

TRAVEL AND TOURISM

Paper 7096/12
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 provided, both text and images, particularly when the question clearly states the need to **identify**
- Clearer and more specific use to be made of information relating to named examples with which candidates are familiar, which is essential when the question invites candidates to choose a destination
- Greater precision when explaining the significance particular factors, avoiding unsubstantiated generalisation

General Comments

It was pleasing to see many candidates making a positive attempt to address the issues posed by the various questions. It was also pleasing to see many individuals attempting to make reference to appropriate named examples with which they were familiar. The stimulus materials were accessible and often well interpreted. However, there were many instances of candidates including information that was not valid or inappropriate to the topic under consideration. General geographical knowledge remains very variable and a large minority of candidates were unable to correctly identify continents and oceans correctly.

It is important that candidates pay close attention to the precise wording of particular questions.

Level 1 (1 to 2 marks) – the candidate identifies/describes some valid types/features/factors

Level 2 (3 to 4 marks) – the candidates offers explanatory or analytical comment about some of the valid types/features/factors that have been identified

Level 3 (5 to 6 marks) – the candidate offers evaluative comment about the valid items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating why this is the case in context. The best answers will have a reasoned conclusion.

Comments on Specific Questions

Question 1

- (a) The Fig. 1 stimulus material was not always interpreted accurately (it was common to see the US\$ sign had been missed) and many candidates were unable to correctly answer all three aspects. The correct identifications were as follows:
- 1995 arrivals = 528 million
 - % world GDP = 9%
 - Value of world tourism = US\$1.3 trillion.
- (b) There was frequent reference to appropriate infrastructure developments such as airport expansion and resort construction. However, weaker responses failed to explain how the chosen development would help generate international visitor arrivals and thus the chance for maximum credit was lost.
- (c) There were some issues with this question and many candidates were unable to offer valid comments about the stated impacts. The responses needed to be set in the context of a large infrastructure project. Thus, economic ideas might involve costs, debt, leakage and diverting funds

away from other areas. There were some good considerations of such issues. Social implications of such projects might include the displacement of local population, the loss of land, the disruption of traditional life leading to migration away from the area. The negative environmental effect of these projects was well known and there were frequent references to ideas such as deforestation, habitat loss and different types of pollution, particularly the noise levels associated with construction work.

- (d) . Candidates found this question challenging events and thus a consideration of three valid types of external factor was rarely offered. There were some thoughtful responses and valid comments were offered about issues such as the world financial crisis (recession and lack of demand), oil price rise (inflation and travel costs), 9/11 terrorism, 2004 tsunami (devastated resorts), disease outbreaks and other natural disasters negatively influencing international travel.
- (e) There were very mixed responses to this question . The question was very specific and generic comments not related to a particular example did not score particularly well. The main point was that the demonstration effect lies at the heart of many socio-cultural problems. The demonstration effect is simply defined as host populations attempting to imitate the behaviour of visiting tourists. When copying tourist behaviour takes place it can lead to the erosion of traditional culture and values and this is often a major cause of tension within sections of local society.. For example, in many areas, young people adopt western clothes and habits, rejecting traditional dress and habits for fashion and develop a consumer lifestyle. Conflicts thus emerge between generations and the older more traditional members of society can become isolated.

Question 2

- (a) Most candidates were unable to accurately identify all three locations. The correct responses were:
- A = Africa
 - B = Asia
 - C = Indian Ocean.
- (b) Similarly there were some issues with this question and candidates appeared to be unsure about global variations. Fig. 2 indicated the following:
- that Cuba has a tropical climate;
 - Buenos Aires is in the Southern Hemisphere so July temperatures will be lower;
 - Brisbane local time will be in advance of that in Nairobi;
 - Washington DC is at risk from hurricanes moving polewards from the Caribbean.
- (c) There were some good responses to this and majority of candidates were able to offer appropriate comments about the ways in which hotels can help support the local culture of the destinations in which they are located. The key point was to offer some valid explanatory comment in each case. It was common to read about hotels providing cultural entertainment shows for guests highlighting traditional music and dance, serving traditional food, advertising cultural tours and having staff dressed in traditional attire. This was one of the best attempted questions on the paper.
- (d) Responses to this question tended to vary. Weaker responses tended to give little attention to a consideration of the ways in which each chosen source could be accessed by guests and this tended to limit the amount of credit which could be awarded. There were, however, many valid suggestions and it was common to see reference being made to sources such as leaflets (placed in room for guests), notice boards (passing by reception), concierge (ask questions face to face) and the hotel's website (via laptop or smartphone).
- (e) The question was quite thought-provoking and some candidates found it difficult to itemise particular customer service strategies. However, a suitable focus was to simply consider the provision of a service and an experience that delights the guest, so making them want to return. Credit was awarded for a general consideration of customer service standards and the quality of facilities available. Better responses widened considerations to include special offers, guest rewards and incentives such as loyalty programmes.

Question 3

- (a) This question was done well and the Fig. 3 stimulus material was used to good effect to identify three visitor types from pilgrim, worshipper, tourist, school candidate and choir.
- (b) Candidates tended to do well, again interpreting Fig. 3 accurately. There were a range of popular responses with the link to the Cadfael novels and the visiting choirs being commonly quoted. However, some candidates found it difficult to offer appropriate reasoning for the appeal. This was particularly the case when mention was made of the Norman Gothic architecture.
- (c) Not many candidates were able to score full marks on this question and there were similar issues as for **Question 2(d)**. Candidates were expected to state three likely sources of visitor information about the Abbey and then offer appropriate explanatory comment about usefulness of each to tourists before their arrival in the UK. Thus, valid responses might have included mention of the Abbey's website (official information and details), the Abbey office (responding to questions), review websites such as Tripadvisor (opinions) and guide books (details of what to see and do).
- (d) There were some very thoughtful responses but weaker answers tended to focus on visitor management rather than on exhibit and/or site preservation. The better responses commented appropriately on a range of strategies and there was frequent comment on the following:
- Notices/signs – do not touch etc.;
 - Use of guides – control and monitor visitors;
 - Glass cases – prevent handling/damage;
 - Restricted access – use of ropes/barriers;
 - Planned access routes – keep away from sensitive areas.

There were many good responses and the topic is well known and understood.

- (e) This TIC question was well answered and many candidates have a clear understanding of the services that are usually provided. However, as with the other Level of Response answers, candidates found it difficult to progress into Level 3 due to an inability to discuss the relative significance or importance of the services under consideration. Some candidates scored well by pointing out that maps and/or directions mean that visitors find a way to places of interest without getting lost. Similarly, most visitors value advice about local attractions and places of interest and it is particularly convenient for them to receive local transport details so that they can plan effective journeys while staying in the destination. This the best attempted of the four more open response questions.

Question 4

- (a) The majority of candidates were able to interpret Fig. 4 correctly, but marks were lost when information was not stated accurately. The correct responses were as follows:
- Number of airlines = 145
 - Passenger capacity = 75 million
 - % passenger increase = 17.5%.
- (b) There were many good responses and candidates used the information in Fig. 4 to identify a range of services available to passengers. Frequent references to the hotel, prayer room, duty free, food court, medical point and toilets all tended to score well.
- (c) Some responses actually thought about Dubai being a hub for Emirates and their responses contained valid ideas. However, many candidates wrote about stopovers rather than why Dubai acting as a hub, encouraged such visits. Thus, little attention was given to the fact that Emirates passengers may want to break their long haul flight instead of just waiting for their connection, adds the chance to visit an additional destination. Similarly, the multi-lingual cabin crew was rarely addressed in terms of Emirates flying all over the world and serving passengers of many nationalities. Cabin crew need to communicate properly in order to provide the desired level of service and deal effectively with passenger requests.
- (d) Many candidates were unaware of what constitutes a 'special need'. Pregnancy and pre-existing medical conditions are not special needs as airlines offer strict guidance about flying. The more appropriate needs were disabilities, dietary needs, parents with infants and unescorted minors. Some candidates scored well by matching needs with services provided. Weaker responses talked about airport services rather than airline provision or were vague.

- (e) Answers tended to be quite varied and weaker responses talked about travel agents rather than tour operators. Furthermore, the question was about product creation and not the chain of distribution. Tour operators usually assemble tourism products from different providers according to customer requirements. It was expected that candidates might discuss how packages are put together by the operator, pointing out such things as negotiating and pre-purchasing tourism products in bulk. There were some thoughtful responses and where stages in the product creation process were commented on and thus a higher level mark was readily achieved.

TRAVEL AND TOURISM

Paper 7096/13
Core Paper

Key Messages

- Candidates should read the question carefully and respond in an appropriate manner, paying close attention to the command words and contexts provided.
- Candidates should be precise when explaining the significance particular factors, avoiding generalisations.

General Comments

The stimulus materials were accessible but they were not always well interpreted. There were also many instances of candidates including information that was not valid or inappropriate to the topic under consideration. General geographical knowledge remains very variable and a large minority of candidates were unable to correctly identify continents and oceans correctly.

Candidates should make a positive attempt to structure their responses to the longer 6 mark open ended questions following the criteria below:

Level 1 (1 to 2 marks) – the candidate **identifies/describes** some **valid** types/features/factors.

Level 2 (3 to 4 marks) – the candidates offers **explanatory** or **analytical** comment about some of the **valid** types/features/factors that have been identified.

Level 3 (5 to 6 marks) – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating **why** this is the case in context. The best answers will have a **reasoned conclusion**.

Comments on Specific Questions

Question 1

- (a) The Fig. 1 stimulus material was not always interpreted accurately, the correct identifications were as follows:
- help others
 - show enthusiasm
 - enjoy your work.
- (b) There were some issues with inaccurate interpretation of the Fig. 2 image and many candidates did not comment on posture or appearance, which were the only valid responses.
- (c) Some candidates were unable to demonstrate knowledge of restaurant preparation. Better responses made clear reference to tasks such as:
- arrange the buffet table
 - set dining tables with clean linen, cutlery and glassware
 - clean up any spills
 - bring out buffet food prior to service.
- (d) There were some thoughtful responses to this and many candidates were aware of the value of an award. However, in several instances, emphasis was given to the customer rather than the

restaurant. The better responses talked about comparative advantage, quality assurance, increased visibility and the meeting of standards. Such ideas were then linked with a benefit to the restaurant.

- (e) There were very mixed responses to this question and some choices were inappropriate. The question was very specific and required comments to be related to an unusual setting, rather than being general in nature. The better answers considered aspects such as the unusual location, special food, cultural setting or special entertainment for diners.

Question 2

- (a) This question was challenging with many candidates not demonstrating geographical knowledge. The correct responses were:
- A = Europe
 - B = South America
 - C = Atlantic Ocean.
- (b) Similarly candidates appeared to be unsure about global variations. Fig. 3 indicated the following:
- that Hawaii has a tropical climate;
 - Johannesburg is in the Southern Hemisphere so July temperatures will be lower;
 - Abu Dhabi local time will be behind that in Perth;
 - San Francisco is not at risk from hurricanes.
- (c) Many candidates were not able to demonstrate their knowledge in the context of this question. The better answers mentioned many ways in which tourism could be encouraged outside of the main peak season, such as: summer activities such as the establishing of country walks and nature trails; ski lifts used for sightseeing; summer festivals being held; slopes attract climbers; rivers and lakes can be used for watersports; coastal areas have developed indoor attractions; offering business tourism events; other festivals and events held throughout the year. All of which would attract visitors at different times of the year.
- (d) Responses to this question tended to vary. Weaker responses tended to give a list of the support facilities and services that can be provided for business tourists. Apart from purpose built convention centres, hotel conference suites and ballrooms there were few other suggestions. Candidates seemed unaware that such events can take place in facilities such as a sports stadium, university lecture theatres, large public civic buildings and historic visitor attractions like castles and cathedrals.
- (e) The question was answered quite well and most candidates were aware of a range of services provided by airlines for business travellers. There was frequent reference to lounges, early boarding, flat bed seats, wifi and fast track check-in. The better responses then went on to assess the significance of the services they had mentioned, giving explanatory and evaluative comment.

Question 3

- (a) This question was done well the majority of candidates correctly identified 1964, Mt. Fuji and JPY45,900.
- (b) Candidates tended to do this question quite well. There were a range of correct responses with frequent valid comments being offered about departure times, no seat pre-assignment and the lack of transfers. Many talked about the lack of a guide and there were some other sensible suggestions. Weaker responses lacked appropriate explanatory comment or were vague.
- (c) Many candidates were familiar with the advantages of rail travel. Many pointed out that rail journeys can be quicker as there are less complicated check-in procedures and rail stations are found in easily accessible city centre locations. There are few luggage restrictions and fares are usually cheaper, with no surcharges.
- (d) Candidates tended to write about tourists in general without giving suitable emphasis to the idea of staying visitors. The question was related to the provision of accommodation and it was expected that mention would be made about the characteristics of overnight visitors. Few individuals pointed

out that. The better responses pointed out that there would be an increased multiplier effect as hotels require supplies of food, drink and other services; staying visitors spent more than day visitors which benefits the wider economy of the destination.

- (e) Candidates found this question very challenging. The better responses understood that some destinations have been improved by redevelopment schemes using tourism as a focus for urban regeneration. In particular, cities with waterfront areas have embarked on major schemes to upgrade local infrastructure and transform formerly declining urban areas into vibrant locations offering a range of improved facilities for visitors and local communities.

Question 4

- (a) The majority of candidates were able to interpret Fig. 5 correctly, the correct responses were:
- UK's tourism agency = VisitBritain
 - Largest source market = Ireland
 - Average spend = £583
- (b) The key aspects to be considered were visitor spending, reduced seasonality and visits outside of London. The better responses considered two of these aspects.
- (c) This question was very well attempted and most candidates had a good understanding of adventure, cultural and medical tourism. Some of the examples quoted tended to be vague.
- (d) Candidates generally seemed unfamiliar with big bus tours or the idea of 'hop-on-hop-off'.
- (e) Answers tended to be quite varied. There were many good responses which identified a range of factors including increased costs, over familiarity and competing destinations. Credit was given for ideas linked with overcrowding and pollution. The best answers pointed out that visitor numbers go down as the destination goes out of fashion and there is evidence that the original cultural and natural attractiveness of the destination has been lost. The best responses stated which factors were the most significant reasons for decline.

TRAVEL AND TOURISM

Paper 7096/22
Alternative to
Coursework

Key Messages

Candidates should have studied all aspects of the syllabus under the Unit 5 heading in preparation for this examination and, as such, should be familiar with key marketing and promotion concepts used in a travel and tourism context.

Many marks were missed on this paper because candidates did not refer properly to the insert materials and the information it contained when making their responses.

There was evidence to suggest that some candidates had rote-learned answers from past papers, and were therefore expecting similar questions on this paper. This led to several instances of answers being given to a question on the marketing mix or on the AIDA principle, even though these questions were not asked this session.

General comments

There were four questions on this paper, each with a short piece of source material reflecting marketing practice in travel and tourism. Centres are reminded that the Insert material should be referenced within the responses that candidates make to questions, but that it is **not** necessary to submit these insert materials with the answer booklets. Candidates should read questions carefully to ensure they understand what is being asked; for example, some candidates saw the word 'cost' in **question 1(d)** and wrote about different pricing techniques, whereas the question was actually about cost as a factor affecting a promotional campaign.

In **Question 1**, candidates were given information about Racetrack Holidays, a new tour operator specialising in holidays to watch Formula 1 racing events. **Question 2** was centred on information about mountain tourism in Bosnia. The stimulus material for **Question 3** comprised the results of a situation analysis of tourism in Ethiopia, while **Question 4** focused on tourism in Madagascar.

The cohort for this examination series was representative of the whole ability range, with some well-developed answers demonstrating high level skills of analysis and evaluation at the top end. Weaker candidates were also able to demonstrate a good knowledge of some of the key marketing terminology, and show their understanding of how travel and tourism organisations market themselves.

Comments on specific questions

Question 1

A press release about a new tour operator, Racetrack Holidays, provided the stimulus for this subset of questions.

- (a) (i) Candidates were sometimes unsure of the term 'target market', with some candidates seeming to confuse this phrase with the term 'source market'. The best answers drew on the references in the Insert material to racing events and cultural attractions. The generic answer 'leisure tourists' was not accepted.
- (ii) Most candidates understood the ways in which customer satisfaction offers the benefit of competitive advantage and therefore the majority of candidates scored both marks available here.

- (b) This question clearly discriminated between candidates. Many did not demonstrate understanding of the basic concept of sponsorship, with many not explaining how each party in a sponsorship deal benefits. This led to confusion about the role played by Racetrack Holidays, with answers focusing on the benefits for the event organisers, rather than for Racetrack Holidays as an event sponsor.
- (c) This question tested candidates' understanding of two different pricing policies used by tour operators. Many candidates seemed unfamiliar with the 'Going Rate' policy, and left this blank; the best answers explained the suitability of 'variable' pricing for the organisation, based on whether spectators were purchasing tickets for practice races or for a Grand Prix final, as well as the more usual reference to adult/child price variations and seasonality variations.
- (d) Candidates were expected to consider cost as a factor affecting the production of promotional materials. This question acted as a good discriminator. Top performing candidates here recognised the importance of planning marketing materials based on the available budget, especially for new businesses. Answers were developed to evaluate other factors which might also influence decisions for a tourism promotional campaign. Weaker responses commented on the cost of the Racetrack Holiday product. This emphasises the need for candidates to read questions carefully and to know the key difference between words such as 'cost' and 'price'.

Question 2

This subset of questions used as its focus an article about mountain tourism in Bosnia.

- (a) (i) Candidates did not experience any difficulties with identifying the reason for the appeal of the area.
- (ii) Market segments here caused some confusion. Many candidates seemed to find it difficult to distinguish between 'types of tourists' and 'tourism activities' for example paragliders could be a market segment but paragliding cannot. This led to repetition of answers between **part (a)(i)** and **(a)(ii)**. Similarly, many candidates stated the names of neighbouring countries Croatia and Slovenia – tourists from these countries can be a market segment, but the countries themselves cannot.
- (b) This question was not answered particularly well. The development of a product/service mix is a key part of this marketing syllabus, yet it appeared that few candidates recognised what this question required. Most answers were descriptive of what Bosnia currently offers to meet the needs of these different visitor types rather than suggesting how the market could be developed to target these groups more specifically in the future. There was also some uncertainty as to what the 'Grey Market' means as a customer group. Those candidates who did attempt this question properly, often tended to rely on the same idea (tour guides) across all visitor types.
- (c) This question was a good discriminator. Candidates should have studied the different stages of the product life cycle model and should therefore be familiar with the market characteristics of each stage. The best answers commented that sales are at a peak in the maturity stage, with stiff competition emerging. Weaker answers confused the maturity stage with the characteristics of stagnation or decline.
- (d) Location is a common topic for these papers, with questions relating to the specific context of the case study extracts. There were many excellent responses which considered climatic risks of locating a visitor centre in mountainous areas associated with skiing. There were also interesting responses which considered the visual disturbance of a visitor centre in an area of outstanding natural beauty, which demonstrated candidates' ability to apply their answers to this specific context. At the lower end of performance, responses tended to list the generic factors which affect location, with little attempt to explain these.

Question 3

The stimulus material for this series of questions was a situation analysis of tourism in Ethiopia.

- (a) The majority of candidates were able to correctly identify a range of the strengths, weaknesses, opportunities and threats for tourism in Ethiopia from those listed. A common error was to confuse strengths and opportunities or weaknesses and threats. Candidates should be reminded to consider whether factors are within or beyond the control of the tourism authorities within the specified country as this will help them to classify the results more accurately. It was good to note that fewer candidates wrote more than one statement under each heading for this paper than on previous occasions.
- (b) This question was not answered well. Candidates are expected to have studied a range of different methods of promotion as part of the marketing mix. There were generally poor responses to trade fairs and the use of merchandising, with a large proportion of candidates scoring only for their explanations of the internet as a means of promotion. Centres should ensure that candidates cover the whole range of promotional methods listed in section 5.6 of the syllabus document, rather than only being familiar with the more common methods of advertising and the internet.
- (c) Responses to this question were very varied. Most candidates seemed to understand the concept of using a brand image and why organisations use branding. The question required an explanation of **how** a brand image can be created, with frequent responses from the top performing candidates linked to the effective use of slogans, logos and brand names.
- (d) This question was a good discriminator. Candidates were all able to explain the acronym SWOT analysis and many relied on the case study material to describe the results of Ethiopia's SWOT analysis. The best answers were those which gave a broader answer, covering a range of different marketing tools and which considered the ways in which such tools can contribute to the destination or organisation in meeting its objectives – by helping to identify competitors, for example, or by helping in the decision-making process.

Question 4

Candidates were provided with information about tourism in Madagascar.

- (a) (i) Most responses to this question were accurate, with candidates being able to use the source material to extract key information about why visitor numbers are relatively low to Madagascar.
- (ii) Responses to this question were also generally good, with candidates choosing appropriate reasons for the appeal of the destination based on the information from the stimulus.
- (b) There were mixed responses to this question. Weaker responses tended to describe the current market position of Madagascar rather than explain the likely effects of marketing and promotion on volume of sales, competition and customer satisfaction.
- (c) This question also attracted mixed responses. It required the application of two aspects of the marketing mix to the context of Madagascar as a destination. The best responses gave specific examples of different promotional methods that the tourist authority could use with overseas visitors and examples of different distribution channels that could be employed. Weaker responses repeated information from previous questions on the paper, such as international trade fairs and merchandising, or accessibility under place.
- (d) This question was not answered well by the majority of candidates. Only the top performing candidates demonstrated the skill level required to match customer expectations with pricing policies. Weaker responses tended to offer a list of pricing techniques or expectations such as value for money.

TRAVEL AND TOURISM

Paper 7096/23
Alternative to
Coursework

Key Comments

Candidates should be familiar with the learning content for Unit 5 of the syllabus, in preparation for this assessment. This externally set examination tests candidates' understanding of the basic principles of marketing and promotion through a series of four questions, each set around a short piece of case study material. Candidates should have developed an awareness of how travel and tourism organisations use marketing and promotion and should be encouraged to use local, national and international examples with which they are familiar within their answers, where appropriate.

Examination preparation should also include familiarisation with the command words commonly used in questions so that candidates can quickly recognise the level of demand each question poses and have a good understanding of the type of response that is required.

Candidates should attempt every question.

General Comments

The question paper adopted a standard format, comprising four subsets of questions, based loosely around the stimulus material presented in a separate resource material booklet. Candidates were expected to use the articles from the travel trade press in answering the questions.

In **Question 1**, candidates were given information about the Acadia National Park, in the USA. **Question 2** took as its focus a news item about food tourism in the Republic of Ireland. **Question 3** was based around a holiday advertisement for Sunkavos Holidays, a tour operator offering package holidays to Corfu, while the stimulus for **Question 4** was the results of a situation analysis of tourism in Queensland, Australia.

Candidates were able to extract some relevant information from the case studies in order to be able to answer the questions. Some candidates were able to demonstrate the higher order skills of evaluation and analysis. Some candidates tended to rely heavily on the stimulus material in order to respond to the questions, missing marks.

Comments on Specific Questions

Question 1

Information about the Acadia National Park in the USA provided the stimulus for this subset of questions.

- (a) (i) Most candidates used information from the case study to identify appropriate characteristics of a national park. Weaker responses did not differentiate the characteristic of this type of visitor attraction from its natural features. Better candidates understood this question required information about ownership etc.
- (ii) There was some overlap in answers to this question with the responses made in the previous question. Most candidates understood the term 'natural features' and were able to identify these from the stimulus material.

- (b) Candidates are generally familiar with the use of the internet for marketing purposes. There were some good responses to this question. Weaker responses tended to use the 'quick' and 'convenient' answers which are so often seen when testing the benefits of technology within the travel and tourism industry. Credit was given for such answers but it would be beneficial to encourage candidates to develop their answers to this type of question beyond this simplistic approach, wherever possible.
- (c) This question acted as a good discriminator. There were some excellent applied answers, which considered how the product could be tailored to better meet the needs of school group customers. At the lower end of performance, candidates often focused on the current product offer, and again often repeated information about the natural features of such an attraction, as in the answer to **question 1(a) (ii)**.
- (d) This question was not answered well, with many candidates describing different pricing policies rather than recognising that the question was addressing the issue of the cost of producing promotional materials. It is important that candidates understand the difference between price and cost in answering these types of questions.

Question 2

This subset of questions took a press release about food tourism in the Republic of Ireland as its source.

- (a) (i) Candidates were generally able to identify the threats to the food tourism industry in Ireland from the stimulus material.
- (ii) The phrase 'catering facility' was not well understood in this question. Accommodation and catering is a key component of the travel and tourism industry, and therefore should be familiar to candidates.
- (b) There were mixed responses to this question on establishing a brand identity. Candidates often understand the benefits of branding better than they are able to explain how a brand identity can be created. At the top end of performance, candidates suggested how price and product features might help create brand awareness. Weaker responses focussed on brand logos and slogans, often using examples that were not relevant to the travel and tourism context to the question.
- (c) This question was a good discriminator. The best answers were those where candidates considered the broadest functions of a tourism board, rather than relying on information from the text. These described the marketing and promotion activities that are carried out, including attending trade fairs, etc.
- (d) This question was often omitted. Candidates who did attempt this question were able to offer some sensible reasons for joint marketing campaigns between F&B outlets and the NTO, including sharing of expertise, widening the customer base and saving costs. Answers again tended to be explanatory rather than analytical.

Question 3

This subset of questions was based around information on a tour operator's advertisement for a package holiday to Corfu.

- (a) (i) This question was answered well, with candidates generally understanding how organisations can offer value for money deals to customers.
- (ii) This question also caused few difficulties. Candidates are comfortable in identifying the components of a package holiday.

- (b) There were mixed responses to this question. Weaker responses used the advertisement to identify locational factors linked to the Kalami resort on Corfu, which constrained the answers considerably to only those features mentioned in the advertisement. The best responses were those which applied knowledge and understanding of the broader range of locational factors to the context of a typical island destination. Candidates should be reminded that the stimulus material is often a starting point to help guide answers but that they should use their own knowledge in supporting their answers.
- (c) Many candidates understood the term 'all-inclusive package'. At the lower end of performance, candidates gave advantages to the customer of an all-inclusive package, even though the question required this to be from the perspective of the organisation. Candidates should be encouraged to ensure they have understood the question properly by underlining key aspects.
- (d) This question was also a good discriminator. Many answers showed understanding of the range of factors to consider when setting the price for travel and tourism products and services. Weaker responses tended to be a list of pricing techniques rather than a consideration of the range of external factors affecting price listed in the syllabus. The best answers considered a range of market forces with the highest scoring candidates for this question drawing a conclusion about which factors exert the greatest influence about price.

Question 4

Candidates were provided with the results of a situation analysis of tourism in Queensland, Australia.

- (a) Candidates are familiar with the format of these situation analyses questions, although there are still a small number of candidates who write more than one statement number under each heading.
- (b) This question was not answered particularly well. Most candidates understood who domestic tourists are but many could not explain why this is an important market for Australia, even after reading statement number 4 from the results of the situation analysis, which provided some clues.
- (c) This question also attracted mixed responses. It was intended to test two aspects of the marketing mix within an applied context. Many responses were generalised – make the product attractive and charge a reasonable price, rather than being specifically applied to the context of Queensland. The best answers took their answers from the clues in the situation analysis, e.g. eco-friendly and sustainable products linked to statement number 8.
- (d) This question required a judgement about the suitability of publicity materials to promote tourism in Queensland. This acted as a good discriminator, with the best answers coming from those who could give specific examples of publicity materials. Weaker responses tended to offer a list of different promotional methods, as if candidates were unsure what counts as publicity material. There was limited evidence of judgements being made as to whether this is a cost-effective method of promotion.

TRAVEL AND TOURISM

Paper 7096/03
Coursework

Key Comments

Candidates should use the learning content from Unit 6 as the main context for their coursework, choosing to investigate the visitor services provision within a specific destination or from a named travel and tourism provider. The investigation should assume a practical nature, with candidates utilising primary research methods as well as secondary sources of information to gather evidence. Data gathering can be carried out as a group exercise or on an individual basis. An in-depth discussion of marketing theory is not an acceptable alternative here. Centres which experience difficulty in setting up conditions for the investigative aspects of this coursework should consider the alternative examination, paper 2, which covers the learning content predominantly from Unit 5.

The write up of the investigation, including data presentation and analysis, must be done individually and must be the candidate's own work. Teachers may provide guidance to assist candidates in producing the report. Whilst some candidates require advice on what to include as part of the final coursework evidence, teachers must ensure that they do not over guide candidates in terms of the content of the report. This will affect the final outcome of the coursework, and will be reflected in the mark awarded. Candidates who work independently can access Level 3 marks; candidates who are unable to work independently can only be credited with Level 1 marks.

The choice of focus for the investigation is an important one; candidates should ensure that if a destination is chosen the study is still manageable; occasionally a destination may be so large that candidates are overwhelmed by the breadth of their investigation and lose interest in the final outcome because they find so much information. If a travel and tourism provider is selected as the focus, it is equally important to carefully consider the selection, in terms of access to relevant information in supporting the overall aims of the investigation and the coursework.

General Comments

The focus of this investigation must be the **marketing and promotion of visitor services** either within a selected destination or for a chosen travel and tourism organisation. Candidates may wish to compare provision between two organisations operating within the travel and tourism industry. Please bear in mind the earlier comments about ensuring that candidates do not get overwhelmed by the enormity of the task if this is the case.

Once the candidate has obtained the necessary research evidence across a broad range of primary and secondary sources of information, an individual written report of approximately 3000 words must be produced to present their findings.

The majority of candidates this session used interesting and relevant examples of focus organisations and/or destinations. There was still some evidence of comparing the products and services of F&B outlets such as McDonalds and KFC, which actually do not fulfil the coursework brief. These are not considered to be travel and tourism providers in the true sense of the syllabus. Weaker pieces of coursework did not always identify types of customer, and therefore lacked depth in the coverage of the marketing and promotion efforts of the organisation in communicating with their target customers.

Coursework samples this session were professionally presented. Candidates used excellent organisation skills to carefully present their evidence in a logical sequence, and separated out each section using appropriate headings. The majority of candidates were able to communicate the purpose of their investigation by stating the aims and objectives for the investigation together with the main hypothesis.

Data presentation skills were variable across the cohort; some candidates are highly skilled in the use of a variety of software to assist them in compiling some excellent 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 continue to hand draw charts and graphs if they wish to do so. The best coursework assignments also include candidate's own interpretations of the data and analytical or evaluative comments to support or disprove original hypotheses, as well as recommendations for improvement to the visitor services provision in the specified location.

Assessment of this coursework module is generally conducted efficiently, with Centres completing the Individual Candidate Record Card for each student appropriately. It would be helpful if assessors could show the total mark achieved for each candidate on these record cards. It is especially helpful when Centres annotate individual candidate's work, e.g. by writing 3 (a) Level 2 against the evidence of where a candidate had attempted to explain the organisation's marketing mix. This allows the internal/external moderator to clearly see where assessment decisions have been made.