

# TRAVEL AND TOURISM

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Paper 7096/12  
Core Paper

## Key Messages

- Candidates need to read each question carefully, respond in an appropriate manner and pay close attention to the context provided.
- There is a need for careful interpretation of the stimulus materials provided, both text and images, particularly when the question clearly states the need to identify.
- Geographical knowledge appears to be rather limited and many individuals struggle to name oceans and continents correctly
- Clear and specific use of information relating to named examples with which candidates are familiar is essential when the question invites candidates to choose a destination or location.
- Greater precision when explaining the significance particular factors, avoiding generalisations where the question has asked for these to be related to a named destination or location.

## General Comments

It was pleasing to see many candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted.

For the longer extended response questions candidates should make a positive attempt to structure their responses to address the following criteria:

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

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

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

## Comments on Specific Questions

### Question 1

- (a) The Fig. 1 stimulus material was interpreted quite well and many candidates were able to identify valid ways in which signage is used. However, the usefulness to the visitor was not always made clear and so maximum credit could not be awarded.
- (b) There were many good responses and candidates usually managed full marks by clearly stating sources of revenue such as entry fees, car park charges, gift shop sales and takings from food and beverage outlets.
- (c) Good responses pointed out that exhibits or displays could promote the traditional culture, local craft goods being sold as souvenirs keeps traditional skills alive and that holding cultural events can support traditional music/dance/costumes. Weaker responses paid too much attention to visitor interactions rather than concentrating on the role of the attraction in creating positive sociocultural impacts.
- (d) There were some excellent responses to this question and many candidates had a very good understanding of the customer service issues involved. The link between uniform and staff

recognition was very clearly appreciated. The idea of meeting with a Supervisor for job role clarifications was also well appreciated. There were also many valid comments about the usefulness of First Aid training. However, the level of explanation in each instance was rather variable and full mark responses were comparatively rare. This was one of the best answered questions in this paper.

- (e) There were very mixed responses to this question and, some comments were not particularly appropriate. Good responses attempted to highlight ways in which the landscape had been developed such as by the creation of paths, the building of parking areas and the establishment of viewpoints. The choice of example was thus very important and answers based on Victoria Falls tended to score well. Some responses were very vague and just stated features of either a known built attraction or of a particular destination. The fact that the question was about one area of outstanding natural beauty tended to be missed. Such responses did not score well.

### Question 2

- (a) Most candidates interpreted the Fig. 2 stimulus material correctly and identified Tokyo, Brisbane and Auckland as the three destinations.
- (b) There were many good responses and most candidates were able to interpret the Fig. 2 stimulus material very well. It was common to see reference being made to the following advantages: carrying more passengers, being more fuel efficient and having a longer operating range. However, these were not always clearly explained from the airline's point of view and so the amount of credit awarded was variable.
- (c) There was quite a mixed response to this and weaker responses usually gave undue emphasis to Hawaiian Airways. The better answers concentrated on the more significant points and it was common to see references being made to obtaining information, advice, cost savings and having access to purchase ancillary services. As with other questions on the paper, the level of explanation provided was very variable and the better responses were those that included good explanation.
- (d) This question was not answered well, many candidates concentrated on airport services rather than providing a consideration of the services provided by the airline. Candidates did not seem to be familiar with this topic. Comments about early boarding and the use of ramps were credited, other correct ideas included cabin staff assisting passengers to/from the toilet whilst on the flight, assisting with boarding and alighting the plane, walkers/wheelchair being allowed as carry-on items etc.
- (e) Most candidates were able to identify some valid benefits of non-direct flights, usually cost and visiting an additional destination. However, the level of explanatory comment tended to be simplistic and generalised. Many answers did not progress into Level 2 or Level 3. Comments about advantages such as the convenience of regional departures, a wider choice of flights/connections, the ability to have stopovers and the possibility of better quality service with the carrier were all correct ideas.

### Question 3

- (a) The Fig. 3 stimulus material was well used and most candidates were able to correctly identify 69%, the UK, private vehicle and sightseeing or taking a scenic drive.
- (b) Most candidates were able to correctly identify the three popular adventure activities as hiking, climbing and canoeing.
- (c) There were some very good responses but valid negative environmental impacts were not always well explained. The focus here was on how a particular activity causes a negative environmental impact. If the link between the activity and the negative impact was not explained clearly then full credit could not be awarded. The better responses made reference to issues such as footpath erosion due to the over-concentration of hikers, wildlife disruption due to hunting/spear fishing, water pollution from jet skis oil leaks and damaged coral reefs from divers.
- (d) There were one or two valid suggestions but these were very few and far between. The best responses suggested that National Parks offered a range of possible activities and that campers

would be able choose activity sites nearby thus reducing travel times. Many activities require equipment (skis, canoes, ropes etc.) and these are not easily stored in hotel rooms. Camping has no fixed timing and so participants can stay out and cook when they want. Many candidates had great difficulty in making the link between camping and adventure activities.

- (e) This question was not well answered, many candidates gave generalised answers. A few responses itemised the various ways in which wildlife might be managed to create visitor attractions. The obvious points relating to zoos and National Park Wildlife Reserves were appropriate methods. There was little reference to marine environments yet dolphin or whale watching trips are a feature of many destinations. Aquariums and glass bottomed boat trips could also have been mentioned.

#### Question 4

- (a) Many candidates had difficulty in correctly identifying Antarctica, North America and the Indian Ocean.
- (b) The Amazon's climate is equatorial, July is Auckland's low season, San Francisco's time is behind and Cairo lies east of Greenwich.
- (c) There were some very good attempts to answer this and many candidates were able to comment about valid reasons for the increasing popularity of Asian medical tourism. Weaker responses offered limited explanatory comment but it was pleasing to see reference to factors such as costs, modern facilities and particular medical specialisms. The better responses explained costs in terms of exchange rate differences, specialisms reflecting training and expertise and modern facilities reflecting increased state or private investment.
- (d) Some candidates missed the importance of the context of this question and the infrastructure development causing negative economic impacts within a less economically developed country. Some candidates wrote as if answering a question about foreign owned hotels and this tended to limit the award of credit. Better responses were able to focus on finance and levels of debt, the use of overseas construction companies causing leakage and the loss of investment from other sectors of the economy.
- (e) This question proved challenging for many candidates. It was expected that reference would be made to some of the following within the chosen destination:
- named business tourism facilities, such as hotels and venues
  - important business tourism events
  - actual numbers of business tourists
  - figures in relation to business tourism spending
  - comment about the business tourism multiplier effect.

Many answers were vague and generalised and could only score in Level 1. The better answers were based on destinations such as Dubai.

# TRAVEL AND TOURISM

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Paper 7096/13  
Core Paper

## Key Messages

- Candidates need to read each question carefully, respond in an appropriate manner and pay close attention to the context provided.
- There is a need for careful interpretation of the stimulus materials provided, both text and images, particularly when the question clearly states the need to identify.
- Geographical knowledge appears to be rather limited and many individuals struggle to name climatic zones correctly.
- Clear and specific use of information relating to named examples with which candidates are familiar is essential when the question asks candidates to choose a destination or location.
- Greater precision is needed when explaining the significance particular factors, avoiding generalisations where the question asks for these to be related to a named destination or location.

## General Comments

It was pleasing to see many candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted.

For the longer extended response questions candidates should make a positive attempt to structure their responses to address the following criteria:

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

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

## Comments on Specific Questions

### Question 1

- (a) Most candidates were able to correctly point out that local time was in advance and that the Atlantic Ocean lies due west. There seemed to be a general uncertainty about the extent of major climatic zones. Cape Point lies in temperate latitudes.
- (b) Most candidates made a positive attempt to answer this and the stimulus material was interpreted quite well. The photographs proved to be a good resource which encouraged the development of candidates' knowledge and understanding. There was frequent valid reference to developments such as the parking facilities, picnic site, signage, pathways and toilets.
- (c) The stimulus material tended to be well used and most candidates were able to offer valid suggestions. The better responses pointed out a variety of potential issues including car park congestion, picnic litter, footpath erosion if over-used and disruption of the local wildlife. Weaker responses lacked clear explanatory comment.
- (d) Aspects of the process such as adding up the total cost of purchases in South African Rand, looking up the conversion rate to be used, calculation of a final amount, the receipt of payment and

then giving change as required were all good responses. Many candidates seemed to misunderstand this question.

- (e) There were very mixed responses to this question and some comments were not always fully appropriate to the chosen example. The better responses gave an appropriate consideration to a variety of methods including on-site displays, press adverts, flyers, website updates and use of Internet for targeted emails. Some candidates were rather vague in their responses and simply stated a variety of methods which were seldom set in the context of a particular attraction.

## Question 2

- (a) Most candidates interpreted the Fig. 2 stimulus material correctly and identified France, China and radio.
- (b) There were mixed responses to this question and the better responses focussed on the travel agent perspective. The best responses pointed out that familiarisation trips would allow agents to have personal experience of the destination and that participation in events such as trade fairs allows tourist boards to meet with agents and supply them with a variety of promotional materials. Little mention was made of incentives and rewards whereby the tourist board provides free trips/visits for meeting a target number of bookings to the destination, this would have been a valid answer.
- (c) The best answers attempted to point out that the internet contained a wide variety of sources with access to thousands of travel reviews and commentaries from travellers to get unbiased advice. There are live reports providing the most accurate details available and travel 'blogs' and 'tweets' allow for questions to be answered almost immediately. Any such comments were duly rewarded.
- (d) Responses to this question tended to be quite good although many candidates lost the chance of additional credit by not properly explaining the family-friendly context of the chosen aspects of the resort. Better responses clearly identified particular aspects (kids club, child meals, babysitting service etc.) and then pointed out how each of these might enhance the holiday experience for a family group.
- (e) The topic was clearly understood and most candidates were able to identify some valid strategies and there were frequent references to ideas such as promotions, discounts, new products, improved facilities and loyalty schemes. However, the level of explanatory comment tended to be simplistic and generalised, limiting answers to Level 2.

## Question 3

- (a) The Fig. 3 stimulus material was well used and most candidates were able to correctly identify the cost as being US\$700 000, the number of tourists as 43 896 and the percentage of Brazilians as being 48%.
- (b) Most candidates were unfamiliar with the snow environment context and thus many answers were rather vague. There were some thoughtful attempts to interpret the content of Fig. 3 but many aspects remained undeveloped. Candidates could have given emphasis to issues such as the following:
- temperature variations affecting the main pistes;
  - snowfall amounts determining the length of the season;
  - related climatic hazards such as avalanches restricting resort functioning.
- (c) There were some good responses and many individuals correctly identified valid activities. However, the way each activity might be influenced by the weather was not described particularly well. This resulted in many responses not gaining maximum credit. Better responses clearly pointed out such things as climbing is better in dry conditions so that slipping is less likely, water skiing better without strong wind so that sea surface is calm and recent rainfall swells rivers for white water rafting.
- (d) This proved challenging, candidates seemed to have difficulty in making the link between conflicts and adventure activities. It was expected that candidates might identify three valid sources of conflict and then offer an explanatory comment about each in the outdoor adventure context.

However, such an approach was rarely seen. Only the best responses suggested that noise from jetskis would disturb people or that there would be access issues due to hiking over private land. This topic seemed to be unfamiliar to many candidates.

- (e) This question was not always well answered and many candidates offered general statements without emphasising the significance of the points being made. Most candidates were aware of some forms of classification but did not offer enough reasoning as to why a particular approach was being used. For example nationality would be used to monitor target markets and purpose of visit would provide evidence about destination appeal. A lack of explanation limited marks to Level 2.

#### Question 4

- (a) Most candidates had little difficulty in interpreting the photograph and were able to correctly identify bus, metro and bicycle as the three methods of transport.
- (b) There were some very good responses to this question and candidates were well aware of the benefits of rail travel. It was pleasing to see valid explanatory comment made about a range of issues such as speedy city centre to city centre travel, few luggage restrictions, no check-in delays and no congestion.
- (c) There were some very good attempts to answer this and many candidates were able to comment about valid reasons for the appeal of organised sightseeing tours. It was common to see reference being made to a range of features including a planned route to see key sites, various times which fit the tourist's schedule and the guide's commentary providing information. The topic was familiar and well understood.
- (d) Some candidates were able to continue with their lines of thought from the previous question and were able to point out how the operators of sightseeing tours are able to overcome potential language difficulties. There were references to the use of multi-lingual guides, foreign language audio guides and leaflets being printed in different languages. There were some very good responses.
- (e) This question proved challenging. It was expected that reference would be made to some of the following with regard to the chosen service:
- features of the route and vessel facilities;
  - timings, connections and accessibility;
  - costs and ticketing options.

The better responses touched on and expanded on some of the above aspects.

# TRAVEL AND TOURISM

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**Paper 7096/22**

**Alternative to Coursework**

## **Key Messages**

This externally set examination requires candidate to be fully conversant with the Unit 5 learning content. They should be able to define key marketing terminology and use specific travel and tourism examples of marketing and promotion.

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

Candidates should attempt every question.

## **General comments**

The question paper adopted a standard format, comprising four subsets of questions, based around the stimulus material presented in a separate resource material booklet or insert. Candidates were expected to read the case study materials and answer the questions within the context of the case studies they had read. All questions related to aspects of marketing and promotion within the international travel and tourism industry.

In Question 1, candidates were given a holiday advertisement for Travel Star Worldwide, a tour operator offering holidays to Cambodia. Question 2 was based around a press release by Paint Experience, a niche market tour operator. Question 3 featured information about Dubrovnik as a holiday destination and the Croatian National Tourist Board's 'Wonders of Dubrovnik' promotional campaign, whilst Question 4 was a situation analysis of cruise tourism in Panama.

Most candidates found these materials accessible and were able to extract some relevant information from the case studies in order to be able to answer the questions. The cohort was representative of the whole ability range, with some candidates demonstrating a range of higher order skills, in evaluating and providing analytical comments. At the lower end of ability, candidates tended to rely heavily on the stimulus material in order to compose their responses.

There was a slightly higher 'No Response' rate this session than has previously been the case. Candidates should be encouraged to attempt every question, even if they feel unsure of the learning context for their answers, no marks are deducted for incorrect responses.

## **Comments on specific questions**

### **Question 1**

A holiday advertisement for Cambodia's Finest provided the stimulus for this subset of questions.

- (a) (i) Candidates were sometimes unsure of the term 'target market'. The best answers drew on a wide range of different market segment characteristics; age-specific; lifestyle interests etc. Common incorrect responses were named attractions featured in the tours.
- (ii) Many candidates were able to recognise at least one benefit to the tour operator of offering discounts to customers.

- (b) This question clearly discriminated between candidates. Many did not understand the basic concept of fixed and variable costs as a factor affecting price, (Section 5.4 (b) of the syllabus). The best answers were those where candidates gave specific examples within a travel and tourism context, such as the wages of the coach driver.
- (c) This question tested candidates' understanding of distribution channels used by tour operators. Whilst many candidates clearly understood the role of a travel agent, some candidates often lost sight of the question focus and did not always link their answer to the reasons why a tour operator might benefit from using a travel agent to distribute its holiday products.
- (d) Candidates were expected to consider timing as a factor affecting the production of promotional materials. This question acted as a good discriminator. Top performing candidates here recognised the importance of raising customer awareness only when the product is available but not too close to the expiry date. Answers were developed to evaluate other factors which might also influence decisions for a tourism promotional campaign. Weaker responses often lost focus, focussing too much on when the holiday should take place, not when the advertisement should run.

## Question 2

This subset of questions took a press release item about the extension of the product offering of a tour operator, Paint Experience, as its focus.

- (a) (i) Candidates were asked to give two reasons why this specialist tour operator should be placed at the growth stage of the life cycle model. Most candidates were familiar with the product life cycle model, and the best answers identified key characteristics of this stage of the life cycle – the recent increase in demand and the addition of other key destinations in the product portfolio of the organisation being the most commonly cited reasons.
- (ii) Candidates are expected to know the key characteristics of all of the stages of the life cycle model. However, many seemed unsure of the term 'marketing activities'; the best answers gave specific examples of the types of tasks organisations would typically carry out during the research phase – e.g. primary research such as a market survey, or the use of a market analysis tool such as SWOT or PEST. Weaker responses made reference to activities that could be included in the holiday package.
- (b) This question was not answered particularly well. Candidates clearly recognise the different types of promotion used by organisations but many did not assess the suitability of different methods in accordance with the market needs. Some candidates tended instead to describe the promotion methods limiting marks. The best answers recognised that direct marketing allows an organisation to target its promotion at its niche market whereas billboard advertising has a wider reach.
- (c) This question was a good discriminator. Candidates needed to consider how a niche tourism provider operating in a new destination may bring increased publicity for the destination and how this can impact on other providers in the area. Some candidates seemed to find it difficult to consider the wider implications of a marketing campaign and their answers tended to focus only on the benefits to the specialist tour operator, thus not actually answering the question.
- (d) This question was not answered well by the majority of candidates. Candidates seem unfamiliar with the term 'product/service mix' as set out in the syllabus document on page 15 under Section 5.3 (b) the development and modification of travel and tourism product and services through: the development of a product/service mix to appeal to different market segments. Many candidates gave a more generalised answer, focusing on all aspects of the marketing mix and as such were unable to access the marks available for this question. It is essential that candidates read questions carefully to ensure they understand exactly what is being asked.



### Question 3

This subset of questions was based around the 'Wonders of Dubrovnik', a promotional campaign by the Croatian National Tourist Board.

- (a)(i) Those who understood the term 'target market' were usually able to correctly identify two different target markets from the advertisement. There were many incorrect responses, which identified instead places of interest that featured in the tour package.
- (ii) This question was poorly answered. Candidates often missed the emphasis of the question 'to travel and tourism customers' and instead outlined benefits to the provider, thus not answering the question.
- (b) The term 'marketing functions' was not well understood. The best answers were those where candidates used their knowledge of marketing functions, and gave specific contextualised examples of how this might be the case for the Croatian National Tourism Board – e.g. to gain competitive advantage over other Eastern European countries. The weaker responses tended to repeat information from the source material.
- (c) Responses to this question were very varied. Most candidates were familiar with the term 'electronic media' and could identify at least one way in which this form could be used to create brand image. The term 'public relations' was poorly understood with a smaller number of candidates picking up marks for their interpretation of how public relations can be used to create brand image. Candidates must be encouraged to study each of the promotional methods covered in the syllabus (Section 5.6 (a) Methods of promotion).
- (d) This question was a good discriminator. Many good answers showed that candidates understand the AIDA principle and are confident in its application. At the top end, candidates were able to make specific recommendations about how the 'Wonders of Dubrovnik' advertisement could be improved based on its ability to gain attention, interest, desire and action. There were a number of answers evaluating the effectiveness of the advertisement but which made no specific reference to the AIDA principle. No marks could be awarded as these responses did not meet the assessment objective for this question.

### Question 4

Candidates were provided with the result of a situation analysis of cruise tourism in Panama.

- (a) The majority of candidates were able to correctly identify a range of the strengths, weaknesses, opportunities and threats for cruise tourism in Panama. A common error was to confuse weaknesses and threats. Candidates should be reminded to consider whether factors are within or beyond the control of the tourism authorities within the specified country. This will guide them better into recognising which statements are weaknesses and which are threats.
- (b) There were mixed responses to this question. Candidates are clearly familiar with the listed aspects of the marketing mix. Exemplification across these answers was poor overall, with many candidates using generic examples of 'better quality products' 'cheap prices' and 'advertising' across the three aspects, rather than specific examples. Many candidates also tended to offer an example of a pricing technique such as 'special offers' under promotion rather than under price, which is incorrect.
- (c) This question also attracted mixed responses. Many candidates tended to copy from the source material, finding it difficult to apply their learning of factors of location to the context of this question. The best answers were those which considered physical location, accessibility and natural features as reasons for appeal to visitors.
- (d) This question was answered well by the majority of candidates, although few used evaluative language to make overall judgements about which pricing technique might be **most** suitable. Weaker responses often tended to list a broad range of pricing techniques. The majority of answers explained how a range of pricing policies could be used to the hotels' advantage. Many of these candidates could have accessed the level 3 marks available for this question, if they had given a judgement or recommendation from the list of choices already offered in their answer.

# TRAVEL AND TOURISM

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**Paper 7096/23**  
**Alternative to**  
**Coursework**

## **Key Messages**

This externally set examination requires candidates to be fully conversant with the Unit 5 learning content. They should be able to define key marketing terminology and use specific travel and tourism examples of marketing and promotion.

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

Candidates should attempt every question, no marks are deducted for incorrect answers.

## **General Comments**

The question paper adopted a standard format, comprising four subsets of questions, based around the stimulus material presented in an insert. Candidates were expected to read the case study materials and answer the questions within the context of the case studies they had read. All questions related to aspects of marketing and promotion within the international travel and tourism industry.

In Question 1, candidates were given the results of a situation analysis of tourism in northern Egypt. Question 2 took as its focus a holiday advertisement for a tour operator, Simply Whistler, which specialises in holidays to Canada's winter sports resorts. Question 3 was based around information on walking tourism in Wales. The stimulus for Question 4 was information about heritage tourism in Vietnam.

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

There was a higher 'No Response' rate this session than has previously been the case. Candidates should be encouraged to attempt every question, even if they feel unsure of the learning context for their answers.

## **Comments on Specific Questions**

### **Question 1**

A situation analysis for tourism in northern Egypt provided the stimulus for this subset of questions.

- (a) Candidates were able to correctly identify some of the strengths, weaknesses, opportunities and threats of tourism in northern Egypt. It is important to remind candidates of the differences between factors within the control of tourist authorities and those which are beyond their control.
- (b) This question clearly discriminated between candidates. The best answers covered a good range of different market research techniques, with candidates able to outline the advantages of each method. Some candidates were not always familiar with the term 'market research'.

- (c) This question tested candidates' understanding of pricing policies used by tour operators. Candidates were familiar with discount pricing as a technique. Fewer candidates were so confident in their explanation of market skimming as a pricing policy. It would have been beneficial if more answers had focused on the suitability aspect of the question.
- (d) Candidates were asked to explain the importance of marketing and promotion to travel and tourism providers in northern Egypt. Candidates were largely able to identify the reasons why marketing is carried out (based on the syllabus content from Section 5.1). It would be beneficial if candidates understand how to better use this learned knowledge within an applied context.

## Question 2

This subset of questions took a holiday advertisement for Simply Whistler, a tour operator specialising in holidays to Canada's winter sports resorts.

- (a) (i) Candidates were generally able to identify appropriate market segments from the stimulus material.  
(ii) Candidates were confident in identifying services offered by the tour operator within its holiday packages.
- (b) This question was not answered particularly well. Candidates did not have sufficient familiarity with the different types of promotion used by travel and tourism organisations in order to be able to judge the relative merits of one promotion method over others. There was some confusion between direct marketing and personal selling. Candidates need to cover all of the learning content from Section 5.6: Promotion as part of the marketing mix from page 17 of the syllabus document, especially in understanding the different methods of promotion listed in section (a).
- (c) This question was a good discriminator. Some candidates were unsure of the term 'customised package'. The best answers were from those who considered the question in terms of profitability, competitive advantage and in meeting customer needs.
- (d) This question was not answered well by the majority of candidates, often as a result of misreading the question. Weaker candidates saw the stem, 'using the advertisement...' and the command 'assess the effectiveness...' and erroneously assumed the question required an assessment of the advertisement using the AIDA principle. This confirms the requirement for candidates to read questions carefully to ensure they know exactly what is being tested. For those candidates who did read the question more carefully, answers tended to focus more on other aspects of the marketing mix than on the product development aspect that the question required.

## Question 3

This subset of questions was based around information on walking tourism in Wales.

- (a) (i) This question was answered well, with candidates easily able to identify the government's support of walking tourism from the source document.  
(ii) This question also caused few difficulties. Candidates found this source material very accessible for finding such answers.
- (b) This question was a good discriminator. Most candidates were familiar with the concept of seasonality and understood the phrase customer expectations. The best performing candidates were able to explain these concepts within the applied context of walking tourism; weaker responses tended to give basic descriptions of the concepts, without reference or relevance to the Wales case study.
- (c) Responses to this question were very varied. Most candidates were familiar with the term 'brand image' and were able to suggest a range of means of creating a brand image. Some were relevant to the case study, most were not which resulted in candidates gaining marks for identification but fewer gaining marks for explanation.

- (d) This question was also a good discriminator. Many answers showed that candidates understand there are a range of factors to consider when creating promotional materials; the best responses were able to link these factors to ensuring that the chosen target market are made aware of products and services offered. Weaker responses listed the factors to consider in creating promotional materials directly from the syllabus content.

#### Question 4

Candidates were provided with information about heritage tourism in Vietnam.

- (a) (i) Candidates are familiar with the product life cycle and chose valid stages for heritage tourism based on specific information given in the case study materials.
- (ii) Most candidates understand why organisations use marketing tools such as the product life cycle and were able to offer valid reasons here.
- (b) This question was not answered particularly well. Candidates clearly understand the concept of promotion and recognise different methods of promotion. Better candidates could explain **why** promotion is beneficial to tourism providers. It is important that candidates can also explain **how** promotion can be used to the provider's advantage. Weaker responses tended to describe forms of promotion, not linked to the case study.
- (c) This question also attracted mixed responses. Many candidates tended to repeat points they had made in the previous question. The best answers were those where candidates used named examples of pricing policies and products.
- (d) This question required a comparison of different distribution channels that could be used. Some candidates did not understand the term 'distribution channel'. Better performing candidates were able to identify and describe a range of distribution channels, with a few using evaluative language to judge the suitability of different channels in relation to the context of the question.

# TRAVEL AND TOURISM

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Paper 7096/03  
Coursework

## Key Messages

Candidates should use the learning content from Unit 6 as the main context for their coursework, choosing to investigate the visitor services provision within a specific destination or from a named travel and tourism provider. The investigation should assume a practical nature, with candidates utilising primary research methods as well as secondary sources of information to gather evidence. Data gathering can be carried out as a group exercise. An in-depth discussion of marketing theory is not an acceptable alternative here. Centres which experience difficulty in setting up conditions for the investigative aspects of this coursework should consider the alternative examination (7096/2 Alternative to Coursework) which covers the learning content predominantly from Unit 5.

The write up of the investigation, including data presentation and analysis, must be done on an individual basis. It is good practice for teachers to provide guidance on how the individual report might be structured. Whilst weaker candidates often require advice on what to include as part of the final coursework evidence, teachers must guard against offering too much assistance with content, as this will affect the final outcome of the coursework, and ultimately will be reflected in the mark awarded.

The choice of focus for the investigation is an important one; candidates should ensure that if a destination is chosen, the study is still manageable; occasionally a destination may be so large that candidates lose relevance in their research. If a travel and tourism provider is selected as the focus, it is equally important to carefully consider the selection, in terms of access to relevant information in order to support the overall aims of the investigation and the coursework.

## General comments

The focus of this investigation must be the marketing and promotion of visitor services either within a selected destination or for a chosen travel and tourism organisation. Once the candidate has obtained the necessary research evidence, an individual written report of approximately 3 000 words must be produced to present their findings.

The majority of candidates this session used interesting and relevant examples of focus organisations and/or destinations. Weaker pieces of coursework did not always identify types of customer, and therefore lacked depth in the coverage of the marketing and promotion efforts of the organisation.

The majority of coursework, seen in the external moderation samples this session, was presented professionally and formally. Candidates often use excellent organisation skills to carefully present their evidence in a logical sequence, and separate out each section using appropriate headings. The majority of candidates were able to communicate the purpose of their investigation by stating the aims and objectives for the investigation together with the main hypothesis.

Data presentation skills were variable across the cohort; some candidates are highly skilled in the use of a variety of Information Communication Technology software programmes to assist them in compiling some excellent charts, tables and graphs in a meaningful way. Some candidates sometimes struggled to include data labels on their charts and graphs, making it more difficult to draw relevant conclusions from the data they were using. There is no requirement for ICT to be used to present data; candidates are welcome to continue to hand draw charts and graphs if they so choose.

There was again much evidence of candidates conducting interviews with staff from their chosen organisations; this is hugely beneficial in helping candidates understand marketing and promotion in action within a specific vocational context. A significant number of the coursework investigations also included well-constructed questionnaires used with members of the public.

The best coursework assignments also include candidate's own interpretations of the data and analytical or evaluative comments to support or disprove original hypotheses, as well as recommendations for improvement to the visitor services provision in the specified location.

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