the consideration of at least three different 'reasons', in order to progress through the range of marks in each mark band across the levels.

Question 2

Fig. 2 presented a press release from Glorious Bulgaria, a tour operator.

- (a) This question was broken down into two subparts – in the first, candidates were required to use the source material to identify two target segments for the tour operator. Most were able to score at least one mark of the two available. Clearly those unfamiliar with the term 'target segment' from Section 5.2 (b) struggled, often naming the two UNESCO sites in their answers. The second subpart to this question asked candidates to identify two examples of public relations used by Glorious Bulgaria. Responses were again dependent on the candidate's familiarity with this syllabus specific term. Most only scored one of the two marks, recognising that paying for 20 local schools to visit some of Bulgaria's best-known attractions was a form of public relations. Only the best performing candidates were able to make the link with the concept of sponsorship.
- (b) This question was not answered well by the majority of candidates. In previous sessions, this part of the syllabus (5.1 (b)) has been tested as an extended answer question. Whilst many candidates demonstrated an understanding of customer satisfaction as a concept, few were able to use specific examples of the links between marketing and customer satisfaction.
- (c) Distribution channels always appear to be the weakest part of candidates' understanding of the marketing mix, and it was certainly no different with this cohort. It is important that candidates understand that different forms of advertising are not examples of distribution channels. In this particular question, candidates could suggest reasons for the suitability of different distribution channels from either the provider's perspective or from that of the customer.
- (d) Candidates are familiar with the format of questions on the marketing mix and the majority demonstrate a good level of understanding of the four components. Weaker responses tend to score Level 1 marks for basic identification, whilst better performing candidates score mainly Level 2 marks for applied examples of each component within the context of the question. It is becoming increasingly evident across the examination series that few responses achieve Level 3 for this type of question because of the lack of evaluative comment or judgement. It is not sufficient to simply 'round off' the answer with a statement such as 'In conclusion, all four Ps are important'. There should be justification for such statements.

Question 3

Candidates were provided with the results of a situation analysis of tourism in Argentina as the source for this question. Most were able to use the statements to good effect when answering the questions.

- (a) The acronym **PEST** was not as well recognised as expected. This simple recall question from Section 5.1(b) of the syllabus challenged almost a quarter of this cohort.

- (b) The majority of candidates were able to identify three appropriate negative influences on tourism in Argentina. The more able candidates offered realistic suggestions for overcoming these impacts. Weaker responses often lacked specific detail, e.g. 'provide better internet' was not credited, whereas 'the government of Argentina should provide the necessary infrastructure so that travel and tourism providers might access more reliable internet services' gained the mark.
- (c) Responses to this question were very variable. Most candidates recognised the part of the syllabus being tested but weaker responses often answered a slightly different question to the one posed. The question required a specific focus on why adjacent facilities are an important factor of location – many answers explained the factor of accessibility instead. A similar issue was encountered with availability of suitable premises – few responses demonstrated candidates' understanding of this factor of location, and instead offered an explanation of cost as a factor. Whilst it is important to be familiar with all of the factors of location listed in Section 5.5 (a) of the syllabus, it is also important that candidates are able to explain the context of each of these separately.
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