TRAVEL & TOURISM

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

Key messages

The questions on this exam paper covered a wide variety of topics from all parts of the syllabus in a variety of ways. Candidates should be prepared for answering a variety of types of questions on topics contained within the syllabus. Candidates should also be familiar with the command words used in the questions and should give answers appropriate to the command, i.e. when the question uses 'Assess' candidates should not just 'Discuss'.

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

General comments

Candidates demonstrated a very good range of knowledge of the travel and tourism industry and the syllabus topics – especially shown in responses about customer service. This then enabled them to attempt the questions in a competent manner and there were few 'no response' answers. The best answers were supplemented with comments and examples from the industry, evidencing a thorough understanding of the subject. Candidates who provided judgements and conclusions in the extended answer questions usually reached Level 3.

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

Comments on specific questions

Question 1

(a)   Part **(a)(i)** was not answered well. Very few responses correctly defined the term 'tourism generating area' as an area from which tourists originate.

Part **(a)(ii)** was answered very well. Most responses made very good use of the source material and combined that with good background knowledge to explain two ways Singapore may appeal to tourists from China.

(b)   This question produced many good responses which were characterised by a clear understanding of MEDCs and good supporting explanations about the reasons MEDCs like Singapore could be regarded as a 'safe' destination for tourists.

(c)   Responses to this question were mixed. Many responses explained one or two benefits well and demonstrated a clear understanding of the differences between regional and local tourism organisations. Weaker responses tended to list benefits rather than explain them.

(d)   Many responses were awarded high Level 2 marks including clear description of the importance to Singapore of providing a wide range of visitor attractions. The best responses included some assessment and evaluative comment.

Question 2

(a) Responses for **(a)(i)** were often not detailed enough for the 2 marks. The majority of responses to part **(a)(ii)** achieved full marks.

(b) This question was answered very well. Most responses explained valid benefits for international tourists of using an international airport rather than a regional airport.

(c) This question was answered well and the principles of customer service is clearly a familiar topic for the vast majority of candidates. Most responses achieved high Level 2 marks. The best responses included some discussion and evaluative comment.

(d) There were some very good responses which described the benefits of using biometric passports. Very few responses included any assessment or evaluative comment and so were limited to Level 2. Weaker responses often did not demonstrate a clear understanding of biometric passports and were therefore quite vague making only generic comments.

Question 3

(a) Part **(a)(i)** was answered very well. The majority of responses made very good use of the insert and scored both marks available, suggesting two specialised markets for the event. Responses to **(a)(ii)** that used the source material to identify characteristics scored well. Some responses did not identify from the source material and so marks could not be awarded.

(b) This question was answered well, most responses demonstrated clear understanding of the types of infrastructure developments that would be required in order to support an event such as the Montreux Jazz Festival.

(c) Responses to this question were good and many were very detailed demonstrating a clear understanding of social media and its use as an advertising tool. Better responses used examples to support comments and confirm understanding.

(d) This question was not answered well. A large number of responses included information about other tourism organisations such as Tourist Boards, rather than DMCs. Responses tended to be brief and usually were generalised. The best responses were clear and demonstrated knowledge of the role of DMCs.

Question 4

(a) The majority of responses to **(a)(i)** correctly identified two internal customers of a tour operator at a trade fair. Responses to **(a)(ii)** that referred to the insert generally gained full marks. Weaker responses were often too general or repeated the same characteristic.

(b) Many responses were limited to just 1 or 2 benefits to tour operators of using a trade fair. There was some repetition but some responses included some very good ideas about the value of integration.

(c) The better responses to this question included some explanation of how the travel and tourism industry may be market driven. However, there were very few answers that included any discussion or evaluative comments. Weaker responses were often vague and some did not demonstrate any understanding of the term market driven.

(e) This question was not answered well. Many responses did not address the topic in the question. There was much misinterpretation of the term 'consumer protection' with many responses mentioning physical protection or the safety of tourists rather than legislation to protect consumer rights.

TRAVEL & TOURISM

| Paper 9395/12 |
| The Industry |

Key messages

The questions on this exam paper covered a wide variety of topics from all parts of the syllabus in a variety of ways. Candidates should be familiar with the command words used in the questions and should be prepared for answering a variety of types of questions on topics contained within the syllabus.

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

General comments

Candidates demonstrated a very good range of knowledge of the travel and tourism industry and the syllabus topics – especially shown in responses about customer service. This then enabled them to attempt the questions in a competent manner and there were few 'no response' answers. The best answers were supplemented with comments and examples from the industry, evidencing a thorough understanding of the subject. Candidates who provided judgements and conclusions in the extended answer questions usually reached Level 3.

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

Comments on specific questions

Question 1

(a)   Responses to this question were mixed. Better answers demonstrated an understanding of the requirements of the customer types for example translators or leaflets in a variety of languages for foreign visitors and ramps or wheelchair access for people with mobility issues. Weak answers were characterised by general or vague responses.

(b)   This question referred to customer service and produced detailed, knowledgeable responses which explained three impacts of poor customer service from a TIC on a destination. Some weaker responses misinterpreted the question and gave impacts of poor customer service on the TIC rather than on the destination that it serves.

(c)   This question was based on the way in which the management of a TIC can assess the quality of customer service. Most responses seen were very clear on this aspect and demonstrated good knowledge of the methods that could be used to assess levels of customer service. The majority of answers were high Level 2 as descriptions were detailed. The best answers included discussion of the best method to use.

(d)   The question asked about the ways that the needs of internal customers may be met. High mark Level 2 answers were common, responses contained detailed descriptions about the requirements of internal customers. Reference was made in many cases to Maslow's hierarchy in order to support comments. Better responses also included examples. The majority of answers did not get into Level 3 as there was limited evidence of assessment.

Question 2

(a) This question asked for four specialised markets attracted by the natural environment. Responses such as sports, adventure, sports, cultural or eco tourists were given.

(b) Many responses achieved high marks by using the insert material fully. Better responses included methods that would be appropriate to maintain the area shown in the source material and often included limiting access and giving advice. Weaker responses tended not to use the source material and so were vague.

(c) Responses to this question were good and demonstrated a high degree of understanding that the accommodation types had to be appropriate for use in a National Park.

(d) There were mixed responses to this question. Better responses focussed on the work of NTO's within a destination such as that shown in the source material. Weaker responses did not refer to this type of destination and therefore had moved away from the focus of the question.

Question 3

(a) The majority of responses achieved full marks for **(a)(i)**. Marks achieved at aii were not as high. Most responses for **(a)(ii)** were awarded the mark for a correct example but often did not correctly define direct employment.

(b) The majority of responses referred to better climate. The better responses detailed seasonality or referred to school holidays and the best referred to specific issues such as hurricanes and other natural disasters.

(c) This question was not answered well. Generally responses did not include explanations of differentiation nor explain why differentiation was needed in the Bahamas. Better responses explained differentiation and gave some valid examples of different products which supported the answer.

(d) Responses tended to be very descriptive and so did not achieve the higher level marks although Level 2 marks were awarded if descriptions were detailed. The level of knowledge demonstrated was good but as with other part **(d)** there was limited evaluative comment and so Level 3 answers were not common.

Question 4

(a) Generally responses were mixed. The best answers included brochures, guides, plans and booklets. Many responses described things seen in the insert which did not answer the question about ways the castle could provide information to visitors.

(b) This question was answered well. Responses generally explained how the attraction could appeal to the three types of visitors.

(c) This question was not answered well. The majority of responses gave only 1 objective of a non-commercial organisation. There was quite a lot of repetition in the answers given.

(d) Generally responses here were very good. The vast majority of responses were detailed and showed a clear understanding of the topic. The best responses were analytical in discussing the different market research methods and so reached Level 3.

TRAVEL & TOURISM

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Paper 9395/13
The Industry

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Key messages

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

General comments

Candidates demonstrated a very good range of knowledge of the travel and tourism industry and the syllabus topics – especially shown in responses about customer service. This then enabled them to attempt the questions in a competent manner and there were few 'no response' answers. The best answers were supplemented with comments and examples from the industry, evidencing a thorough understanding of the subject. Candidates who provided judgements and conclusions in the extended answer questions usually reached Level 3.

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

Comments on specific questions

Question 1

(a)   Part **(a)(i)** was not answered well. Very few responses correctly defined the term 'tourism generating area' as an area from which tourists originate.

         Part **(a)(ii)** was answered very well. Most responses made very good use of the source material and combined that with good background knowledge to explain two ways Singapore may appeal to tourists from China.

(b)   This question produced many good responses which were characterised by a clear understanding of MEDCs and good supporting explanations about the reasons MEDCs like Singapore could be regarded as a 'safe' destination for tourists.

(c)   Responses to this question were mixed. Many responses explained one or two benefits well and demonstrated a clear understanding of the differences between regional and local tourism organisations. Weaker responses tended to list benefits rather than explain them.

(d)   Many responses were awarded high Level 2 marks including clear description of the importance to Singapore of providing a wide range of visitor attractions. The best responses included some assessment and evaluative comment.

Question 2

(a) Responses for **(a)(i)** were often not detailed enough for the 2 marks. The majority of responses to part **(a)(ii)** achieved full marks.

(b) This question was answered very well. Most responses explained valid benefits for international tourists of using an international airport rather than a regional airport.

(c) This question was answered well and the principles of customer service is clearly a familiar topic for the vast majority of candidates. Most responses achieved high Level 2 marks. The best responses included some discussion and evaluative comment.

(d) There were some very good responses which described the benefits of using biometric passports. Very few responses included any assessment or evaluative comment and so were limited to Level 2. Weaker responses often did not demonstrate a clear understanding of biometric passports and were therefore quite vague making only generic comments.

Question 3

(a) Part **(a)(i)** was answered very well. The majority of responses made very good use of the insert and scored both marks available, suggesting two specialised markets for the event. Responses to **(a)(ii)** that used the source material to identify characteristics scored well. Some responses did not identify from the source material and so marks could not be awarded.

(b) This question was answered well, most responses demonstrated clear understanding of the types of infrastructure developments that would be required in order to support an event such as the Montreux Jazz Festival.

(c) Responses to this question were good and many were very detailed demonstrating a clear understanding of social media and its use as an advertising tool. Better responses used examples to support comments and confirm understanding.

(d) This question was not answered well. A large number of responses included information about other tourism organisations such as Tourist Boards, rather than DMCs. Responses tended to be brief and usually were generalised. The best responses were clear and demonstrated knowledge of the role of DMCs.

Question 4

(a) The majority of responses to **(a)(i)** correctly identified two internal customers of a tour operator at a trade fair. Responses to **(a)(ii)** that referred to the insert generally gained full marks. Weaker responses were often too general or repeated the same characteristic.

(b) Many responses were limited to just 1 or 2 benefits to tour operators of using a trade fair. There was some repetition but some responses included some very good ideas about the value of integration.

(c) The better responses to this question included some explanation of how the travel and tourism industry may be market driven. However, there were very few answers that included any discussion or evaluative comments. Weaker responses were often vague and some did not demonstrate any understanding of the term market driven.

(e) This question was not answered well. Many responses did not address the topic in the question. There was much misinterpretation of the term 'consumer protection' with many responses mentioning physical protection or the safety of tourists rather than legislation to protect consumer rights.

TRAVEL AND TOURISM

Key messages

- Centres should include correct paperwork and record accurately candidate details on MS1s.
- Centres should place individual mark sheets with each corresponding portfolio.
- Centres are reminded that the coursework should be completed on an individual basis.
- Candidate log books or diaries should be included for team evidence, these are different to the minutes and agendas.
- Feasibility studies should be in good detail and checked for omissions.
- Signed Witness statements must be included for each candidate.
- Centres should annotate all coursework.

The coursework is marked from a total of 50 and where a small number of centres were scaled downwards this was generally applied because a centre had marked too leniently across the bands and on occasion key evidence was missing. The syllabus gives details of all elements to be included showing guidelines that provide a framework for the production of the portfolio. Centres should avoid providing a prescriptive template for candidates as this restricts individuality.

It was pleasing to see many successful events planned and executed. On the whole, candidate work submitted by centres clearly followed the syllabus guidance. These portfolios were generally well-structured and presented in a clear and logical format. Centres should ensure that events are clearly embedded within a travel and tourism context. An outline proposal form can be submitted to Cambridge Assessment in order to check the suitability of planned events.

Centres should note that candidate coursework must be completed as an individual project. Work that has been completed by another candidate must be clearly labelled and made explicit for the marker, e.g., 'John created this webpage for our event.' Candidates cannot take credit for work that is not their own. Centres should encourage their markers to show annotation throughout the portfolios as this will assist moderators and markers alike.

Some centres omitted documentation from their packs – please ensure that total marks for each assessment objective are correctly recorded, centres should submit top and bottom graded portfolios. Centres must also ensure that they submit the correct number of portfolios.

Strand 1

Candidates made a good attempt to demonstrate team roles and responsibilities. Minutes and agendas were clearly recorded. However, some candidates did not include personal logs to show individual actions taken. These should be included in order that a candidate may pass through to MB3. Some candidates used the minutes and agendas as a form of log. This is not suitable, and it is suggested that learners use a diary, calendar or blog to assist with recording personal involvement.

Strand 2

There were many thoughtful and detailed feasibility studies conducted by candidates. However, some candidates did not include sufficient evidence to show that full consideration of each feasibility plan had been made. Feasibilities should not only include SWOTs but details of customers, costings, risks and a simple concept plan. Some candidates did not analyse the results of their feasibility studies showing good reasons for their final choice. This was a pity as much research was in evidence. Candidates must also include either a Bibliography or a list of sources to show where research had been conducted. Candidates should also make clear if another team member has completed any part of the feasibility.

Strand 3

Business plans were included by all candidates. The contents of the business plans were, on occasion, too brief. It should be noted that one sentence per bullet point is insufficient detail to explain the plan. Candidates must cover all aspects detailed in the **Outline Content 2.3** in order to achieve MB3. Please note that the business plan should be completed before the event and therefore should be written in the future tense.

There was good evidence of materials and resources used by candidates to prepare for the event. These included letters, emails, permission requests, photographs and financial documentation.

Strand 4

Many events appeared to have been very successful. Photographic evidence was clear; however, these should be clearly labelled. Detailed witness statements from centres assisted with both the marking and moderation process, however, a signed witness statement should be included for **all** candidates.

Evaluation and recommendations

Many candidates gave interesting and informed evaluations of their events. Many detailed personal perception, team reflection and witness statements. Some included questionnaires to garner customer feedback. Weak or poor recommendations for the future prevented candidates gaining the higher mark bands.

Some assessors don't annotate candidate work. Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands, this will aid with both marking and moderating.

TRAVEL & TOURISM

Paper 9395/31
Destination Marketing

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

TRAVEL & TOURISM

Key messages

- Candidates should be familiar with all of the learning content for Unit 3, which is organised under the following headings:

  - Market research and analysis
  - Destination identity
  - Communicating the destination brand
  - Monitoring the effectiveness of the destination brand.

- Familiarity with the syllabus content will enable candidates to recognise the context of the questions and thus answer questions based on the correct part of the syllabus being tested, rather than writing generic answers on the branding process, irrespective of the question being asked.
- Candidates must also be familiar with using a case study approach, and with using vocationally specific stimulus material covering a range of different destinations to discuss key aspects of the destination branding process.

General comments

Candidates appeared generally to be well prepared for the examination and most seemed familiar with the learning content from Unit 3. There was evidence that some candidates were unsure which part of the syllabus was being targeted by the questions and wrote generically about the branding process in every answer. This subsequently impacted on the marks awarded. Candidates should learn specific key terminology from each section of the syllabus in order to recognise the focus of each of the questions.

The omission rate, together with appropriateness of answer type indicates that the majority of candidates had had no issues with completing the examination in the time given.

Candidates should ensure that they respond to each question appropriately, with a developed explanation of two points in **(a)** questions and using analysis and evaluation in answering **(b)** and **(c)** questions, which are intended to generate extended, essay-style answers.

Comments on specific questions

Question 1

The case study material in Fig. 1.1 focused on Brand Morocco, the tourism development strategy for Morocco. The majority of candidates seemed to find the case study material for this question accessible.

(a)   Candidates were asked to explain two aspects of visitor profiling that could have been used to help shape Brand Morocco. Most responses identified two appropriate ways to profile although weaker responses sometimes confused these with the list of KPI measures.

(b)   Candidates were asked to discuss the interdependence of key stakeholder groups. The question was not answered well by the majority, as many seemed unfamiliar with the term interdependence. As a result, answers tended to be superficial, with most listing different stakeholder groups and describing the role of each, rather than explaining how each stakeholder type might depend on others to create or uphold the destination brand.

(c) This question required candidates to evaluate job creation as a KPI in the context of monitoring the success of Brand Morocco. Many candidates interpreted this as the benefits of job creation (e.g. more taxation, better multiplier, less poverty, transforming LEDC to MEDC etc.). The majority of candidates also understood what KPIs are and could list a number of them. Explanations tended to be what the KPI shows rather than the value of the measure e.g. visitor spending going up means that the brand was successful and vice versa, rather than job creation is suitable as it is easy to measure, but if it goes up and ranking goes down it might not reflect the overall success of the brand. The best answers discussed whether numbers of jobs were less important than quality of employment in the industry (i.e. seasonal or minimum wage not reflecting success).

Question 2

The case study materials in Fig. 2.1 focused on information taken from Iran's universal tourism portal, relating specifically to the brand image of Iran under 'The land of glory and beauties' campaign. Many responses seemed to rely quite heavily on information directly from the case study, suggesting that some candidates found this less accessible than the previous case study material.

(a) Candidates seemed familiar with the concept of visitor perceptions and the importance of a Unique Selling Point and many answered this question well, although some responses did not make any reference to visitor numbers, thus limiting marks.

(b) Candidates were asked to carry out a straight-forward SWOT analysis of Iran's tourism as presented in the case study. The majority of answers correctly identified information from the case study, but few went on to explain why they were strengths, weaknesses, opportunities or threats. Best attempts at explanation came from strengths. Some responses included evaluation of SWOT stating it is not the only analysis tool, and comparing it to PEST, Ansoff etc. which was not relevant to the question being asked.

(c) This question required candidates to discuss how Iran might establish its destination identity through a range of marketing activities. It was not answered well by the majority of candidates. Many responses evaluated only communication methods rather than a range of marketing activities.

TRAVEL & TOURISM

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Paper 9395/33
Destination Marketing

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Key messages

- Candidates should be familiar with all of the learning content for Unit 3, which is organised under the following headings:

  - Market research and analysis
  - Destination identity
  - Communicating the destination brand
  - Monitoring the effectiveness of the destination brand.

- Familiarity with the syllabus content will enable candidates to recognise the context of the questions and thus answer questions based on the correct part of the syllabus being tested, rather than writing generic answers on the branding process, irrespective of the question being asked.
- Candidates must also be familiar with using a case study approach, and with using vocationally specific stimulus material covering a range of different destinations to discuss key aspects of the destination branding process.

General comments

Candidates appeared generally to be well prepared for the examination and most seemed familiar with the learning content from Unit 3. There was evidence that some candidates were unsure which part of the syllabus was being targeted by the questions and wrote generically about the branding process in every answer. This subsequently impacted on the marks awarded. Candidates should learn specific key terminology from each section of the syllabus in order to recognise the focus of each of the questions.

The omission rate, together with appropriateness of answer type indicates that the majority of candidates had no issues with completing the examination in the time given.

Candidates should ensure that they respond to each question appropriately, with a developed explanation of two points in **(a)** questions and using analysis and evaluation in answering **(b)** and **(c)** questions, which are intended to generate extended, essay-style answers.

Comments on specific questions

Question 1

The case study material in Fig. 1.1 focused on the destination branding process being carried out by the Finland Promotion Board and its 30 country-branding emojis. Candidates appeared familiar with the use of emojis as a digital communication method.

(a) This question required candidates to explain how the country-branding emojis are examples of both owned media and shared media for the Finland Promotion Board (FPB). Most candidates identified how these emojis might be used by both the Finland Promotion Board and by others. The best answers were those which explained that the emojis could be used on the FPB's website as well as shared by followers via social media.

(b) Candidates were asked to assess the effectiveness of using emojis to establish Finland's brand identity. The best answers assessed a range of characteristics in the context of country-branding emojis in creating a positive brand identity for Finland. At the lower end of performance, candidates

identified some key characteristics. There were some generic brand process answers to this question which did not score as highly as those that were applied to the context.

(c) This question required candidates to evaluate the likely impacts of using social media in raising brand awareness with different target markets. Candidates were all familiar with how NTOs make use of social media and most gained at least Level 1 marks for identifying several ways in which social media is used to raise awareness. The best responses were those which evaluated the likely impact of social media as a communication method with different target markets – some chose to use geographic segmentation (domestic and international markets), some chose demographics (predominantly age), with the very best answers using a combination of different target markets and ways of using social media to raise destination brand awareness.

Question 2

The case study materials in Fig. 2.1 focused on information about Macedonia's attempt to create a destination brand through three different destination branding campaigns. The majority of candidates found this stimulus accessible.

(a) Candidates understood the concept of external influences and the majority identified appropriate influences based on the case study materials. The best answers explained these influences in the context of marketing Macedonia as a destination.

(b) This question was not answered well, with many very generalised branding process style responses. At the weaker end of performance, responses tended to rely heavily on information from the case study, which was not always relevant to the question. Better answers made reference to gaining competitive advantage to increase customer numbers, or the need to provide a consistent representation of the destination, rather than confusing visitors with a number of contradictory campaigns running simultaneously.

(c) This question required candidates to evaluate why Macedonia's destination brand was unlikely to succeed. Most candidates correctly identified the question was testing their knowledge of the challenges of implementing a destination brand. The best answers were those where candidates applied these challenges to the context of Macedonia, in terms of budget constraints, impact of natural disasters etc. At the lower end of performance, candidates repeated information about the characteristics of a successful brand in this question and were credited for these answers in the context of this case study.

TRAVEL & TOURISM

Paper 9395/41
Destination Management

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

TRAVEL & TOURISM

- Read questions carefully and check understanding before beginning the answer.
- Take note of mark allocations of each question.
- Use clear handwriting.
- Avoid bullet points and write in prose.
- Understand the command word meanings.
- Use relevant key tourism terminology.

General comments

There were two case studies with 25 marks per case study set over three questions. The first case study covered Machu Picchu in Peru including community based tourism projects. The second case study discussed the conservation strategies and tourism development of Namibia in Africa.

Overall, the standard of entry was good. Many candidates show a good range of knowledge and understanding of the of key tourism definitions such as socio-cultural, political, environmental and economic impacts. There were many successful candidates this year who produced concise, relevant information in their longer style responses.

Candidates who perform well in this examination use accurate industry examples to help exemplify their points. Weaker responses do not always demonstrate the higher order skills of analysis, evaluation and discussion. For the shorter response questions, candidates should be reminded that if they are asked for e.g., two explanations for 4 marks, they should make two identification points and explain both points. They should not give four or five identification responses.

Repeating the question at the beginning of the response takes up valuable time and space and is not necessary.

Finally, weak or over simplistic conclusions are not credited with marks. All judgemental statements should be supported by comments made throughout the body of the response. In general, the standard of this session was good. There was no confusion over rubrics and timing does not appear to have been a problem for the majority of candidates answering all questions.

Comments on specific questions

Section A

Question 1

(a)   This was well answered; most candidates explained two ways tour operators can ensure visitors respect local cultures in Peru. The case study allowed for development of this question and most common responses were – to issue advice using brochures and leaflets, promoting sustainable holidays that encourage tourists to participate in local traditions whilst respecting their hosts.

(b)   There were some good responses that demonstrated reasonable understanding of the monitoring systems such as carrying capacity, analysing visitor numbers, sales and pricing mechanisms. Weaker responses did not discuss monitoring techniques and simply explained ways to prevent environmental impacts.

(c)   This was very well answered. Many responses explained socio cultural impacts from the perspective of host communities; answers did not always fully reflect the 'importance' of cultural engagement. Weaker responses did not contain evaluation of the points made. A detailed and relevant conclusion is required to gain the full 12 marks.

Question 2

(a)   This question was very well answered; the majority of candidates explained two likely political objectives of destination management for Namibia. Many candidates identified, image, reputation, safety and security as key points.

(b)   This question was well answered. Many candidates explained environmental benefits of the conservation strategies for Namibia. There were some very good examples of environmental issues supported by the case study such as protection of wildlife systems, protection of the landscape and restoration of biological diversity. Weaker responses did not weigh up evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.

(c)   This question was very well answered, most candidates explained economic impacts in good detail and related them to the rural communities within Namibia. Most common responses included – income generation, multiplier effect, job creation. Without evaluation, responses could not gain the Level 3 marks. It should be noted that simply stating both positive and negative impacts is not sufficient as an evaluation. Candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.

TRAVEL & TOURISM

Key messages

- Read questions carefully and check understanding before beginning the answer.
- Take note of mark allocations of each question.
- Use clear handwriting.
- Avoid bullet points and write in prose.
- Understand the command word meanings.
- Use relevant key tourism terminology.

General comments

There were two case studies with 25 marks per case study set over three questions. The first case study covered activities in The Dordogne in the south west of France including visiting caves and activity holidays. The second case study addressed the Vision 2020 tourism development plan set up by the Moroccan government.

Overall, the standard of entry was good. Many candidates show a good range of knowledge and understanding of the of key tourism definitions such as socio-cultural, political, environmental and economic impacts. There were many successful candidates this year who produced detailed and relevant information in their longer style responses.

Candidates who perform well in this examination use accurate industry examples to help exemplify their points. Weaker responses do not always demonstrate the higher order skill levels of analysis, evaluation and discussion. For the shorter response questions, candidates should be reminded that if they are asked for e.g., two explanations for 4 marks, they should make two identification points and explain both points. They should not give four or five identification responses.

Repeating the question at the beginning of the response takes up valuable time and space and is not necessary.

Finally, weak or over simplistic conclusions are not credited with marks. All judgemental statements should be supported by comments made throughout the body of the response. In general, the standard of this session was good. There was no confusion over rubrics and timing does not appear to have been a problem for the majority of candidates answering all questions.

Comments on specific questions

Section A

Question 1

(a)   This was well answered, most candidates explained two ways the owners of the Dordogne caves might develop their products and services. The case study allowed for development of this question and most common responses were – offering guided tours, providing souvenirs and adding additional ancillary products and services.

(b)   A good response to this question. There were some good responses which included detailed information on setting smaller visitor numbers and reducing the period that visitors could view the caves.

(c)   This was reasonably answered. Many weaker responses explained in too much detail what commercial and non-commercial organisations were. Joint initiatives was the most popular response including working together to save money, ideas and labour. Not all responses included an evaluation of the points made. A detailed and relevant conclusion is required to gain the full 12 marks.

Question 2

(a)   This question was well answered, many candidates explained two benefits of Moroccan tourism of having vision 2020. Candidates covered boosting revenues, expanding jobs, increasing visitor numbers and helping with more detailed plans and priorities.

(b)   This question was well answered. Many candidates explained how the multiplier effect could bring positive impacts to Morocco. There were some very good examples of direct and indirect jobs supported by the Vision 2020 and funding arrangements. Weaker responses did not assess or weigh up their evidence. A full evaluation with concluding paragraph was required to gain full marks.

(c)   This question was very well answered, most candidates explained the possible negative socio-cultural impacts that might occur in Morocco. Most common responses included – changes to family structures, conflicts, crime, commodification and staged authenticity. Without evaluation, responses could not gain the Level 3 (higher) marks. It should be noted that simply stating both positive and negative impacts is not sufficient as an evaluation. Candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.