

TRAVEL & TOURISM

Paper 0471/11
Core Paper

Key messages

- Source material was well used.
- Candidates need to carefully consider the context of the question to ensure that their responses are fully applied.
- Some candidates need to develop their analysis and evaluation skills.

General comments

For the most part candidates had good knowledge and understating of the syllabus topics raised in this paper.

There is a need for candidates to develop their analysis and evaluation skills so that they are able to answer the longer answer questions. The analysis and evaluation should be clearly applied to the context of the question set to achieve maximum marks.

Comments on specific questions

Question 1

- (a) Candidates answered this question well and interpreted the source material correctly to identify the required elements.
- (b) There were many good responses to this question that were described well.
- (c) There were many good responses to this question and candidates were able to correctly identify the reasons in context. Explanation of the reasons given was limited. Weaker responses did not refer to the context of tour operators.
- (d) There were some good responses to this question that were described well. Social and cultural impacts is a topic area that is well understood by the candidates.
- (e) Some candidates were able to identify valid roles of National Tourism Boards in this context however there was very limited evidence of discussion of these. Some weaker responses included incorrect roles of National Tourist Boards which are advisory organisations.

Question 2

- (a) This question was answered well, and the source material was interpreted well.
- (b) Most candidates were able to answer this question well and there was some evidence of good explanation. Weaker responses needed to extend explanations in the context of 'all-inclusive'.
- (c) This question was answered reasonably well and most candidates were able to explain their reasons well. Some weaker responses offered one or two reasons and explained these, but often lacked a third reason or gave a repeat of one of the previous reasons.



- (d) This question was answered well evidencing that candidates have a good knowledge uniforms and personal appearance within travel and tourism. Most candidates were able to explain the reasons well context.
- (e) Generally candidates were able to successfully identify valid characteristics of amalgams, however less were able to discuss these characteristics.

Question 3

- (a) This question was answered well and the source material was used well.
- (b) This question was answered well by most candidates.
- (c) Most candidates answered this question well describing valid economic impacts in the given scenario.
- (d) Many responses identified and explained the internet as a source of information, however many did not include three ways.
- (e) Generally candidates showed good understanding of the impact of terrorism on travel and tourism. Many responses lacked a discussion of the impact this has had on global travel trends.

Question 4

- (a) This question was answered well evidencing good knowledge of tourist activities in natural areas.
- (b) This question was answered well evidencing good knowledge of different types of tourism.
- (c) Many responses demonstrated a good knowledge of camping as an accommodation type. Weaker responses lacked explanation of why camping might appeal.
- (d) This question was answered well and most candidates were able to identify ways to minimise environmental impacts and the majority went on to explain these well. Weaker responses were descriptive and lacked the explanation.
- (e) Most responses included identification of an advantage and disadvantage of using public transport. Weaker responses did not then explain why these were relevant for sport tourists.
- (f) Most candidates were able identify some environmental impacts and a few went on to assess these. Weaker responses did not include development of points raised, and instead identified further environmental impacts.

TRAVEL & TOURISM

Paper 0471/12
Core Paper

Key messages

- Source material was well used.
- Candidates need to carefully consider the context of the question to ensure that their responses are fully applied.
- Candidates need to develop their analysis and evaluation skills.

General comments

For the most part candidates had good knowledge and understanding of the syllabus topics raised in this paper.

Interpreting the context of the question and answering within context is an area for development.

In longer answer questions there are limited marks available for knowledge. Candidates should develop the points/knowledge raised into analysis and evaluation rather than giving further undeveloped points/knowledge.

Comments on specific questions

Question 1

- (a) Candidates answered this question well and interpreted the source material correctly to identify the required elements. Some candidates missed the currency sign for the third part of question limiting their marks.
- (b) Where candidates understood the term sources markets there were many good responses to this question. Successful candidates were able link their knowledge of main global features and continental landmasses to the information in the Insert to produce some well explained responses.
- (c) Where responses were in the context of the question of 'higher spending tourists' there were some good points with varying success at explanatory development. Some responses did not include application to the question and so answers were not linked to the context of the question.
- (d) There were some good responses to this question. Others needed to be more specific to the context of the question 'Thailand'. In a few cases there was repetition limiting marks e.g. pick pocket/theft and crime.
- (e) There were some reasonable responses to this question. Where candidates were aware of the supportive and advisory role of TAT there were some reasonable responses that were analysed well, however very few were developed into evaluation.

Question 2

- (a) There were many excellent responses to this question was answered well, others needed to carefully consider the context of inbound tourists.
- (b) Most candidates were able to answer this question well and there was some evidence of good description, others needed to develop their descriptions to achieve the full marks for each part.

- (c) This question was answered reasonably well and most candidates were able to explain an advantage to the passenger. Weaker responses offered correct advantages but did not then include an explanation.
- (d) This question was answered well, many responses showed a good knowledge of checking-in online. Most responses included an explanation of the reasons in context. Some responses were about purchasing tickets online, rather than checking-in online and were therefore not answering the question.
- (e) The majority of responses included identification of some benefits of booking a flight with a travel agent. However many responses included only identification of benefits and did not then develop or discuss these. In some cases responses were about purchasing a flight with a package holiday limiting marks as this was not answering the question.

Question 3

- (a) This question was answered well and the source material was used well.
- (b) There were some good, well-developed descriptions given for this question. Weaker responses did not show knowledge of how a diary would be used in this context.
- (c) There were some well-developed responses showing good knowledge of hostels. Weaker responses did not demonstrate knowledge on hostel accommodation.
- (d) Most responses identified and explained well the interpersonal skills relevant for this situation. Weaker responses included taught skills rather than interpersonal skills therefore were not answering the question.
- (e) As with **Question 3c**, knowledge of hostels was variable. Better responses offered some good reasons of the appeal of hostel accommodation, however few included discussion of the appeal to single travellers. Most responses demonstrated an awareness of the needs of single travellers but did not apply these correctly to the context of hostels.

Question 4

- (a) This question was answered very well and the source material was used well.
- (b) This question was answered well evidencing good knowledge of infrastructure developments and the reason for them in this context. Some responses included description of infrastructure that was not directly tourism infrastructure and so were not answering the question.
- (c) Better responses linked the benefit of the promotional method to the context of the Tourism Authority. Weaker responses did not link the benefit of the promotional method to Azerbaijan's Tourism Authority, and instead explained the benefit to the tourist instead.
- (d) For this question correctly interpreting the context was essential for a successful response. Some successful responses identified advantages and disadvantages of branded hotels and some of these were then explained well. A number of responses included a correctly explained advantage but not a disadvantage.
- (e) Most responses included identification of the benefits of hosting events. Weaker responses did not then explain how these benefits would encourage tourism in an area or did not include a discussion of the points raised.

TRAVEL & TOURISM

Paper 0471/13
Core Paper

Key messages

- Source material was well used.
- Responses needed to be fully applied and set in the context of the question.
- Candidates need to develop their response further to finish with a conclusion.
- In shorter answer questions most candidates clearly understood the different demands of the command words in the question.

General comments

For the most part candidates had good knowledge and understating of the syllabus topics raised in this paper with the exception of receipts.

For longer answer questions that require evaluation candidates and centres are advised that repeating the already raised points at the end of the answer is not considered a conclusion.

Comments on specific questions

Question 1

- (a) Candidates answered this question well and interpreted the source material correctly to identify the required elements.
- (b) There were many excellent responses to this question, candidates were able to state transport methods and describe their appeal. Some responses were not related to transport on a remote island and therefore were not correct. Correct responses needed to be water-based transport to get to the remote island.
- (c) There were many good responses to this question and candidates were able to correctly identify the methods used and develop their response to explain how exactly it would meet the tourists' needs. Weaker responses did not include explanations of the benefits to the tourist.
- (d) There were some good responses to this question that were explained well in context. Weaker responses gave generic environmental impacts rather than considering the environmental impacts of diving. In some cases where correct impacts were identified the explanation of these was not applied to the context of diving clearly enough to be awarded marks.
- (e) There were many good responses to this question that described a valid reason well.
- (f) Most candidates were able to identify valid techniques in context and some were able to assess these techniques in context indicating how the technique would help the environment. Weaker responses offered further techniques rather than assessing techniques identified. There was very few conclusions given.

Question 2

- (a) This question was answered well, evidencing good knowledge of transport methods used by tourists.

- (b) There were many good responses to this question that were well explained in context.
- (c) The responses to this question were varied, where responses correctly identified a support facility they were well explained. In some cases the context of 'support facilities' was missed and incorrectly identified services that might be offered instead.
- (d) Responses to this question were generally weak. Many focused on the wrong context of how tourists might use the receipts rather than how they are issued.
- (e) Responses were varied to this question. Many responses were not developed and did not discuss the ways that the transport method could extend the tourist season.

Question 3

- (a) This question was answered well, with responses showing good knowledge of security checks. A few responses suggested 'baggage weight' which is not applicable to the context of 'cruise ships'.
- (b) Those candidates that understood the needs of group tourists were able to answer this question well. Weaker responses tended to miss the context of groups or gave ways that were correctly set in the context of cruise ships but not relevant to, or linked to, groups.
- (c) This question was answered well by most candidates and the entertainment services identified were described well.
- (d) Better answers linked an understanding of cruises to the climate. Weaker responses did not consider the impact of climate in the Caribbean and how this might affect cruises during the given time period.
- (e) Generally candidates showed good understanding of social and cultural impacts with many setting their answer in the correct context of ports of call. Weaker answers discussed general impacts missing the context. The best responses were analysed well in context, however there was limited evidence of evaluation.

Question 4

- (a) This question was answered well and the source material was use well.
- (b) The candidates that understood the term ancillary services were able to answer well giving good explanations. Those that did not have good understanding of this term described the main services or broke down a package holiday which was not valid.
- (c) This question was reasonably well answered. Some responses were not in the context of a package holiday but were generic.
- (d) Candidates that considered the context of 'personalised itinerary' within their answer gave good, well-explained responses. Weaker responses offered generic reasons only.
- (e) Many candidates discussed the types of training that front line staff would need rather than the importance of training, therefore limiting their marks. The better answers included discussions of the importance of training, however, very few responses included any evaluation.

TRAVEL & TOURISM

Paper 0471/21
Alternative to Coursework

Key messages

The question paper requires candidates to be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus.

Candidates should pay close attention to the case study material so that they can focus on the correct information when answering the questions.

Answers should provide specific examples from the travel and tourism industry, especially where questions require definitions or meanings of vocational terminology.

General comments

Candidates found the case study materials mostly accessible and were able to extract some key information in order to answer the questions. Most candidates performed well in the **(a)** questions which required basic definitions of key marketing terms and simple descriptions. Many candidates identified key information to score marks in the **(b)** and **(c)** questions, with better performing candidates interpreting and explaining this information to gain the development marks in these questions. There was good evidence of the majority of candidates attempting to answer the **(d)** questions, which required the higher order skills of discussion, analysis and evaluation.

Comments on specific questions

Question 1

The majority of candidates found the source material for this question accessible.

- (a) (i)** Most candidates gave a simple definition of the term 'brand image' making some reference to the concept of brand association to score at least one of the two marks available in this question.
- (ii)** Most candidates correctly listed two other ways that businesses use to create brand image.
- (b)** Candidates were familiar with the range of advantages of using electronic media as a promotional method, with many identifying and explaining the advantages of cost, speed and global reach of websites, social media and touch screens within their answers.
- (c)** This question tested candidates' understanding of different distribution channels within the tourism industry. The best answers were those which explained the benefits that travel agents offer in the role of retailer, and those who understood the role of the tour operator in direct selling. Weaker responses described retailers and direct selling in a more traditional business context, using terminology such as 'stores' and 'producers'.
- (d)** There were a number of candidates who did not attempt this question. The best answers demonstrated clear understanding that familiarisation trips provided retail travel agents with greater product knowledge and partnership arrangements with tour operators which extended the product offering.

Question 2

- (a) (i) Most candidates provided an appropriate definition of the term 'holiday package'.
- (ii) The source materials were not always used effectively to identify the correct target markets for the tour operator. In questions where the command word is 'identify' answers should come from the case study materials.
- (b) Pricing policies are a key part of the learning content for the 'price' element of the marketing mix. The better responses identified the pricing policies mentioned in the advertisement and demonstrated an excellent understanding of how each worked. Weaker responses used descriptive language rather than the correct names of the pricing policies.
- (c) The better responses applied each of the given factors to the context of the two advertised holiday locations. It was important to recognise the need for suitably qualified dive staff to work at the dive centre, for example. Weaker responses tended to describe these factors of location only in generic terms and therefore did not really answer the question.
- (d) Many responses scored marks for identification of a range of products suitable for the family market. At the top end of performance responses discussed a broad range of products and services which could be offered to meet the needs of family members across the age range, which were appropriate within the applied context of the two-centre holiday offered in the advertisement.

Question 3

- (a) (i) Most candidates provided an appropriate definition of the term 'geographic market segment' and used the case study material to select a valid example of this type of market segmentation.
- (ii) Better responses used the information from the stimulus material to identify examples of psychographic segmentation. Weaker responses did not make reference to the Insert when suggesting market segments.
- (b) This question was not answered particularly well. Candidates are clearly familiar with different market research techniques, and there were some good answers which identified the benefits of using face to face interviews. Fewer seemed familiar with the concept of using external sources of information as a market research technique and answers here did not focus on how information gathered from external sources (e.g. a website, a press release) could provide an organisation with useful insights of its competitors.
- (c) The best answers gave two very different reasons from the syllabus section 5.1(a) for example, to gain competitive advantage and to achieve customer satisfaction. By choosing very different reasons, there was no repetition in the development of the answer, whereas at the lower end of performance answers were often indistinct in their explanation.
- (d) Responses here were varied. The majority of candidates understood the concept of seasonality and most offered some suggestions of how this might be overcome. Weaker responses included one or more promotional methods but had little development of the ideas. The best answers were those where a wide range of different suggestions were made, each clearly explained in terms of its impact on the issue of seasonality.

Question 4

- (a) (i) Most candidates defined the term specialised tourism, and the best answers included appropriate examples of specialised tourism.
- (ii) Most candidates gave relevant examples of specialised tourism packages.
- (b) This question was not answered well. At the higher end of performance, responses identified the generic advantages of buying a tailor-made package, with only a very small number of responses applied to the context of the question in terms of business tourism.

- (c) This question proved to be quite challenging, most responses did not include explanation of how the factors might determine price. It is important that candidates explain key concepts such as 'customer expectations' and 'profitability' using their own words.
- (d) Weaker responses identified the various elements of the marketing mix. Better answers included applied examples of how each of the elements of the marketing mix are important to a specialist tour operator such as Sporting Moments.



TRAVEL & TOURISM

Paper 0471/22
Alternative to Coursework

Key messages

The question paper requires candidates to be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus.

Candidates should pay close attention to the case study material so that they can focus on the correct information when answering the questions.

Answers should provide specific examples from the travel and tourism industry, especially where questions require definitions or meanings of vocational terminology.

General comments

Candidates found the case study materials mostly accessible and were able to extract some key information in order to answer the questions. Most candidates performed well in the **(a)** questions which required basic definitions of key marketing terms and simple identifications or descriptions. Many candidates identified key information to score marks in the **(b)** and **(c)** questions, with better performing candidates interpreting and explaining this information to gain the development marks in these questions. There was good evidence of the majority of candidates attempting to answer the **(d)** questions, which required the higher order skills of discussion, analysis and evaluation.

Comments on specific questions

Question 1

- (a) (i)** Candidates were mostly able to identify the internal influences on tourism in Papua New Guinea.
- (ii)** Most answers scored one mark for identifying a negative technological impact on tourism, with the best answers also scoring a second mark for description.
- (b) (i)** Candidates were clearly familiar with the product life cycle model. Weaker responses described its use in terms of identifying if the business was in growth or decline. The best answers made reference to the overall decision-making process, tied into advertising and pricing decisions.
- (ii)** The majority of answers given to this question were incorrect. Candidates did not use the key information from the case study to identify the most appropriate stage on the product life cycle model, with the majority choosing maturity, saturation or decline, instead of recognising from the situation analysis results that the country was in a state of development.
- (c)** Most candidates were familiar with the reasons why marketing and promotion are important. Better responses were applied to the context of tourism authorities needing to generate income, explaining that by operating in the public sector, income and visitor numbers are of importance. Weaker responses tended to list more than two reasons but did not offer any development.
- (d)** Answers here were variable. Whilst most were able to give negative examples of health, safety and security, the best answers were applied to the context of location and used the skills of evaluation. Weaker responses focused heavily on the issue of high crime rates affecting tourism, without making the answer specific to the locational factor focus.

Question 2

- (a) (i) Many responses described medical tourism, rather than health and wellness tourism and were therefore incorrect. Better responses correctly described health and wellness tourism and provided a relevant example.
- (ii) The best answers demonstrated familiarity with the characteristics of products and services and understanding of the concept that in health and wellness tourism an experience is made up of both products and services, each of which complements the other. Weaker responses incorrectly explained why health and wellness tourism is inseparable.
- (b) Better responses used the case study materials effectively and identified two key reasons for the appeal of the advertised holiday for leisure tourists and then explained these reasons. Weaker responses did not include evidence from the Insert.
- (c) At the lower end, candidates did not name or describe pricing policies accurately. There were some excellent answers where pricing policies were explained in detail and often applied to the context of a Spa.
- (d) Most candidates were familiar with the concept of distribution channels. There were many generic descriptions of the business model of using wholesalers and retailers, with some explanation of the advantages and disadvantages of each of these channels, however, this did not answer the question set, which specifically asked about the applied context of the channels used by the Spa Resort. The best answers evaluated the use of online direct selling over that of a telephone hotline – the only distribution channels relevant to the case study.

Question 3

- (a) (i) A significant proportion of responses gave a definition of domestic tourism, rather than inbound tourism.
- (ii) Most candidates used the text well to identify two appropriate strategies used by the government to increase tourism.
- (b) Many relied quite heavily on information from the case study material when answering this question. Marks were scored for identification of the contribution of the mascot to creating a brand image. The best answers also demonstrated a real understanding of the benefits of using a mascot at major international sporting events for merchandising purposes.
- (c) The majority of candidates were clearly familiar with AIDA. The best answers were those which demonstrated understanding that AIDA acts as a checklist to ensure that promotional material will be effective in meeting the targeted audience and that it will provoke the intended reaction of potential customers. Weaker responses outlined how it is used rather than why it is used.
- (d) Responses here were varied. Product/service mix is often confused with the marketing mix in weaker responses. It is important that all candidates can distinguish between these two different concepts. Mid-range responses here showed an understanding that to change the product/service mix, providers extend or adapt their product portfolio. Providers focus only on what they offer, i.e. the product element of the marketing mix and not on the other elements. For this particular question, candidates were required to discuss what the advantages of changing the product/service mix are. This required the application of understanding, to recognise that providers might target a wider audience with a differentiated product, for example.

Question 4

- (a) Most candidates copied information from the stimulus in order to correctly describe a range of features offered by the accommodation facility.
- (b) Answers here were also variable. Weaker responses repeated features of the accommodation from the previous question. Many also copied key evidence from the case study e.g. flexibility of online bookings. The best answers developed this key evidence to explain the nature of the appeal to an independent traveller, e.g. these types of travellers often change their plans depending on their budget, or the people they meet so flexible booking arrangements allow them to amend their bookings when their plans change.
- (c) Better responses explained in the first part of the answer that number of customers affect price because of the basic theory of supply and demand. Most responses scored at least one mark in the second part of the question in recognising the number of competitors will lead to competitive pricing. Weaker responses did not explain how the factors affect the price paid by customers.
- (d) There were many no responses to this question and when answered it was generally not answered well. Weaker responses described brand image rather than brand loyalty. Mid-range answers identified that brand loyalty leads to repeat custom and word of mouth promotion. The best answers made the necessary association between these concepts and why this is important to a tourism business.



TRAVEL & TOURISM

Paper 0471/23
Alternative to Coursework

Key messages

The question paper requires candidates to be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus.

Candidates should pay close attention to the case study material so that they can focus on the correct information when answering the questions.

Answers should provide specific examples from the travel and tourism industry, especially where questions require definitions or meanings of vocational terminology.

General comments

Candidates found the case study materials mostly accessible and were able to extract some key information in order to answer the questions. Most candidates performed well in the **(a)** questions which required basic definitions of key marketing terms and simple descriptions. Many candidates identified key information to score marks in the **(b)** and **(c)** questions, with better performing candidates interpreting and explaining this information to gain the development marks in these questions. There was good evidence of the majority of candidates attempting to answer the **(d)** questions, which required the higher order skills of discussion, analysis and evaluation.

Comments on specific questions

Question 1

- (a) (i)** The majority of answers contained a simple definition of the term 'religious tourism' and an appropriate example.
- (ii)** Most responses identified generic components of a package holiday. Few responses used the case study material to correctly identify the specific components of the advertised package which is what the question asked.
- (b)** This question was answered well. Candidates understood the core benefits to customers of booking a package rather than having to make the arrangements themselves. The majority of responses identified cost saving and convenience. The better responses elaborated why these were a benefit to the customer.
- (c)** This question tested candidates' understanding of distribution channels within the tourism industry. Weaker responses identified the benefits of online distribution from the customers' perspective rather than the providers' perspective as the question asked.
- (d)** This was answered well. Candidates have a good understanding of the use of social media as a promotional method. Answers were well thought out and often developed.

Question 2

- (a) Most candidates are familiar with the concept of the product life cycle model. Weaker responses described Lake Toba at only one stage on the model. Better responses tracked its position over the course of time.
- (b) (i) Candidates have good knowledge and understanding of market research techniques. There was some overlap in weaker responses – describing two different examples of primary research, for example.
- (ii) The best answers here used the case study materials effectively to identify appropriate market segments. Weaker responses did not use the case study materials.
- (c) Better responses applied each of the given factors to the context of the case study. It was important to recognise the need for land on which to operate at a price the provider can afford. Weaker responses confused 'costs' with the prices that tourists are charged and therefore did not answer this part of the question appropriately.
- (d) This question proved challenging. Responses did not show an application of knowledge to consider how an annual festival or other cultural event might help create a distinct brand identity for a destination, and one which could be used to appeal to repeat customers. Answers tended to be brief and generic about why brand image is important.

Question 3

- (a) (i) The majority of responses gave an appropriate definition of the term 'special interest tourism' and used the case study material to select a valid example.
- (ii) Better responses used the information from the stimulus material to identify two appropriate customer types. Weaker responses did not use the case study and therefore suggested less appropriate customer types.
- (b) Candidates demonstrated some knowledge of both pricing policies. Most were better able to explain and exemplify variable pricing than market skimming.
- (c) Candidates answered this question well, they knew what AIDA stands for and applied each element to analyse the effectiveness of the advertisement.
- (d) Responses here were varied. The majority of responses identified some simple links between marketing and meeting customer needs. The best answers demonstrated a much better understanding that marketing acts as a series of promises which customers buy into; where the products and services match up to, or exceed, customer expectations and customer satisfaction is achieved.

Question 4

- (a) (i) Weaker responses described transport routes to the Maldives rather than transfer services from the airport to the resort islands.
- (ii) Answers here were variable. Some weaker responses misinterpreted the term perishable. Better responses demonstrated understanding of the term perishable and explained how the services are described as perishable.
- (b) There were some excellent answers to this question, with good understanding of why ancillary products and service are offered. Weaker responses focused on the baggage wrapping service and only offered reasons for this particular service.
- (c) The majority of responses described retailers in general business terms rather than in the context of travel and tourism. Responses about global distribution systems tended to be more applied to travel and tourism, with some of the better responses being related specifically to the context of the airport.

- (d) Responses to this question were varied. Weaker responses misinterpreted the term heterogeneous. Better responses demonstrated an understanding of this term and explained the role of technology in showing the similarities and differences in tourism products and services.

TRAVEL & TOURISM

Paper 0471/03
Coursework

Key messages

Coursework assignments must be the candidate's individual write-up of an investigation into the marketing and promotion of visitor services within a travel and tourism context. Candidates may work as part of a group to collect data as evidence towards the research element for the coursework. However, the evidence presented for submission must be that of each individual candidate.

The choice of the coursework hypothesis is important in ensuring that candidates can fully access the assessment objectives for the syllabus. There must be a balance between the practical investigation and the theoretical marketing element.

Centres should allocate sufficient curriculum time in which to carry out both the research element and the write up of the coursework evidence.

General comments

A wide range of contexts was covered by the coursework investigations. Candidates appeared to have been well-prepared to carry out their investigations. Study visits were often used to gather key research data.

Secondary research was more variable; candidates sometimes make good use of Internet-based resources and better performing candidates demonstrate understanding of the importance of source-referencing materials accessed in this way. There was limited evidence of candidates using more sales literature or other generic materials to back up marketing theory.

Most coursework was presented as a formal, structured report. In this way, a hypothesis is proposed, methodologies are explained, and data is presented and interpreted. Candidates' use of ICT is strong, with many of the submissions being presented to a very high standard. There was some evidence of some candidates having limited access to computers or not having the necessary ICT skills to produce and correctly label the charts and graphs produced.

The higher order skills of data analysis and the evaluation of the success of the investigation were evidenced in the better coursework submissions. The best reports related research back to the original objectives of the investigation and maintained a focus on the marketing context of the assignment. Weaker coursework submissions did not include specific reference to key marketing concepts, such as the marketing mix and market analysis tools.

Candidates should select an appropriate hypothesis for investigation, sometimes a large destination is chosen for investigate and the extent of the data available can be overwhelming. At the lower end of performance, it was evident that candidates required a high level of tutor support in producing the necessary evidence and that the skills of analysis and evaluation were often superficial. Data was described, rather than interpreted at the lower end.