

# TRAVEL & TOURISM

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Paper 0471/11  
Core Paper

## Key messages

- Good knowledge and understanding shown by most.
- Many responses were successfully set in the context of the question.
- Knowing the demands of the question types and command words is very important.

## 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 ensure that they develop what they have identified in their answers rather than giving further identification when the question asks them to explain or describe.

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

## Comments on specific questions

### Question 1

- (a) Many candidates correctly stated two seas/oceans surrounding Africa, few correctly stated three. In some cases candidates copied directly from the Fig. 1.1 without applying their knowledge, there was only one ocean evident in Fig. 1.1.
- (b) There were many competent answers for this question and many candidates were awarded the full four marks. The tourism impact that proved to be more challenging for candidates was 'an increase in education and training' which was often incorrectly identified as an economic impact.
- (c) The responses to this question varied. Many candidates responded well to 'litter on the beaches' and 'damage to protected beach environments' giving good explanations of the ways that these can be managed. 'Increased waste to landfill' proved to be more challenging for candidates with some correctly identifying recycling schemes as a way to manage this impact but there was limited evidence of explanation for this part.
- (d) This question was challenging for some candidates, many attempted the question but it was often the case that candidates did not give correct ways that governments could support tourism. The best responses successfully referenced that governments provide funding and investment to the various parts of tourism.
- (e) Candidates responded well to this question and most were able to identify and discuss the impacts of foreign investment in the tourism industry and the most successful went on to evaluate the impacts. Responses where no discussion was evident and limited the answer to explanation or description did not achieve high marks.

## Question 2

- (a) This question was answered well and the majority of candidates used Fig. 2.1 to successfully identify the services available. Weaker responses listed facilities rather than services e.g. waste bins.
- (b) Many candidates answered this question well, although some did not develop their response into explanation of how the tourist would benefit from what they have identified. Responses needed to give a benefit and then explain how this would benefit the specific tourist types given to be credit worthy.
- (c) This question was generally answered well. Responses has to be water-based transport specifically used by tourists, generic water-based transport was not always credited if it would not be used by a tourist.
- (d) There were many competent and well-structured responses to this question. Overall candidates have good knowledge of this area of the syllabus and successfully described the ways ferry companies can meet the needs of passengers.
- (e) This question was challenging for many, as with **Question 1(d)** limited understanding of the role of governments was shown in responses. Many responses were in the context of benefits to the passengers/tourists rather than how the government might benefit from investment, therefore were not answering the question. Candidates that were successful with this question showed good analysis skills and strong evaluation.

## Question 3

- (a) This question was answered well. Candidates used the stimulus material to complement their knowledge.
- (b) There were many excellent answers for this question and most were awarded the full four marks.
- (c) Overall responses evidenced good knowledge and understanding of the hotel guest cycle and hotel receptionist. Many responses gave actions and then did not give a description but instead gave further actions which limited marks.
- (d) Candidates have a good understanding of the importance of personal presentation. However, many responses did not include a description of how this is controlled e.g. providing uniforms, dress code etc. Responses describing this were excellent and often awarded full marks.
- (e) Candidates responded well to this question demonstrating understanding of the benefits to the customer and the organisation. Most of these responses were analysed well and the best were successfully evaluated.

## Question 4

- (a) Most candidates answered this question well, evidencing good understanding of tourist types.
- (b) This question was answered well and candidates showed overall good understanding of cultural impacts. Many responses were well explained in the context of religious sites. Commodification was the more challenging part of the question.
- (c) Candidates have a good understanding of technology within tourism organisations. However, not all responses related to the context of tourist attractions and many were not linked to the appeal of the attraction.
- (d) This question was answered well and most candidates demonstrated a good understanding of stop-over destinations.
- (e) Candidates used Fig. 4.1 well and many good answers were given including discussion the best had some evaluation. Weaker responses repeated text from Fig. 4.1 rather than interpreting and developing into discussion and evaluation.

# TRAVEL & TOURISM

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Paper 0471/12  
Core Paper

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Candidates need to ensure that they develop what they have identified in their answers rather than giving further identification when the question asks them to explain or describe.

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

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### Question 1

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- (d) This question was challenging for some candidates, many attempted the question but it was often the case that candidates did not give correct ways that governments could support tourism. The best responses successfully referenced that governments provide funding and investment to the various parts of tourism.
- (e) Candidates responded well to this question and most were able to identify and discuss the impacts of foreign investment in the tourism industry and the most successful went on to evaluate the impacts. Responses where no discussion was evident and limited the answer to explanation or description did not achieve high marks.

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- (c) This question was generally answered well. Responses has to be water-based transport specifically used by tourists, generic water-based transport was not always credited if it would not be used by a tourist.
- (d) There were many competent and well-structured responses to this question. Overall candidates have good knowledge of this area of the syllabus and successfully described the ways ferry companies can meet the needs of passengers.
- (e) This question was challenging for many, as with **Question 1(d)** limited understanding of the role of governments was shown in responses. Many responses were in the context of benefits to the passengers/tourists rather than how the government might benefit from investment, therefore were not answering the question. Candidates that were successful with this question showed good analysis skills and strong evaluation.

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- (e) Candidates used Fig. 4.1 well and many good answers were given including discussion the best had some evaluation. Weaker responses repeated text from Fig. 4.1 rather than interpreting and developing into discussion and evaluation.

# TRAVEL & TOURISM

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Paper 0471/13  
Core Paper

## Key messages

- Successful responses were set in the context of the question.
- Knowing the demands of the question types and command words is very important.

## General comments

Overall candidates demonstrated good knowledge and understanding of the Syllabus topics. Responses in many cases need to be applied to the context of the question, particularly when questions are focused on tourism impacts. There was evidence of good explanation for the shorter answer questions.

## Comments on specific questions

### Question 1

- (a) This question was answered well, with the majority of candidates correctly answering all parts of the question. The continent that India is part of was answered incorrectly most often.
- (b) The majority of responses were generic suggesting standard tourism products, rather than specific tourism products aimed at budget tourists, for example 'hotel' rather than more specific and applied 'budget hotel' or 'road transport' rather than 'public bus'.
- (c) This question was answered well. Candidates used the source material as stimulus for ideas and expanding on this with their own knowledge. In most cases the responses were explained well and candidates were able to gain full marks for this question.
- (d) There were some good responses that were explained well. Generally candidates knew ways to preserve the culture. The best answers explained how Indian Railways' tours could help to preserve culture rather than generic ways to preserve the culture.
- (e) Most candidates gave negative social and cultural impacts that were applied to the context of holy places. The best responses included discussion of how the impact would affect the local population or culture. Many responses were very descriptive and did not develop into discussion, which limited marks.

### Question 2

- (a) There were many good responses to this question, however, many responses were copied from the insert and in a few cases tourism products were provided rather than specific jobs e.g. hotel rather than hotel receptionist.
- (b) This question was answered well by the majority of candidates evidencing good understanding of skills needed when dealing with customers. In a few cases responses described actions taken by staff rather than stating the skills.
- (c) There was good evidence of understanding of economic benefits, however, a large number of candidates did not apply these to the context of tourism employment.

- (d) There was evidence of good understanding of how tourism employees can positively influence the culture of destinations within their job roles. Many responses included social and cultural impacts but these were not applied to the context of the question limiting their marks.
- (e) As with **Question 2(d)** and **2(c)** most candidates provided economic impacts but these were not often applied to the context of tourism employment. When responses were successfully applied there was some evidence in the best responses of further development into discussion of the impacts.

### Question 3

- (a) This question was generally answered well by most candidates.
- (b) This question was also answered well evidencing some really good understanding of body language and good descriptive skills.
- (c) Generally candidates had good understanding of the different methods of communication that were given and these were explained well.
- (d) Most candidates explained the expectations of business tourists well. In some cases the responses were descriptive rather than explanatory limiting the marks available.
- (e) Most candidates were able to identify and assess the importance of providing a good first impression well. In some cases responses were descriptive, giving descriptive development or examples rather than assessment. There were a few excellent examples of very strong evaluation where candidates evaluated the impacts to the tourism organisation.

### Question 4

- (a) This question was generally answered very well and most candidates correctly identified three types and were awarded the full marks for the question.
- (b) There were some well explained responses to this question, candidates used their knowledge well and applied it to the context of public transport. In some cases candidates needed to ensure that they explained the points raised to maximise the marks available.
- (c) The better responses successfully identified and explained one or two answers in context, however few responses included three. Many responses demonstrated knowledge of economic impacts but did not relate these to the context of this question, public transport.
- (d) This question was answered well. Candidates used the stimulus material successfully to describe two benefits well in context.
- (e) There was very limited evidence of evaluation in this question. Many responses demonstrated knowledge of the appeal of package holidays generally, however these were often not applied to fly-drive and therefore were not credit-worthy.

# TRAVEL & TOURISM

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Paper 0471/21  
Alternative to Coursework

## Key messages

- Candidates should use the stimulus material as a basis for their answers, to give context-based examples of marketing practice relevant to the travel and tourism industry.
- Candidates should be familiar with the syllabus content for Unit 5 to recognise exactly what is being tested by each question.

## General comments

The majority of candidates found the source materials accessible and were able to use information from the Insert materials within an appropriate context. Most candidates attempted all of the questions within the allocated time.

## Comments on specific questions

### Question 1

- (a) Most candidates identified two reasons for the appeal of Lesotho as a destination. Better performing candidates developed their answers by describing these reasons for the appeal in more detail.
- (b) Candidates were generally familiar with the different methods of promotion listed in the question. Most explained the use of social media as a promotion method well, with better answers also explaining the use of billboards as a promotional method. Radio advertising was less well explained, although there were some excellent answers across all three promotional methods.
- (c) At the lower end of performance, answers did not relate to domestic tourism and/or key market segments and so were not relevant to the question. At the top end of performance, answers were well developed, explaining the economic and social contributions of domestic tourism for a destination, including the multiplier effect and the avoidance of import and export leakage.
- (d) The majority of candidates demonstrated understanding of the concept of competition and many described how marketing and promotion can create competitive advantage. The best answers gave specific examples of how creating a USP can win customers over from the competition. Lower scoring responses were descriptive, rather than demonstrating the higher order skill of discussion.

### Question 2

- (a) (i) This question was not answered well. There were many incorrect identifications of features of the park instead of market segments.
- (ii) A large number of candidates incorrectly gave products of the attraction, rather than services offered.
- (b) Answers here were mixed. The best answers identified three different ways of creating a brand image across the range given in the mark scheme, whilst at the bottom end of performance candidates identified three forms of promotion.

- (c) At the top end of performance, answers explained the cost and time saving benefits, and at the lower end of performance responses were more dependent on information taken directly from the case study.
- (d) Many candidates demonstrated a good understanding of the product life cycle model and the characteristics of its various stages and included justification of the use of specific pricing policies based on the stage of the life cycle model. Weaker responses didn't link the various stages to pricing decisions.

### Question 3

- (a) (i) Most candidates understood the term tailor-made well enough to score at least one of the two marks available.
  - (ii) This was answered well, with most candidates giving two correct examples of how the holiday could be tailor-made.
- (b) Candidates were all familiar with the three distribution channels listed in the question. Weaker responses described each channel without explaining their suitability.
- (c) Answers here tended to be repetitive, focusing on value for money rather than giving specific examples from the case study. There were a significant number of answers that gave benefits to the organisation, rather than to the customer and therefore were not answering the question.
- (d) There was a high omission rate for this question. The best answers included a detailed analysis of the advertisement with full and accurate application of the AIDA principle. Weaker responses often gave a subjective analysis of the advertisement not using the AIDA principle at all.

### Question 4

- (a) (i) Responses should have come directly from the source material. Many responses were incorrect.
  - (ii) There were some good descriptions of random sampling at the top end of performance.
- (b) There were mixed responses to this question. The best answers explained how a destination can cater to the needs of day trippers. There were two main issues in weaker responses: many gave accommodation as a need, which is incorrect for a day tripper as they do not stay in the destination; and secondly many responses were a list of items the visitor might bring from home.
- (c) There were a number of responses that interpreted visitor profiling in the context of providers maintaining customer preference data. This misinterpretation limited access to the marks for this question. The best answers explained the benefits to organisations of compiling visitor profiles in helping with marketing of products and services to targeted customers.
- (d) This question was answered well. The best answers demonstrated familiarity with the reasons why market research is carried out and included discussion of the relative merits of different forms of market research for tourist authorities. Weaker responses tended to list advantages and disadvantages of primary over secondary research techniques.



# TRAVEL & TOURISM

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Paper 0471/22  
Alternative to Coursework

## Key messages

- Candidates should use the stimulus material as a basis for their answers, to give context-based examples of marketing practice relevant to the travel and tourism industry.
- Candidates should be familiar with the syllabus content for Unit 5 to recognise exactly what is being tested by each question.

## General comments

The majority of candidates found the source materials accessible and were able to use information from the Insert materials within an appropriate context. Most candidates attempted all of the questions within the allocated time.

## Comments on specific questions

### Question 1

- (a) Most candidates identified two reasons for the appeal of Lesotho as a destination. Better performing candidates developed their answers by describing these reasons for the appeal in more detail.
- (b) Candidates were generally familiar with the different methods of promotion listed in the question. Most explained the use of social media as a promotion method well, with better answers also explaining the use of billboards as a promotional method. Radio advertising was less well explained, although there were some excellent answers across all three promotional methods.
- (c) At the lower end of performance, answers did not relate to domestic tourism and/or key market segments and so were not relevant to the question. At the top end of performance, answers were well developed, explaining the economic and social contributions of domestic tourism for a destination, including the multiplier effect and the avoidance of import and export leakage.
- (d) The majority of candidates demonstrated understanding of the concept of competition and many described how marketing and promotion can create competitive advantage. The best answers gave specific examples of how creating a USP can win customers over from the competition. Lower scoring responses were descriptive, rather than demonstrating the higher order skill of discussion.

### Question 2

- (a) (i) This question was not answered well. There were many incorrect identifications of features of the park instead of market segments.
- (ii) A large number of candidates incorrectly gave products of the attraction, rather than services offered.
- (b) Answers here were mixed. The best answers identified three different ways of creating a brand image across the range given in the mark scheme, whilst at the bottom end of performance candidates identified three forms of promotion.

- (c) At the top end of performance, answers explained the cost and time saving benefits, and at the lower end of performance responses were more dependent on information taken directly from the case study.
- (d) Many candidates demonstrated a good understanding of the product life cycle model and the characteristics of its various stages and included justification of the use of specific pricing policies based on the stage of the life cycle model. Weaker responses didn't link the various stages to pricing decisions.

### Question 3

- (a) (i) Most candidates understood the term tailor-made well enough to score at least one of the two marks available.
  - (ii) This was answered well, with most candidates giving two correct examples of how the holiday could be tailor-made.
- (b) Candidates were all familiar with the three distribution channels listed in the question. Weaker responses described each channel without explaining their suitability.
- (c) Answers here tended to be repetitive, focusing on value for money rather than giving specific examples from the case study. There were a significant number of answers that gave benefits to the organisation, rather than to the customer and therefore were not answering the question.
- (d) There was a high omission rate for this question. The best answers included a detailed analysis of the advertisement with full and accurate application of the AIDA principle. Weaker responses often gave a subjective analysis of the advertisement not using the AIDA principle at all.

### Question 4

- (a) (i) Responses should have come directly from the source material. Many responses were incorrect.
  - (ii) There were some good descriptions of random sampling at the top end of performance.
- (b) There were mixed responses to this question. The best answers explained how a destination can cater to the needs of day trippers. There were two main issues in weaker responses: many gave accommodation as a need, which is incorrect for a day tripper as they do not stay in the destination; and secondly many responses were a list of items the visitor might bring from home.
- (c) There were a number of responses that interpreted visitor profiling in the context of providers maintaining customer preference data. This misinterpretation limited access to the marks for this question. The best answers explained the benefits to organisations of compiling visitor profiles in helping with marketing of products and services to targeted customers.
- (d) This question was answered well. The best answers demonstrated familiarity with the reasons why market research is carried out and included discussion of the relative merits of different forms of market research for tourist authorities. Weaker responses tended to list advantages and disadvantages of primary over secondary research techniques.

# TRAVEL & TOURISM

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Paper 0471/23  
Alternative to Coursework

## Key messages

- Candidates should use the stimulus material as a basis for their answers, to give context-based examples of marketing practice relevant to the travel and tourism industry.
- Candidates should be familiar with the syllabus content for Unit 5 to recognise exactly what is being tested by each question.

## General comments

The majority of candidates found the source materials accessible and were able to use information from the Insert materials within an appropriate context. Most candidates attempted all of the questions within the allocated time.

## Comments on specific questions

### Question 1

- (a) (i) Most candidates provided a basic definition of the term loyalty reward programme. The best answers included good examples of such programmes within a travel and tourism industry context.
- (ii) Candidates used the case study material to identify appropriate examples of the new rewards the hotel chain had decided to offer.
- (b) This was answered well. Candidates extracted information from the Insert to explain reasons why the changes were made. Weaker responses relied too heavily on the extract rather than developing responses based on an interpretation of the source material.
- (c) Most candidates identified and explained the suitability of different pricing techniques. Less effective answers did not identify pricing techniques by name or did not explain the suitability of any policies in the context of the hotel chain.
- (d) Many responses gave detailed descriptions of the characteristics of each stage on the product life cycle model. Better answers linked this to marketing decisions based on the stage the hotel is on.

### Question 2

- (a) Most candidates identified at least one internal and one external influence from the case study.
- (b) This question was answered well. Candidates extracted relevant information from the Insert. Weaker responses referenced competition even though this is not a 'feature of India'.
- (c) The better answers gave benefits in the context of customers' needs and wants. Weaker responses tended to describe what qualitative data is, rather giving benefits of using it to identify needs and wants of visitors to India.
- (d) The majority of responses demonstrated understanding of market segments and the concept of the value for money, but very few brought these concepts together.

**Question 3**

- (a) Most candidates identified at least two stages of a promotional campaign.
- (b) Answers here were varied. Some responses showed good understanding of the benefits of poster campaigns, whilst weaker answers were more generalised.
- (c) Most responses focused only on business or leisure tourists as possible segments, very few considered geographical segmentation.
- (d) There were some good suggestions for customisation of products and services to meet the specific needs of different customer types and then the associated variation in price, promotion and distribution to match the suggested change in products. Weaker responses tended to focus only on products and services and were descriptive rather than evaluative of how these changes would better meet the needs of individual customers.

**Question 4**

- (a) (i) The term familiarisation trip still was not always defined well. Only a small minority of answers demonstrated appropriate understanding here to score both marks.
  - (ii) The majority of answers were incorrect here, with very few demonstrating familiarity with the term trade promotion.
- (b) There were mixed responses to this question. Weaker responses described in some detail different pricing policies rather than giving factors that might determine the pricing policy.
- (c) The best answers demonstrated clear understanding of the use of retailers and wholesalers in the distribution process. Weaker responses focused only on the 24/7 nature of internet booking.
- (d) This question was answered well. The better responses explained price bundling as a technique and clearly outlined the benefits to customers as well as to providers. Weaker responses focused only on the customer's perspective, which did not answer the question.

# TRAVEL & TOURISM

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Paper 0471/03  
Coursework

## **Key messages**

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

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

## **General comments**

A broad range of appropriate hypotheses were chosen across the cohort, providing good opportunities for candidates to conduct relevant investigations for their coursework.

There was some evidence of both primary research and secondary research having been carried out, with most candidates better able to evidence primary research than secondary. Many included personal photographs and questionnaires, although not all of the questions asked were relevant to the context of the investigation. Secondary research was often quite weak, with few screen shots, examples of sales literature or external data being provided.

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

Most coursework evidence from the external moderation sample this session was presented well. The majority of candidates presented their work in a logical sequence, using appropriate headings and subheadings to organise the different types of evidence. Many stated their methodology and better performing candidates addressed the issue of limitations and potential problems that might be encountered during the investigation.

Data presentation skills were variable across the cohort, with most being sufficiently skilled in the use of Information Communication Technology and software programmes to assist them in compiling charts, tables and graphs in a meaningful way. Weaker candidates sometimes omitted data labels on their charts and graphs, making it more difficult to cross-reference with the data they were using.

Centres are respectfully reminded that mark totals for each candidate should be given, and that assessors should annotate scripts at the point of accreditation for each assessment objective.