

TRAVEL & TOURISM

Paper 0471/11
Core Paper

Key messages

Candidates are encouraged not to use bullet points in extended response questions as this can limit their ability to get into Level 2 analysis and Level 3 evaluation.

Candidates should have an awareness of current issues within the industry to help give applied answers where necessary.

General comments

Awareness of the demands of the various question types and command words is an important skill for all candidates and should be encouraged.

Candidates need to carefully consider the context of the question before answering.

Candidates should use the information provided in the Insert to answer questions in context where required.

Comments on specific questions

Question 1

Fig. 1.1 provided information on Caribbean tourism and a map of the Caribbean. Most candidates found the information in the text easily accessible.

- (a) This question was answered very well. Candidates correctly interpreted the stimulus material and extracted the correct information.
- (b) Most candidates were successfully answered this question, however many only offered two correct answers. Candidates are encouraged to use the information in the insert to answer the questions.
- (c) The majority of candidates demonstrated some understanding of how tourist boards can encourage the growth of Caribbean tourism; however, in many cases responses were not expanded into explanation, limiting marks.
- (d) The responses to this question were varied; there were some good responses that were explained well. Candidates were required to use their understanding of patterns of international travel and reasons why tourists are attracted to certain locations to the context provided by Fig 1.1.
- (e) Some candidates discussed the economic benefits of attracting long stay visitors, however there was limited evidence of analysis and evaluation of the points raised. There were a number of candidates that did not use the context of the question [long stay visitors] within their answers and instead discussed generic benefits e.g. economic benefits, which limited marks to Level 1. Few candidates discussed benefits other than economic benefits, for example less movement of tourists in and out of the country reducing pollution from aviation or cruise.

Question 2

Fig. 2.1 provided information on international tourism expenditure. Candidates found the information in the text easily accessible.

- (a) This question was answered well by most candidates.
- (b) This question was answered well by most candidates. There was good understanding of the patterns of demand of tourism, which candidates applied to this question well.
- (c) This question was answered well by some candidates. Weaker responses offered market segments rather than the main tourists types (business/leisure/VFR).
- (d) This question was answered well and most candidates described three ancillary services well.
- (e) Some candidates discussed tourism multipliers but they were rarely analysed or evaluated. Other candidates did not answer in the correct context, discussing multipliers to the country rather than the local economy, limiting marks.

Question 3

Fig. 3.1 provided information on Yokohama Port in Japan. Candidates found the information in the text easily accessible.

- (a) Some candidates gave only one or two different types of cruises, the most common being river cruise, however, most did not offer the full three different types.
- (b) There were some good responses to this question demonstrating knowledge and understanding of import and export leakage. Weaker responses demonstrated limited knowledge of economic impacts in particular leakage.
- (c) This question was answered well. Candidates had a good understanding of infrastructure developments and applied this to the context hosting events. Large scale and small scale developments were accepted due to the context of the Olympics in the stem of the question. Candidates should use the stem of questions as well as the Insert as stimulus for answers.
- (d) The responses for this question were mixed. Many candidates successfully explained environmental impacts of cruise ships. Some responses explained the impacts of the cruise tourists rather than the cruise ship itself and therefore were not valid. Candidates needed to consider the context of the question before answering.
- (e) The answers to this question were varied, candidates needed to combine their knowledge of tourism infrastructure and how they are funded with the information in the Insert. Better responses included identification of valid reasons from the Insert, however, there was little evidence of analysis and evaluation for this question.

Question 4

Fig. 4.1 was a photograph containing information on a sightseeing bus tour. Candidates found the information easily accessible.

- (a) Part i) and iii) of this question were answered well. Part ii) was not answered as well.
- (b) There were many good answers to this question and candidates successfully identified the benefits to tourists of using sightseeing buses rather than public transport. Most answers were well explained in the right context.
- (c) Knowledge and understanding of seasonality appeared to be limited. Many candidates offered responses that were exclusively linked to the weather rather than seasonality or the role that weather/climate has in seasonality. Without the correct foundation understanding of seasonality, it was difficult for candidates to explain ways that sightseeing bus tours can manage these impacts.

- (d) The responses to this question were mixed. There were some examples of excellent knowledge, understanding of personal presentation in the context of sightseeing tours. Some weaker responses gave examples of communication skills and customer service instead of personal presentation.
- (e) Most candidates demonstrated good understanding of social media, however, often this wasn't written in the context of the question, the benefit of sightseeing tours using it for promotion. There was little evidence of analysis and evaluation.

TRAVEL & TOURISM

Paper 0471/12
Core Paper

Key messages

Candidates should be familiar with the syllabus content to recognise exactly what is being tested by each question

There is a need for candidates to be aware of demands of the longer answer questions.

General comments

Awareness of the demands of the various question types and command words is an important skill for all candidates and should be encouraged.

The knowledge and understanding of most candidates is good and many candidates applied this knowledge successfully to various travel and tourism contexts.

Comments on specific questions

Question 1

The case study material in Fig. 1.1 gave information on Tourism in Barcelona. Most candidates found the information in the text easily accessible.

- (a) There were many responses demonstrating good knowledge of serviced accommodation. Some responses offered accommodation types that were not self-catering.
- (b) Many candidates identified advantages of staying in licensed accommodation. However, explanation of these advantages was often limited and there was evidence of some misunderstanding of the role of governments in licensing accommodation providers.
- (c) The best answers considered the context of the question, city destinations, and offered environmental impacts relevant to the context followed by good applied explanation of the environmental impacts. Weaker responses included generic environmental impacts and explanations that were not applied to the context. A few responses included an explanation of pollution; however, the type of pollution (air, noise, water) was not specified.
- (d) Many excellent answers contained explanation of the factors influencing tourist's choice that were clearly set in the context of the question, accommodation. Some responses focused on the choice of destination rather than choice of accommodation.
- (e) Many candidates identified and analysed economic impacts associated with high tourist numbers applied to the local population, with the most common answers being increase of jobs and income to the area. Few responses extended into evaluative comment of impact to the local population.

Question 2

The case study material in Fig. 2.1 gave information on the growth of international visitor numbers to Australia. Most candidates found the information in the text easily accessible.

- (a) Many excellent responses showed that candidates used the Insert material well and extracted the correct information. A few candidates did not offer the place value for the third part of the question.
- (b) This question was not well answered. Candidates should understand the relationship between geographical location and patterns of demand for tourism. This did not seem to be fully understood with many responses including no more that was already provided in the question and Insert.
- (c) There were many well-explained responses to this question and candidates clearly understood the appeal of Australia for tourists from the USA. In a few cases, responses included no more than was already given in the Insert, or gave specific features of the destination rather than offering explained reasons.
- (d) Candidates needed to consider the benefits to both or either destination of having unrestricted airline capacity, which was generally not done. Some candidates explained unrestricted airline capacity rather than reasons why the two countries have this agreement. In other cases, candidates were offered valid benefits but often the explanation was limited.
- (e) Overall, there was evidence of good knowledge and understanding of a tourist board's role in tourism. Most candidates discussed how tourist boards monitor the performance providing valid ways of how this is done. The best answers contained analysis the reasons for monitoring performance or what actions the tourist board might take in response to the information that they collect. Weaker responses explained the roles of tourist boards rather than how they monitor the performance of tourism in their country.

Question 3

Fig. 3.1 was a photograph of waiters preparing a dining table.

- (a) This question was answered well and candidates used the source material well.
- (b) There were many good answers to this question; candidates explained ways that restaurants can reduce the impact of leakage. Most candidates focused on import leakage for one answer and export leakage for the second answer.
- (c) This question was answered well; most candidates were able to offer three well-described ways that restaurants can support the culture.
- (d) Many excellent responses contained clear description of actions that waiters can take once guests are at the table. There were several incorrect answers that described personal presentation requirements of waiters instead of actions they should take.
- (e) There were many well analysed answers to this question.

Question 4

Fig. 4.1 showed information on the growth of air travel in Ireland.

- (a) This question was answered very well and nearly all candidates were awarded the full marks.
- (b) Most candidates answered this question well and it is clear there was a good understanding of business class air travel.
- (c) This question was answered reasonably well, however not all candidates explained three reasons for the growth in air travel.
- (d) This question asked candidates to apply their knowledge of environmental impacts in the context of air travel. Many candidates offered ways of reducing noise or air pollution, however, not all of these were realistic measures.

- (e) Some candidates successfully discussed the appeal of a multi-centre holiday; however, fewer offered analysis or evaluation of the appeal. Some candidates gave reasons why a destination would offer this type of holiday rather than the appeal to the tourist.

TRAVEL & TOURISM

Paper 0471/13
Core Paper

Key messages

Candidates are encouraged not to use bullet points in extended response questions as this can limit their ability to get into Level 2 analysis and Level 3 evaluation.

Candidates should have an awareness of current issues within the industry to help give applied answers where necessary.

General comments

Awareness of the demands of the various question types and command words is an important skill for all candidates and should be encouraged.

Candidates need to carefully consider the context of the question before answering.

Candidates should use the information provided in the Insert to answer questions in context where required.

Comments on specific questions

Question 1

Fig. 1.1 provided information on Caribbean tourism and a map of the Caribbean. Most candidates found the information in the text easily accessible.

- (a) This question was answered very well. Candidates correctly interpreted the stimulus material and extracted the correct information.
- (b) Most candidates were successfully answered this question, however many only offered two correct answers. Candidates are encouraged to use the information in the insert to answer the questions.
- (c) The majority of candidates demonstrated some understanding of how tourist boards can encourage the growth of Caribbean tourism; however, in many cases responses were not expanded into explanation, limiting marks.
- (d) The responses to this question were varied; there were some good responses that were explained well. Candidates were required to use their understanding of patterns of international travel and reasons why tourists are attracted to certain locations to the context provided by Fig 1.1.
- (e) Some candidates discussed the economic benefits of attracting long stay visitors, however there was limited evidence of analysis and evaluation of the points raised. There were a number of candidates that did not use the context of the question [long stay visitors] within their answers and instead discussed generic benefits e.g. economic benefits, which limited marks to Level 1. Few candidates discussed benefits other than economic benefits, for example less movement of tourists in and out of the country reducing pollution from aviation or cruise.

Question 2

Fig. 2.1 provided information on international tourism expenditure. Candidates found the information in the text easily accessible.

- (a) This question was answered well by most candidates.
- (b) This question was answered well by most candidates. There was good understanding of the patterns of demand of tourism, which candidates applied to this question well.
- (c) This question was answered well by some candidates. Weaker responses offered market segments rather than the main tourists types (business/leisure/VFR).
- (d) This question was answered well and most candidates described three ancillary services well.
- (e) Some candidates discussed tourism multipliers but they were rarely analysed or evaluated. Other candidates did not answer in the correct context, discussing multipliers to the country rather than the local economy, limiting marks.

Question 3

Fig. 3.1 provided information on Yokohama Port in Japan. Candidates found the information in the text easily accessible.

- (a) Some candidates gave only one or two different types of cruises, the most common being river cruise, however, most did not offer the full three different types.
- (b) There were some good responses to this question demonstrating knowledge and understanding of import and export leakage. Weaker responses demonstrated limited knowledge of economic impacts in particular leakage.
- (c) This question was answered well. Candidates had a good understanding of infrastructure developments and applied this to the context hosting events. Large scale and small scale developments were accepted due to the context of the Olympics in the stem of the question. Candidates should use the stem of questions as well as the Insert as stimulus for answers.
- (d) The responses for this question were mixed. Many candidates successfully explained environmental impacts of cruise ships. Some responses explained the impacts of the cruise tourists rather than the cruise ship itself and therefore were not valid. Candidates needed to consider the context of the question before answering.
- (e) The answers to this question were varied, candidates needed to combine their knowledge of tourism infrastructure and how they are funded with the information in the Insert. Better responses included identification of valid reasons from the Insert, however, there was little evidence of analysis and evaluation for this question.

Question 4

Fig. 4.1 was a photograph containing information on a sightseeing bus tour. Candidates found the information easily accessible.

- (a) Part i) and iii) of this question were answered well. Part ii) was not answered as well.
- (b) There were many good answers to this question and candidates successfully identified the benefits to tourists of using sightseeing buses rather than public transport. Most answers were well explained in the right context.
- (c) Knowledge and understanding of seasonality appeared to be limited. Many candidates offered responses that were exclusively linked to the weather rather than seasonality or the role that weather/climate has in seasonality. Without the correct foundation understanding of seasonality, it was difficult for candidates to explain ways that sightseeing bus tours can manage these impacts.

- (d) The responses to this question were mixed. There were some examples of excellent knowledge, understanding of personal presentation in the context of sightseeing tours. Some weaker responses gave examples of communication skills and customer service instead of personal presentation.
- (e) Most candidates demonstrated good understanding of social media, however, often this wasn't written in the context of the question, the benefit of sightseeing tours using it for promotion. There was little evidence of analysis and evaluation.

TRAVEL & TOURISM

Paper 0471/21
Alternative to Coursework

Key messages

- There are four travel and tourism scenario-based questions, each with a short piece of vocationally relevant stimulus material in the Insert. Candidates should use this material as a basis for their answers, to demonstrate their understanding of key concepts using contextualised examples of travel and tourism marketing practice.
- Candidates should be familiar with all of the learning content from Unit 5 in preparation for the examination – this includes having a good understanding of key marketing terminology and concepts. For example, candidates cannot gain marks for detailed descriptions of a pricing policy, if they cannot identify the policy by name.
- Candidates should be encouraged to read the questions carefully. For example, where questions ask candidates to explain two reasons for the appeal of a product for 6 marks, candidates should avoid giving multiple reasons without any explanation.

General comments

Question 1 was based on an advertisement for a City Break tour operator. **Question 2** was based on a news item about possible product changes in the budget airline market. **Question 3** featured information about the Silk Road Tourism Festival and a joint marketing campaign. **Question 4** was based on market research data about tourism growth in Australia.

Candidates found the case study materials mostly accessible and were able to extract some key information in order to answer the questions. As is to be expected, most candidates performed well in the **(a)** questions which required basic definitions of key marketing terms and simple descriptions. Many candidates were also able to identify key information to score marks in the **(b)** and **(c)** questions, with better performing candidates also able to interpret and explain this information to gain the development marks in these questions. The majority of candidates attempted the **(d)** questions, which required the higher order skills of discussion, analysis and evaluation, although the omission rate here was slightly higher than across the rest of the questions.

Comments on specific questions

Question 1

- (a) (i)** The majority of candidates gave a simple definition of the term city break, although fewer offered a specific example in order to score the second available mark here.
- (ii)** Most candidates correctly identified suitable target markets for the advertised city break holiday to Barcelona.
- (b)** At the bottom end of performance, there was uncertainty regarding what constitutes an ancillary service, with many answers instead focusing on the components of a package holiday. Better performing candidates identified appropriate ancillary services although not all explained what each service provides for customers.

- (c) There were some excellent answers at the top end of performance here with candidates making good use of the stimulus to exemplify two aspects of the acronym. Weaker responses tended to describe the features of the advertisement but made no specific reference to the AIDA principle and could therefore not gain credit for their responses.
- (d) Responses here were variable. Some candidates gave specific and detailed account of a variety of pricing techniques, which gained them some marks. Others listed aspects of the marketing mix without any real explanation or application to the context of this provider. The best answers demonstrated understanding that pricing is integral to the overall product offering and that special offers and discounts are a key part of the core product offered by this tour operator.

Question 2

- (a) (i) Many candidates scored full marks on this question. Some responses were given in the context of the stimulus material and used standing seats incorrectly as one of the answers.
 - (ii) Geographical segmentation was understood by most candidates. The best answers also included a relevant named example.
- (b) Factors of price are a key part of the syllabus and the majority of candidates seemed familiar with the context of the question. The best responses identified a range of appropriate factors and explained how each factor affected the actual price charged.
- (c) This question was answered well. Candidates understand the role played by the internet in the distribution process and the benefits it offers to both customers and providers.
- (d) The best answers were those that suggested new ways that budget airlines could remain competitive by offering different products and services. Mid-range answers discussed existing examples of product differentiation. At the bottom end of performance, candidates either attempted to describe competitive advantage, without linking their answers to the product/service mix or related their answer to the whole marketing mix.

Question 3

- (a) (i) Better responses used the stimulus material to answer the question effectively. Weaker responses demonstrated some uncertainty about different forms of public relations.
 - (ii) Most candidates used information from the source to score at least one of the two available marks here. Examples were often omitted for the second mark.
- (b) The better responses considered the context of the question specifically and focussed on the importance to overseas agents of winning awards in China. Credit was given for any valid benefit explained. Weaker responses identified generalised reasons why winning awards is important.
- (c) This question was not answered well. Whilst most answers demonstrated understanding of the concept of repeat business, few offered specific suggestions of how festivals could attract return customers each year.
- (d) Responses here were varied. The majority of candidates used the correct terminology to describe the characteristics of a product compared to the characteristics of a service. Mid-range responses gave examples of some of the characteristics of a festival. The best answers applied each characteristic to the context of a festival, to discuss how most travel and tourism products share the characteristics of services because of their intangibility, inseparability and perishability.

Question 4

- (a) Candidates mostly gave relevant examples of methods of promotion that could be used. Better responses were developed and gave an accurate description of each method.
- (b) Answers here were variable. Better responses identified a broad range of reasons why market research is carried out by tourism organisations, with some good development of ideas across the range. Lower level responses focused specifically on the use of market research to meet customer needs and wants, and answers tended to be repetitive.

- (c) This question proved to be quite challenging. Many candidates seemed to be unfamiliar with the term source market, consequently, answers tended to be repeated from the previous question, suggesting that Tourism Australia would use the information to better meet the needs and wants of customers. The better answers explained that market research data can be used to make strategic decisions regarding new marketing campaigns in specific source markets.
- (d) The best responses analysed the data given in the source to identify the strong growth trend and draw the appropriate conclusion that Australia is most likely to be at the growth stage on the product life cycle model. At the lower end of performance candidates provided descriptions of each stage of the product life cycle model without providing an interpretation of Australia's current market position.

TRAVEL & TOURISM

Paper 0471/22
Alternative to Coursework

Key messages

- There are four travel and tourism scenario-based questions, each with a short piece of vocationally relevant stimulus material in the Insert. Candidates should use this material as a basis for their answers, to demonstrate their understanding of key concepts using contextualised examples of travel and tourism marketing practice.
- Candidates should be familiar with all of the learning content from Unit 5 in preparation for the examination – this includes having a good understanding of key marketing terminology and concepts. For example, candidates cannot gain marks for detailed descriptions of a pricing policy, if they cannot identify the policy by name.
- Candidates should be encouraged to read the questions carefully. For example, where questions ask candidates to explain two reasons for the appeal of a product for 6 marks, candidates should avoid giving multiple reasons without any explanation.

General comments

Question 1 was based on information about business tourism in Seoul, South Korea. **Question 2** presented candidates with an advertisement for independent travel packages provided by FIT travelcom, a tour operator. **Question 3** introduced candidates to the new Departure Beach product offered in Barbados. **Question 4** featured a news item about how value for money affects customers' decisions to visit Canada.

The majority of candidates found the source materials accessible and were able to use information from the Insert within an appropriate context. Most candidates attempted all of the questions within the allocated time. The majority of candidates scored well in the **(a)** and **(b)** questions, which mostly require recall of facts or the use of information directly from the source material. The top performing candidates generally demonstrated the higher order skills of analysis and evaluation, required in the **(c)** and **(d)** questions, in order to access the higher range of marks available.

Comments on specific questions

Question 1

- (a)** The majority of candidates correctly identified what the initials MICE stand for.
- (b)** Most candidates used the source material to correctly identify a range of reasons why Seoul appeals to business tourists. Weaker responses relied heavily the case study, using text taken directly from the Insert to explain each reason for the appeal.
- (c)** Better responses used a combination of syllabus knowledge and information from the source to give developed, appropriate aims for the Convention Bureau. Weaker responses were reliant on the source material and often included inappropriate aims for the business.
- (d)** Answers here were variable. Whilst the majority of candidates were familiar with generic reasons why winning awards is important, many did not put these in the context of a destination. Many at the lower end of performance focused too heavily on the economic benefits in terms of infrastructural development within the destination, rather than considering the broader range of benefits to include reputation, competitive advantage, etc.

Question 2

- (a) (i) Weaker responses often defined solo traveller rather than independent traveller. Only the best responses gave a specific example of an independent traveller to score full marks here.
- (ii) This question was answered well with most scoring full marks for two correct identifications.
- (b) Answers here were mixed. The best answers used information from the case study to correctly identify factors listed under the pricing information and developed these with explanations. At the bottom end of performance, candidates gave incorrect answers about price being dependent on the options chosen by customers.
- (c) Most candidates gave valid explanations of two different promotion methods, and the best responses explained their suitability for the advertised packages. The majority of candidates chose advertising and the internet.
- (d) The best answers made specific reference to global distribution systems (GDS), computer reservation systems (CRS) and online bookings, including those via hyperlinks from social media. Weaker responses often discussed the impact of technology generically, thus missing the focus of the question. Some candidates were either unfamiliar with, or overlooked the reference to, distribution channels.

Question 3

- (a) (i) Most candidates understood what the term departure lounge meant. Examples were sometimes omitted from answers, thus reducing access to marks.
- (ii) This was answered well, with most candidates giving two correctly identified features of the product. Some answered incorrectly with features of a traditional departure lounge.
- (b) This product life cycle question was not answered well. Weaker responses listed alternate stages of the product life cycle and could gain no marks. Better responses identified characteristics, but these were not always accurate for the introduction stage.
- (c) Answers here were variable. At the top end of performance candidates identified and explained two appropriate pricing policies. Weaker responses presented detailed descriptions of pricing policies without identifying which policies were being described. It is not possible to credit such answers.
- (d) There was a high omission rate for this question, suggesting that candidates found the concept of product differentiation challenging. The best answers used different forms of market segmentation to suggest different products for different market groups or the way one product could be developed to satisfy more than one target market. Weaker responses listed already existing means of meeting different customer needs and wants, e.g. children's menus.

Question 4

- (a) (i) The majority of candidates gave two appropriate examples of primary research methods, although some gave overlapping responses, e.g. surveys and telephone surveys.
- (ii) Most candidates identified secondary sources of market research data. Better responses were specific, e.g. airport arrival data. Weaker responses made very generic suggestions, e.g. internet, newspapers.
- (b) There were mixed responses to this question. At the top end of performance, candidates used their knowledge of the principles of marketing and promotion to consider why reputation is important, with some good developed ideas. Weaker responses were often repetitive.
- (c) There were many responses that did not demonstrate knowledge of the concept of public relations. Most answers were about promotion or advertising, and the few better answers that offered press release or press conference did not really explain these forms of promotion. Sponsorship seemed to be understood better than any other form of public relations.

- (d) Candidates understand the concept of competitive advantage and at the lower level, responses used the case study to copy out information in answering the question. Better answers related the concepts of how competitive advantage brings associated economic and social benefits for destinations such as Canada.

TRAVEL & TOURISM

Paper 0471/23
Alternative to Coursework

Key messages

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- Candidates should be encouraged to read the questions carefully. For example, where questions ask candidates to explain two reasons for the appeal of a product for 6 marks, candidates should avoid giving multiple reasons without any explanation.

General comments

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- (ii)** Most candidates correctly identified suitable target markets for the advertised city break holiday to Barcelona.
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- (d) Responses here were variable. Some candidates gave specific and detailed account of a variety of pricing techniques, which gained them some marks. Others listed aspects of the marketing mix without any real explanation or application to the context of this provider. The best answers demonstrated understanding that pricing is integral to the overall product offering and that special offers and discounts are a key part of the core product offered by this tour operator.

Question 2

- (a) (i) Many candidates scored full marks on this question. Some responses were given in the context of the stimulus material and used standing seats incorrectly as one of the answers.
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- (c) This question was answered well. Candidates understand the role played by the internet in the distribution process and the benefits it offers to both customers and providers.
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 - (ii) Most candidates used information from the source to score at least one of the two available marks here. Examples were often omitted for the second mark.
- (b) The better responses considered the context of the question specifically and focussed on the importance to overseas agents of winning awards in China. Credit was given for any valid benefit explained. Weaker responses identified generalised reasons why winning awards is important.
- (c) This question was not answered well. Whilst most answers demonstrated understanding of the concept of repeat business, few offered specific suggestions of how festivals could attract return customers each year.
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Question 4

- (a) Candidates mostly gave relevant examples of methods of promotion that could be used. Better responses were developed and gave an accurate description of each method.
- (b) Answers here were variable. Better responses identified a broad range of reasons why market research is carried out by tourism organisations, with some good development of ideas across the range. Lower level responses focused specifically on the use of market research to meet customer needs and wants, and answers tended to be repetitive.

- (c) This question proved to be quite challenging. Many candidates seemed to be unfamiliar with the term source market, consequently, answers tended to be repeated from the previous question, suggesting that Tourism Australia would use the information to better meet the needs and wants of customers. The better answers explained that market research data can be used to make strategic decisions regarding new marketing campaigns in specific source markets.
- (d) The best responses analysed the data given in the source to identify the strong growth trend and draw the appropriate conclusion that Australia is most likely to be at the growth stage on the product life cycle model. At the lower end of performance candidates provided descriptions of each stage of the product life cycle model without providing an interpretation of Australia's current market position.

TRAVEL & TOURISM

Paper 0471/03
Coursework

Key messages

Candidates carry out a practical investigation into the marketing and promotion of visitor services in a chosen destination. The investigation should explain the existing marketing mix for the selected organisation/destination, should consider the market through the use of SWOT, PEST and/or the use of a product life cycle, and must use both primary and secondary research methods to collect evidence in support of the investigation. Candidates should be familiar with the learning content for Unit 5 and 6 of the syllabus when undertaking this coursework. There should be specific reference to the types of customers targeted by the organisation/destination.

Assessors are requested to annotate candidate's work at the point of accreditation to make assessment decisions clear. Please also ensure there are no arithmetic errors when completing the documentation. Where internal moderation takes place, please transfer the final moderated mark onto the mark sheet.

General comments

The choice of focus for the coursework brief is important and teachers are encouraged to discuss this carefully with candidates. It should be noted that visitor attractions and accommodation providers offer excellent opportunities for these investigations, whilst fast food outlets are less appropriate and should be avoided, where possible. It is essential that candidates understand that they should consider the specific marketing and promotion techniques used by the organisation and collect specific evidence relating to this aspect. Teachers should help ensure that the focus is neither too broad nor too narrow. Research can be carried out as a group exercise, but each candidate must submit their own coursework report. Research evidence should be submitted in the form of completed questionnaires, interviews, photographs and, for secondary research, URLs should be given, screen shots taken, or evidence of sales literature included.

The coursework submissions this session were generally well organised and mostly appropriate to the context of the syllabus content. The majority of candidates carried out primary research, evidenced by completed questionnaires and interview transcriptions. Questionnaires were not always relevant to the purpose of the investigation; questions should focus specifically on marketing and promotion, the marketing mix and visitor services. The majority of candidates use advanced ICT skills in presenting the data although there is no requirement to do so.

Performance across the range of assessment criteria was reflective of the whole ability range for candidates within this cohort. 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 and data was described rather than analysed and interpreted. At the top end of performance, there was good supporting evidence to demonstrate independent analysis of the data, with investigations being carefully planned and executed to draw valid conclusions and make recommendations based on a hypothesis linked to visitor service provision within the chosen organisation/destination.

Assessment of this coursework module was conducted efficiently, with the majority of centres completing the accompanying documentation accurately. Annotation by assessors was highly variable, from no annotation seen to effective annotation across the whole sample. Effective annotation of accreditation is hugely beneficial as it allows the internal/external moderator to ascertain where assessment decisions have been made.