

# TRAVEL AND TOURISM

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Paper 0471/01  
Written Paper

## Key messages

- Candidates frequently do not make maximum use of the valid information included within their answers.
- Some candidates have difficulty developing their answers to address the requirements of the Level 3 mark band descriptor.

## General comments

Overall, there was an increased entry for this examination session. It was pleasing to see that there were many candidates who were able to demonstrate a sound understanding of the international travel and tourism industry at a variety of scales. These individuals were usually able to provide many accurate references to appropriate tourism developments in a variety of locations and the best answers quoted precise evidence and exemplification either from the local area or from case studies with which they were familiar.

The June examination clearly indicated that many candidates were making an active attempt to put many of these suggestions into practice and it is hoped that such a trend will continue over future sessions.

## Comments on specific questions

### Question 1

- (a) Better answers to this question included the heavy machinery causing air and noise pollution, the risk of spills into the sea, the visual pollution of the beach area and the alteration of the coastal zone. Many candidates did not read the wording properly and overlooked the reference to 'the development work shown in Fig. 1(a)'. As a result, many answers included a generic list of negative environmental impacts, many of which were totally inappropriate to the scenes of Dubai shown in the two photographs. Comments about chopping down forests and habitat destruction were not valid responses given Dubai's desert location, so no credit could be given.
- (b) Positive economic impacts are a familiar topic and many candidates answered this question particularly well. Most answers contained two or three valid points and the level of explanation provided was very sound. The better answers clearly explained how, for example, an increase in employment opportunities would result in increased standards of living, higher tax returns, a local multiplier effect and the funding of an improved infrastructure. The topic is well understood by the majority of candidates.
- (c) Most candidates were fully aware that time in Dubai is in advance of time in New York. Most candidates were also aware that the very high temperatures make summer the low season in Dubai, although there was some confusion over the fact that the Indian Ocean lies immediately south of the Arabian Gulf.
- (d) Many candidates had a good appreciation of the souk's appeal to visiting tourists and many valid comments were made about cost, variety of goods, the opportunities for comparison shopping and experiencing the local culture.
- (e) The question was about the appeal of a known sightseeing tour and better answers clearly stated the name of a tour, such as the Dubai Big Bus, and then examined how it was organised. The best answers considered the appeal of factors such as the sites visited, the guide, cost and tickets.

Weaker answers confused sightseeing tours with inclusive tours and presented information about transport and accommodation, which resulted in only limited credit being awarded.

### Question 2

- (a) Most candidates clearly understood the question and readily scored full marks by correctly identifying India, Singapore and Thailand.
- (b) There were some excellent answers to this and the majority of candidates made two valid points about cost and standards. When these were explained with reference to Fig. 2, full marks were awarded.
- (c) Some candidates did this exceptionally well. Answers which focused on marketing strategies and pricing could not be rewarded.
- (d) This question proved to be challenging for most candidates. The three issues needed to be addressed in the context of a LEDC.

Water shortages result from the new demand in tourist areas created by hotels, resorts, golf courses, especially in destinations with seasonal climates and limited infrastructure.

Expanding tourist areas attract workers from surrounding villages, reducing primary sector employment and increasing the tertiary sector as a result.

Staged authenticity sees traditional culture altered for tourist consumption. Credit was also given to candidates who wrote about the 'Demonstration Effect' diluting local culture.

- (e) Many candidates fell into the trap of describing the chosen location in general rather than explaining the appeal of the destination's natural environment to visitors. Better answers clearly explained how the climate, vegetation, wildlife and/or physical features were used. Weaker responses talked about accommodation and other facilities that were man-made and these were not awarded credit.

### Question 3

- (a) The vast majority of candidates were able to identify correctly and describe the increase in both passenger numbers and load factor from the Fig. 3 stimulus material.
- (b) Many individuals were fully aware of the operating characteristics of low-cost budget carriers and quoted a range of characteristics such as Internet booking, flying from regional airports, charging for food and one class of travel with no ticket flexibility. There were some candidates who needed to develop their understanding of these features.
- (c) The majority of candidates were able to identify correctly a range of business class advantages and these were frequently well explained. There were many answers gaining full marks and this topic is clearly well known and understood.
- (d) This topic is also well known and understood and most candidates were able to obtain a good score and there were many answers gaining full marks. Those candidates who offered limited explanation for some of their chosen services could not access the highest marks. The question specified **in-flight** services, so references to airline ground service provisions for unescorted minors were not credited.
- (e) Many candidates found this team-work question difficult and struggled to provide appropriate illustrations of how cabin crew job roles require team-working. It was only the minority of candidates who explained, for example, how food and drink services rely on teams to serve passengers efficiently (one serving to the left, the other to the right down the aisles). Very few individuals made any reference to their own experience of flying and progress beyond Level 1 was limited.

**Question 4**

- (a) Most candidates were able to identify correctly GBP and AED as being the two currencies involved in the transaction shown in the Fig. 4 stimulus material.
- (b) There were several good answers to this and most candidates recognised that profit margins explained the variation between providers. Credit was also given for recognising that the rate of commission would vary between organisations such as banks, travel agencies and other exchanges.
- (c) Many candidates did not focus on the advantages to International Exchange and wrote from the customer perspective, thus limiting the amount of credit that could be awarded. Better answers clearly explained the advantages of a mall location and considered factors such as high pedestrian flows, an accessible location and the possibility of cheaper rents/operating costs.
- (d) This question was well answered, with many candidates obtaining full marks for pointing out that clear speech was important for communication/understanding and numeracy was important for counting money and calculating exchange amounts.
- (e) There were many good attempts to answer the question. The better responses combined a female-friendly facility, such as female-only floors or secure locks, with the more commonplace business needs of meeting rooms, Internet access and a business Centre/lounge. Weaker answers did not always focus on the needs of businesswomen and tended to focus on facilities that were more appropriate to the needs of leisure travellers.
- (f) Some candidates had difficulty with this particular question and many answers simply provided a consideration of the facilities provided within a single known hotel, which was not what the question was asking. Candidates were expected to review the types of 'budget' accommodation that were available within a destination with which they were familiar. Better answers clearly stated 1\* and 2\* hotels, B&Bs, apartments and hostels (some individuals even naming particular examples) before going on to suggest the types of client that used them. A small minority of candidates offered some form of conclusion about provision in their chosen destination, thus ending up with a much-deserved mark in Level 3.

# TRAVEL AND TOURISM

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Paper 0471/02  
Alternative to Coursework

## Key messages

- Each question is sub-divided into question parts of varying levels of difficulty. Parts **(a)** and **(b)** usually required the lower order skills of knowledge and application; parts **(c)** and **(d)** (where applicable) often required candidates to write in more detail, using the skills of analysis and evaluation.
- In order to score well, candidates should use relevant travel and tourism examples, taking the context or scenario of the question as a guide when choosing appropriate exemplifications.

## General comments

Candidates were generally well prepared and were able to demonstrate a good level of knowledge and understanding of the principles of marketing and promotion within the travel and tourism industry. Many candidates displayed excellent knowledge of industry-specific marketing practice.

The stimulus materials were used effectively by some of the candidates, in order to produce well-constructed and contextualised responses to the more demanding questions. Responses from weaker candidates needed to be more detailed, with more examples being given.

The focus of tourism development in Sri Lanka from **Question 1** was well received by the majority of candidates, with high levels of vocational understanding of the particular market needs of such a destination being demonstrated.

The adventure tourism market in Scotland, the focus of **Question 2**, appeared less accessible to a number of the weaker candidates; there appeared to be some confusion, with a number of candidates using theme parks within their exemplified responses to parts of this question.

Some candidates relied heavily upon the information from the situation analysis about tourism in Kenya in **Question 3**, when responding to parts of this question. Better-performing candidates were able to use the skills of synthesis in order to extract and analyse aspects of this information; some responses only replicated the information provided. Candidates need to develop confidence and the ability to interpret the significance of this type of information, in terms of how the travel and tourism industry can respond, through marketing and promotion, to any of the issues identified.

The simple advertisement for a city break holiday to New York provided in **Question 4** was easily accessible to the majority of candidates. The responses of weaker candidates to question parts here tended to over-contextualise on New York, rather than the concept of a city break itself. This interfered with the clarity of some of the responses to certain questions in this subset.

## Comments on specific questions

### Question 1

This range of questions was based on stimulus material about the marketing activities of the Sri Lanka Tourism Development Authority.

- (a) (i)** Candidates need to understand the difference between research methods and research data types and had some difficulty with this question.

- (ii) Some candidates incorrectly attempted to use the skills of application within their responses to this question, often focusing upon how market research can help to determine the marketing strategy of the Sri Lanka Tourism Development Authority. The question called for a much more simplistic and generalised explanation of the ways in which quantitative data can be useful to organisations such as the Sri Lanka Tourism Development Authority.
- (iii) The majority of candidates could correctly identify sources of secondary research information; it would be beneficial for candidates to consider industry-specific sources of books, newspapers and encyclopaedias.
- (b) This question allowed candidates the opportunity to use their skills of application within the context of how market research can be used by the Sri Lanka Tourism Development Authority. Candidates needed to consider three **different** ways in which the results of market research might inform marketing strategies. Many responses focused on only one aspect, with several exemplifications of the same aspect, which limited candidates' access to the full marks available for this question.
- (c) (i) This question was well answered.  
(ii) The majority of candidates were able to select two relevant examples of how the tourism product is being developed. Some candidates misinterpreted the question and gave examples from other elements of the marketing mix, to show how tourism is being developed in general terms. Candidates should be reminded to read all of the questions carefully, to avoid similar mistakes on future question papers.
- (d) There were many excellent responses to this question. Candidates were able to use analytical language to explain the importance of re-branding a destination such as Sri Lanka. The very best responses interrogated the re-branded 'Visit Sri Lanka Year 2011' in order to provide carefully balanced arguments to support or to oppose this destination brand. Some candidates constructed detailed responses about the concept of branding in general terms, often citing brands that were not industry-specific, which did not answer the question. Candidates should ensure that responses to such questions clearly distinguish between organisational brands and destination branding, in order to access the full mark range for the question.

## Question 2

The results of a survey on adventure tourism in Scotland introduced this subset of questions. The results were written using comparative language, which was accessible to the majority of candidates, but not necessarily reflected back through the responses made.

- (a) (i) The majority of candidates were able to identify at least one characteristic of a typical adventure tourist from the information provided. There were some instances where candidates misinterpreted the question, providing two examples of adventurous activities rather than the characteristics from the customer profile.  
(ii) This question required candidates to suggest segment-specific ways in which the survey results could be used. Many candidates repeated the results of the survey, but needed to exemplify how these could be used in marketing terms.
- (b) Many candidates were able to use comparative language effectively to draw comparisons between direct mail and tourist information leaflets as forms of promotion for adventure tourism products. There was some excellent knowledge demonstrated of how direct mail utilises advanced technology to target subscribed users of tourism products. Weaker responses tended to be too descriptive of both types of promotion, but needed to mark comparisons and to analyse the suitability of the types of promotion for the adventure tourism market.

- (c) (i)** Many candidates were able to explain how the variable pricing policy is used. Better-performing candidates gave specific examples from the adventure tourism market, as required by the question, using the issue of seasonality within the winter sports market to exemplify how prices might vary.
- (ii)** A large number of candidates were able to demonstrate their understanding of market skimming, but were not always able to associate this with the correct stage of the product life cycle model. To score full marks, some candidates correctly defined the market skimming pricing policy within the context of the product life cycle, clearly making the link between these two concepts.

### Question 3

Candidates were provided with the results of a full situation analysis of tourism in Kenya. All the questions within this subset used these results as their stimulus.

- (a) (i)** Most candidates were able to select appropriate responses for the SWOT analysis. Candidates should be reminded to follow the instructions for this type of task carefully, as a significant number of candidates selected more than one strength or weakness in their responses. In such instances, only the first answer under each heading can be credited.
- (ii)** This PEST analysis task was answered well by a number of candidates. There were instances of candidates not following the instructions for the task, as in the previous question. Where candidates provided more than two positive and two negative influences across the whole table, only the first two answers in each category could be credited.
- (b)** Candidates were required to identify four appropriate market segments for tourism products in Kenya and then explain how tourism providers in Kenya catered specifically for the needs of each segment. Better candidates correctly identified segments, such as eco-tourists, honeymooners etc., and exemplified the types of products and services that these customer types require, in order to score maximum marks. Candidates should be encouraged to avoid over-reliance on the stimulus material for these types of question; the stimulus provides hints or clues and needs to be interpreted by the candidate in order to gain accreditation here.
- (c)** The majority of responses to this question were good. Candidates were able to explain the benefits of offering a range of diversified products and the risks associated with over-reliance on one product for destinations in LEDCs, such as Kenya. In order to score maximum marks, candidates needed to use analytical or evaluative language more effectively.

### Question 4

This question used the advertisement for a New York city break holiday as its stimulus. Candidates were clearly familiar with the concept of a shopping vacation, which formed the basis for the questions in this subset.

- (a)** Candidates need to understand that destinations can be defined by the characteristics or features offered. In this way, resort island destinations tend to have sun, sea and sand as their main features, whilst city destinations are defined by the extensive range of amenities offered. This question used New York as its stimulus but could have been answered in the context of any city, with which candidates are familiar. Many responses focused on the shopping amenities offered and overlooked the provision of accommodation, transport and other attractions, which would have gained credit here.
- (b)** This question was answered well, with the majority of candidates scoring maximum marks. Candidates needed to understand the types of products and services commonly associated with a 3\* accommodation provider. Spa and similar luxury offerings would therefore not be appropriate answers within this context.

- (c) (i)** Most candidates understood the concept of distribution channels and could correctly identify the most likely channel used to sell this city break vacation.
- (ii)** The majority of candidates recognised the benefits to customers of using the Internet in the distribution process. It is important in these types of questions that candidates ensure they understand the perspective required, as there were a number of responses that explained the benefits of the Internet as a distribution channel for the provider, which could not be credited.
- (d)** There were some excellent responses to this question, with candidates carrying out a comprehensive analysis of the advertisement using each criterion of the AIDA principle effectively. Candidates needed to consider which aspect of the advertisement might attract attention or stimulate desire, for example. Those responses that carried out an assessment of the effectiveness of this advertisement without any reference to the AIDA principle could not be credited here.



# TRAVEL AND TOURISM

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**Paper 0471/03**

**Coursework**

## **Key messages**

Candidates should be encouraged to select a relevant example of a local visitor service provider for the basis of their investigation, e.g. Tourist Information Centre, hotel or local tour guide. It is important that the focus organisation offers tangible products as well as intangible services in order for candidates to cover fully all the assessment objectives for the investigation. The focus of the investigation must relate to the marketing and promotion of these visitor services. Candidates are required to carry out both primary and secondary research as part of the investigation. Centres should help candidates arrange suitable primary research opportunities.

## **General comments**

Candidates must carry out an in-depth investigation into the marketing and promotion of visitor services either in a selected destination or within a chosen travel and tourism organisation. Candidates are required to produce an individual report of up to 3000 words based on their research findings.

The majority of candidates this session demonstrated a good level of understanding of the assessment objectives for this unit and there was strong evidence to support the primary and secondary research carried out as part of the investigations.

Some candidates undertook a visitor traffic survey (i.e. counting the number of visitors to the Tourist Information Centre) as part of their primary research; others used questionnaires to survey customers or conducted interviews with representatives from their focus organisation. It is important to encourage candidates to provide supporting evidence of the primary research they undertake; this can be in the form of a witness statement by the teacher or by the inclusion of a completed questionnaire.

The majority of candidates seemed to experience little difficulty in obtaining secondary sources of information for their investigation, given the wealth of printed marketing literature and e-brochures that are easily accessible. It is important that all candidates provide adequate referencing to any secondary source materials they use. Candidates should be encouraged to adapt the standard Harvard referencing model as this will help them develop an important transferable skill that can be used in future study opportunities, especially within higher education. Candidates need to understand how to make effective use of the information they gather rather than merely submitting information leaflets as an appendix but making no specific reference to the information they contain.

A diverse choice of contexts was selected by candidates this session. Candidates should be reminded that they need to focus on the range of travel/tourism products and services available in their chosen destination/organisation. There should be specific reference to the target markets for these products/services – business or leisure travellers – as well as information about how these products and services are made available to customers. There were some excellent examples this session of the marketing and promotion techniques used by some of the focus organisations – e.g. local tour operators having leaflets at hotel reception areas, in hotel rooms, at the Tourist Information Centre etc.

The majority of coursework assignments were professionally presented and adopted a formal style, often following the guidelines issued. For the most part, candidates used a logical sequence for presenting their investigations. Candidates should be encouraged to convey the purpose of their investigation, i.e. what they are hoping to find out through the research. They must present their research data in a meaningful way and must be able to draw valid conclusions from the data they obtain. Some candidates found it difficult to make the links between the information they gathered and the hypothesis they were trying to prove or disprove.



The higher order skills of analysis, synthesis and evaluation tended to be evident within only a small number of top-scoring reports. Candidates need to move away from using only the skills of identification and description by finding better ways to link each stage of the investigation into a more cohesive report.

Centres generally carried out assessment of this coursework module effectively, with the assessment grid from the syllabus being used to record marks against each assessment objective. It is especially helpful when Centres annotate individual candidate's work e.g. by writing 2B, Level 1 in the right-hand margin on the page within the coursework that relates to the collection of primary and/or secondary research data.