

TRAVEL & TOURISM

<p>Paper 9395/11 Themes and Concepts</p>
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Key messages

For candidates to achieve a good result in this examination they should be familiar with the requirements and contents of the syllabus. The questions on the exam paper have covered a variety of topics from each part of the syllabus in a number of ways.

Candidates should be familiar with the key command words used in the questions and be prepared for answering a variety of types of questions on the topics contained within the syllabus.

The questions on the paper are a combination of short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates need to ensure they analyse and evaluate points made in questions that require extended writing responses.

'No response' answers should be avoided where possible.

General comments

There have been changes to both the syllabus and the question paper from this series. The question paper now consists of three questions and is now worth 75 marks instead of 100. The style of the questions remains the same although there are differences in the way that the extended writing questions are now marked. These questions are no longer marked as a level of response question and instead a grid is used with two or three marks available for each assessment objective being assessed in the question. These questions will either assess knowledge and understanding, analysis and evaluation (AO1, AO3 and AO4) or application, analysis and evaluation (AO2, AO3 and AO4). It is important to note that for questions which are applied answers must refer to the topic/context in the question.

Comments on specific questions

Question 1

- (a) (i) This question required a definition of specialised tourism and was worth one mark. The vast majority of responses provided a correct definition. Many responses also included an example which was not required but confirmed the term was understood.
- (ii) This question required use of the insert, candidates were required to provide three examples of specialised tourism found in Dubai. The vast majority of responses correctly identified three examples. Some responses provided were not found in the insert, but if correct then the marks were awarded. In cases where full marks were not awarded it was because they included the airport as a transport hub and as this is not a form of specialised tourism.
- (b) This part of the question was worth six marks and was focussing on the implementation of sustainable tourism strategies. Many responses were awarded the full six marks. Weaker responses often listed a method, such as the use of renewable energy, but then did not give an example of how this could be done or included further explanation, limiting the marks that could be awarded.

- (c) This question was an extended writing response and was worth 6 marks, it was marked according to Table A which assesses AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). It was not applied merely referring to destinations, some responses mentioned hotels or tourist attractions to describe the ways that visitors with language and cultural differences could be assisted.

In general this question was answered well. Most responses identified and explained several methods and therefore achieved the full range of marks available in the grid for both AO1 and AO3 – a score of 4. Detailed evaluations were not often seen although a number of responses did achieve 5 marks having included a brief evaluation.

- (d) This was a longer extended writing question worth 9 marks and was marked according to Table D and assessed AO2 (Application), AO3 (Analysis) and AO4 (Evaluation). This question was applied and the candidate was directed to the ways that local people and authorities could develop positive attitudes to sustainable tourism.

Many responses started with a description of sustainable tourism – this was not required. Many responses gained good marks – candidates explained at least two ways that both people and local authorities could develop positive attitudes towards sustainable tourism. The knowledge demonstrated of the topic was good. Few responses accessed marks of 8 or 9 as evaluations need to be developed in order to reach those marks – for example it may be better to say ‘the best method may be...’ rather than ‘this is a good way to work’.

Question 2

- (a) Answers to this question were good, most achieved the full 4 marks for the question. Many used the insert to good effect. Candidates needed to justify why their selection of transport methods was appropriate for the tourist type for full marks. Candidates showed an understanding of various transportation methods and their advantages in a variety of situations.
- (b) This question was answered well. Most candidates correctly suggested three reasons and explained the benefits/advantages of rail transport. There were very few no responses or incorrect responses for this question. Again, candidates referred to the insert on occasion to help them answer the question.
- (c) This question was generally not answered well. Many responses did not consider the benefits of sustainability **to transport operators**. The responses that were awarded marks applied any benefits to the transport operator. General benefits that were not applied to transport operators could not achieve any marks.
- (d) This question was an extended writing question and was applied to rail operators. Candidates were asked to assess the benefits of social media for rail operators. This was marked using Table D and was assessing Assessment Objectives AO2 (Application), AO3 (Analysis) and AO4 (Evaluation). Candidates were generally very good at describing the uses of social media although not all applied it to the rail operator. If the uses of social media were not applied to rail operators then the maximum mark available was 6 (3 for analysis and a possible 3 for evaluation). However, the responses seen were applied to rail operators and usually referred to the Rocky Mountaineer – the train in the insert. Marks seen tended to be mainly around 5 or 6 which reflected good application and analysis but limited assessment or evaluation. Better responses identified a use for social media, then described it and finally assessed the benefits for rail operators.

Question 3

- (a) (i) **Part a** asked how governments may limit numbers of visitors to their countries, most responses scored the full 2 marks for this question. Candidates showed a clear understanding of the topic. The most common responses referred to visas and quotas being used. In addition to stating a method most responses seen also explained how it could be used again showing a clear understanding of the topic.
- (ii) This question asked about the impacts of high crime rates on visitor numbers and again most responses achieved the full 2 marks – if only 1 mark was awarded it was because the reason given was not explained.

- (b) The best responses clearly identified three economic changes and explained the impacts of each change. A number of responses only identified one economic impact and incorrectly gave environmental or social impacts as well. Marks would therefore be limited to the part dealing with the economic impact only. Weaker responses often only identified the change and did not go on to fully explain the impact limiting marks.
- (c) Most responses showed that candidates had some knowledge of biometrics and their value for use in border controls. Many responses achieved 3 marks for a good reasoned answer detailing one impact, not many full 6 mark responses were seen. If another impact was given in many cases it was not fully explained.
- (d) This question required extended writing and was marked using Table C, assessing AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). The topic for the question was that of health awareness and the impact that it could have on destinations.

Many responses focussed on the spread of disease. Better responses demonstrated some understanding of the topic and gave some analysis of other aspects of health awareness such as food, exercise and medical tourism. The good responses seen often had a plan at the bottom of the page showing that the candidate had thought carefully about the topic and what they could possibly include.

TRAVEL & TOURISM

<p>Paper 9395/12 Themes and Concepts</p>
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Key messages

For candidates to achieve a good result in this examination they should be familiar with the requirements and contents of the syllabus. The questions on the exam paper have covered a variety of topics from each part of the syllabus in a number of ways.

Candidates should be familiar with the key command words used in the questions and be prepared for answering a variety of types of questions on the topics contained within the syllabus.

The questions on the paper are a combination of short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates need to ensure they analyse and evaluate points made in questions that require extended writing responses.

'No response' answers should be avoided where possible.

General comments

There have been changes to both the syllabus and the question paper from this series. The question paper now consists of three questions and is now worth 75 marks instead of 100. The style of the questions remains the same although there are differences in the way that the extended writing questions are now marked. These questions are no longer marked as a level of response question and instead a grid is used with two or three marks available for each assessment objective being assessed in the question. These questions will either assess knowledge and understanding, analysis and evaluation (AO1, AO3 and AO4) or application, analysis and evaluation (AO2, AO3 and AO4). It is important to note that for questions which are applied answers must refer to the topic/context in the question.

Comments on specific questions

Question 1

- (a) This question required candidates to explain two reasons why tourists would visit Barcelona. Responses which referred to the information provided in the insert generally achieved the full 4 marks for the question. Common errors included a lack of an explanation for the reason given.
- (b) This part of the question required candidates to identify and explain the economic benefits that tourism would bring to Barcelona. Many candidates used the insert to good effect and achieved the full 6 marks. Generally, the responses were good with most responses demonstrating a good understanding and familiarity with the topic of economic impacts of tourism. Occasionally responses deviated in to environmental or cultural/social impacts which was not part of the question and so no marks could be awarded.
- (c) This question was an extended writing response and was marked according to Table A which assesses AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). Most responses achieved 3 or 4 marks. Candidates suggested reasons why major events could develop tourism in destinations. Responses must include evaluation of points made to achieve full marks.

- (d) This was a longer extended writing question worth 9 marks and was marked according to Table C which assesses AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). This question was answered competently by the majority of candidates. Responses clearly identified and explained ways that locals can support the growth of sustainable tourism. Responses demonstrated clear understanding of what sustainable tourism involves. Many responses here included some evaluation, though it was often limited.

Question 2

- (a) This question was answered well by all candidates. The vast majority of responses identified market research techniques and explained how they may be used to gain feedback about levels of customer service in hotels.
- (b) This question was related to ways that hotels could assist visitors with language and cultural differences. Most of the responses achieved full marks – the majority of candidates explained three ways that hotels could assist their guests. If marks of 3 or below were awarded it was because the responses lacked an explanation.
- (c) Responses for this question were good. Many candidates achieved the full 6 marks. If full marks were not achieved it was usually because only 1 method was dealt with or that the explanation lacked detail. Candidates were very familiar with and knowledgeable about health and safety and internal customers and their needs.
- (d) This question was an extended writing question worth 9 marks and was marked in accordance with Table C, assessing AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation).

Candidates were clear about the value of good customer service and the benefits this can bring so Knowledge and Understanding marks tended to be good, Analysis marks varied – with the candidates usually scoring something for this AO. Responses did not always include evaluation of points made and so marks were limited. Quite a few responses achieved 1 mark for evaluation as it tended to be brief if present. Marks are awarded for each AO, so candidates must demonstrate each skill in their answers to gain all marks.

Question 3.

- (a) This question required two definitions and two examples for a total of 4 marks. Candidates were required to define mass tourism and eco tourism. Responses were generally good. The majority of responses gave correct definitions of both terms. Where responses were not awarded full marks it was usually because there was not a correct example of mass tourism.
- (b) This question required candidates to explain three negative economic changes brought about by mass tourism. Better responses clearly suggested three negative economic changes and linked them to mass tourism. Some candidates were very clear in their understanding of mass tourism. Weaker responses often gave negative economic changes with little in the way of explanation. Some responses gave environmental or social changes which were credit worthy.
- (c) The majority of responses identified and explained environmental impacts of tourism. Often the explanation was not quite detailed enough in one or both parts of the question for full marks to be awarded. However, responses clearly demonstrated a good level of understanding of the topic.
- (d) This was marked using Table C and assessed AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). Many candidates suggested three or four ways that responsible tourism behaviour could be encouraged. Analysis of the ways given then tended to be lacking and there was little evaluation seen in the responses.

TRAVEL & TOURISM

<p>Paper 9395/13 Themes and Concepts</p>
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Key messages

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Candidates should be familiar with the key command words used in the questions and be prepared for answering a variety of types of questions on the topics contained within the syllabus.

The questions on the paper are a combination of short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates need to ensure they analyse and evaluate points made in questions that require extended writing responses.

'No response' answers should be avoided where possible.

General comments

There have been changes to both the syllabus and the question paper from this series. The question paper now consists of three questions and is now worth 75 marks instead of 100. The style of the questions remains the same although there are differences in the way that the extended writing questions are now marked. These questions are no longer marked as a level of response question and instead a grid is used with two or three marks available for each assessment objective being assessed in the question. These questions will either assess knowledge and understanding, analysis and evaluation (AO1, AO3 and AO4) or application, analysis and evaluation (AO2, AO3 and AO4). It is important to note that for questions which are applied answers must refer to the topic/context in the question.

Comments on specific questions

Question 1

- (a) (i) This question required a definition of adventure tourism and was worth one mark, most responses for this question provided a correct definition.
- (ii) This question required the identification of three possible adventure tourism activities in Nepal. Candidates used the insert to good effect in identifying/suggesting three possible adventure tourism activities for Nepal and most responses achieved three marks.
- (b) This part of the question was worth 6 marks and focussed on sustainable forms of transport. A large number of the responses demonstrated good understanding of sustainable transport methods and most marks awarded were three or above. Weaker responses often did not develop an explanation of the suitable transport identified – higher marked responses contained identification and explanation of the suitability of the transport methods selected.
- (c) There were mixed responses for this question. Candidates clearly understood what adventure tourism was and could clearly link it to tourists of young age, but had difficulty relating to the idea of older tourists being adventure tourists. Better responses showed an in depth consideration of the question and clearly discussed how both young and old tourists could be adventure tourists.

Weaker responses often commented that older people would not be suitable for adventure tourism instead of exploring the ways that adventure tourism could be made possible for these tourists.

- (d) This was an extended writing question worth 9 marks and was marked according to Table C, assessing AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). This question was not an applied question, and the candidate was directed to the ways that local tourism authorities could encourage respect for the environment. Marks awarded for this question were generally six and above depending upon the amount of evaluation within the response. Candidates were very knowledgeable about the topic. Many responses included detailed conclusions or evaluation but often lacked analysis of all points made.

Question 2

- (a) This question was answered well and most responses included an explanation of how internal customers could be kept safe. Occasionally marks of two were seen and this was usually due to a lack of explanation in the responses.
- (b) This question was generally very well answered. Candidates were very good at identifying methods for assessing the quality of customer service and most of the responses were very detailed and so achieved good marks.
- (c) This question was an extended writing question and so was marked in accordance with Table B, assessing AO2 (Application), AO3 (Analysis) and AO4 (Evaluation). Reference to cruise ships etc. was required in the response.

This question was not answered well. Responses generally did not demonstrate understanding of the term horizontal integration and so marks tended to be very low. Some very good answers were seen demonstrating good understanding of the topic suggesting possible reasons why it should be adopted and then related it to cruise lines.

- (d) This question was an extended writing question and was worth 9 marks and was marked in accordance with Table C, assessing AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). The question required candidates to give the benefits that social media can provide for transport providers. Candidates knew a lot about social media and discussed its benefits well. Many responses seen also evaluated their comments.

Question 3

- (a) (i) The vast majority of responses achieved the full two marks, it was clear that the candidates had referred to the information in the insert.
- (ii) Most responses achieved the 2 marks available, candidates were familiar with the concept of ecotourism and suggested relevant forms of accommodation for an ecotourism resort.
- (b) Candidates made good use of the insert and so marks seen for this part of the question were good with a very large number of candidates achieving the full 6 marks possible for the question. If lower marks were given it was due to the explanation not being sufficiently developed to be awarded marks.
- (c) Marks for this part were high with many responses being given 5 or 6. Explanations for this question had to be detailed and if the explanation was not detailed enough it would result in a mark of 4 or 5. Candidates were very familiar with the topic of the question and so included lots of detail and relevant comments in their responses.
- (d) This question was generally answered well. It was an extended writing question worth 9 marks and was marked using Table C, assessing AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation).

Most candidates identified positive economic impacts of ecotourism although the depth of analysis and amount of evaluation varied with responses. Most candidates scored marks of 4 and above with marks of 6 being common. To achieve higher marks, responses required analysis and evaluation of each point made.

TRAVEL & TOURISM

<p>Paper 9395/02 Planning and Managing a Travel and Tourism Event</p>

Key messages

- Candidate coursework record cards must be attached to the correct individual portfolio.
- Centres should include correct paperwork and transfer accurately candidate details onto MS1s.
- If internal moderation has taken place, these agreed marks should be clearly entered onto the MS1s.
- Centres are reminded that the coursework should be completed on an individual basis.
- Candidate logbooks/diaries and annotated photographs should be included for team evidence. Logbooks are different to the minutes and agendas.
- All coursework should be clearly annotated by the marker.

This was the first entry for the new syllabus from 2024.

A small number of centres were scaled downwards. This was generally applied because a centre had marked too leniently across the bands and on occasion key evidence was missing. The syllabus gives details of all elements to be included showing guidelines that provide a framework for the production of the portfolio. It is suggested that centres allow their learners to see the syllabus to support full understanding of the required elements. Centres should ensure that events are clearly embedded within a travel and tourism context. In some instances, there was evidence of copying between candidates. Centres are reminded that although this is a group event, all portfolios must be completed individually. Minutes and agendas can be submitted by all group members, but it must be made clear who completed the work. Other work that is included in a portfolio by another candidate (e.g., a poster or ticket) must be clearly labelled and made explicit for the marker.

Witness statements assist with gaining a good understanding of the role and involvement of each candidate. It is therefore recommended that these are provided in good detail. They should be signed and completed by the teacher/tutor and not a classmate.

Markers should show annotation throughout the portfolios as this will show where marks are gained and where candidates move through the mark bands, this assists with both grading and moderation.

Centres are reminded that the correct number of portfolio submissions should be based on the following:

- 1–10 entries – all portfolios to be submitted
- 11–50 entries – 10 portfolios to be submitted
- 51–100 entries – 15 portfolios to be submitted
- 101–200 entries – 20 portfolios to be submitted
- Over 200 entries – 10 per cent of candidates.

AO2 Working in a team

Candidates made a good attempt to demonstrate team roles and responsibilities. Minutes and agendas were clearly recorded. However, some candidates did not include personal logs to show individual actions taken. These should be included in order that a candidate may pass through to MB3. An individual log may be a personal blog or written/electronic diary.

AO3 Choosing the event

There were many thoughtful and detailed feasibility studies conducted by candidates. A maximum of two feasibility studies are now required. The most successful included SWOTs, as well as details of customers, costings, risks and a simple concept plan. Where elements are omitted the higher mark band cannot be credited. Some candidates did not analyse the results of their feasibility studies and did not show good

reasons for their final choice. There was much research was in evidence. Candidates must include a list of sources to show where research had been conducted. Candidates should also make clear if another team member has completed part of the feasibility.

AO1 The business plan

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

AO4 Running an evaluating the event

Preparing for the event

There was a lot of good evidence of materials and resources used by candidates. These included letters, emails, permission requests, photographs and financial documentation.

Running the event

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

Evaluation and recommendations

Many candidates gave interesting and informed evaluations of their events. There was evidence of detailed personal perceptions, team reflection and witness statements. Some portfolios included questionnaires to garner customer feedback. Better evaluations included an analysis of questionnaire results. Weak or poor recommendations for the future prevented candidates gaining higher marks.

TRAVEL & TOURISM

<p>Paper 9395/31 Destination Marketing</p>
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Key messages

- Candidates should make sure they follow the instructions to use the correct Insert figure for each question. There were many instances where candidates attempted to use information from Fig. 2.1 on Istanbul to answer **Question 1(c)** about the Vanilla Islands on this paper.
- Handwriting must be legible. Examiners experienced significant difficulty trying to decipher some very poor handwriting of candidates.
- Although answer booklets are designed to allow candidates sufficient space to write their answers, additional answer booklets should be provided for candidates who need more space.

General comments

Candidates should read questions carefully to understand exactly what the question is asking. Answers must be specific to the syllabus area being tested. For example, if the question asks about visitor profiling, the answer should not be focused only on market segmentation, or if the question asks about the disadvantages of qualitative research, there is no need for the candidate to explain the benefits of carrying out primary and secondary research.

Comments on specific questions

Question 1

This subset of questions was based on information about the marketing group that operates collaboratively in the Vanilla Islands.

- (a) Candidates are expected to be familiar with how local tourism organisations carry out joint marketing campaigns. The best answers used information from the case study to explain examples of the benefits of offering twin centred holidays or themed packages as a marketing group.
- (b) This question acted as a good discriminator, with better performing candidates demonstrating good understanding of how visitor profiling information might be used within the applied context of the Vanilla Islands, with reference to how accommodation preferences might be used to provide eco-friendly lodges, or how spending power enabled the marketing group to target luxury travellers, for example. At the lower end of performance, answers tended to focus on demographic and geographic segmentation details, which did not answer the question.
- (c) Answers to this question were varied. Weaker answers showed that candidates did not really understand the term 'matched to a destination's attributes', but that candidates did recognise the section of the syllabus this came from – answers therefore focused on additional characteristics of an effective destination brand. Those candidates who did understand the term used the applied context of the Vanilla Islands, together with information from Fig. 1.1 to evaluate how branding could match the destination's physical attributes.

Question 2

The second case study on this paper looked at the 'Istanbul is the new cool' marketing campaign.

- (a) The majority of candidates only scored two marks out of the possible four available for this question recognising that GoTürkiye used either a slogan or a logo associated with the 'Cool' brand

message. Many candidates incorrectly chose the promotional video as another way of creating brand identity, although promotion is not listed in the Syllabus 6.2.

- (b)** Candidates are expected to know the disadvantages of each research method commonly used in market research. This question testing knowledge and understanding of this topic was not answered well. The best responses explained disadvantages such as that qualitative research is time consuming and not always fully representative of the target market and recommended that qualitative research can be supplemented with quantitative research to provide a clearer picture of the tourism market. Many candidates identified the advantages of qualitative research, which were not relevant to the question, before they approached the disadvantages as asked by the question. Many also explained why quantitative research was better, without actually answering what the disadvantages of qualitative research are. At the lower end of performance, answers outlined primary and secondary research methods generically.
- (c)** This question required candidates to evaluate why setting objectives is key in planning a destination brand launch. Most responses recognised that setting objectives ensured those responsible for the destination brand could work towards an agreed goal. At the top end of performance, responses also referenced that objectives should be SMART and analysed the benefit of working this way for all stakeholders involved in the process. Weaker answers tended to be repetitive and demonstrated limited understanding of this stage in the planning process.

TRAVEL & TOURISM

<p>Paper 9395/32 Destination Marketing</p>
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Key messages

- Handwriting must be legible. Examiners experienced significant difficulty trying to decipher some very poor handwriting of candidates.
- Although answer booklets are designed to allow candidates sufficient space to write their answers, additional answer booklets should be provided for candidates who need more space.

General comments

Candidates should read questions carefully to understand exactly what the question is asking. Answers must be specific to the syllabus area being tested. For example, if the question asks for factors to consider before selecting communication methods, the answers should not apprise the different communication methods that could be used, as this does not answer the question. Similarly, candidates should be able to distinguish between KPIs and other methods used to monitor brand effectiveness.

Comments on specific questions

Question 1

This first subset of questions related to information about the new VisitMorocco destination brand.

- (a) Most candidates identified at least one way that product positioning creates positive brand perception. Only better performing candidates scored marks for explaining **how** USP, for example, can create positive brand perception. At the lower end of performance for this question, answers were vague, demonstrating a lack of understanding.
- (b) This question acted as a good discriminator, with the best responses clearly understanding a broad range of reasons why destinations might wish to rebrand with good application to the context of Morocco by using the information from the case study to good effect. Most answers included increasing the level of appeal, extending brand reach and changing unfavourable stereotypes. Weaker responses identified these reasons without going on to develop them sufficiently within the applied context.
- (c) Answers to this question were varied. At the top end of performance candidates understood the factors of cost, global reach and 24-hour marketing. Lead times and opportunities for customisation were less well understood. Weaker answers mistakenly evaluated the benefits of various communication methods, without answering the question.

Question 2

The second case study on this paper looked at the Destination Toronto marketing brand and the 'Pass TO Savings' app.

- (a) Most candidates answered this question well, making good use of the information from Fig. 2.1 to explain the app and the use of the social media toolkit as examples of joint marketing efforts by stakeholders to present consistent representation of the brand.
- (b) Responses here varied. Those who understood that methods used to monitor brand effectiveness are different from KPIs scored well, especially where information from the case study about the app

was used. There were also strongly developed answers about social media response rates and website traffic. The concept of trade fair attendance and numbers of resources used were less well understood. Performance at the lower end tended to be limited to the KPIs of visitor arrival numbers and destination popularity, which were not valid answers.

- (c) This question was not answered well. Whilst most answers demonstrated a familiarity with the concept of market research, responses did not clearly articulate the aims of the market research process. Better responses mentioned the importance of identifying customer needs and wants, and sometimes customer preferences for different types of destination. Competitor analysis was also understood well, and the best responses also demonstrated understanding of the value of using the Butler destination lifecycle model. At the lower end of performance, answers incorrectly focused on market segmentation or market research techniques, which could not gain credit.

TRAVEL & TOURISM

Paper 9395/33
Destination Marketing

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

TRAVEL & TOURISM

<p>Paper 9395/41 Destination Development and Management</p>

Key messages

Candidates should be familiar with the new syllabus content for Paper 4 and should understand the context of which part of the syllabus is being tested by each question. They should read questions carefully and check understanding before beginning their answer. Clear handwriting should be used and responses should be contained within the allotted space given. Reference to the case studies in the Insert should be made to support answers. Candidates should understand the command word meanings and take note of mark allocations of each question. The question does not need to be repeated at the start of the response and the response should answer only the question that is being asked.

General comments

This is the first session of the new syllabus.

There was evidence that candidates were reasonably well prepared for this first assessment. There were two case studies with 25 marks per case study set over three questions. The first case study covered the Panama Alliance for Community Tourism (PACT) and their work on culture based and sustainable tourism. The second case study covered a destination management company called, 'Destination DMC'.

For extended response questions, an updated marking system was applied. Assessment objectives and skills are clearly matched to a points-based grid. Four tables are used to mark the extended responses of 9 or 12 marks. These are tables A (testing Assessment Objectives 1 (knowledge and understanding), 3 (analysis) and 4 (evaluation) for a total of 9 marks), B (testing Assessment Objectives 2 (application), 3 (analysis) and 4 (evaluation) for a total of 9 marks), C (testing Assessment Objectives 1, 3 and 4 for a total of 12 marks) and D (testing Assessment Objectives 2, 3 and 4 for a total of 12 marks). Candidates should make a positive attempt to structure the responses in terms of the following 'ladder':

The response has valid points with explanations.

The response gives consideration of the significance of the valid points.

The response contains a conclusion/recommendation or judgement.

Many candidates showed a reasonable range of knowledge and understanding of the key tourism industry definitions. Good understanding was demonstrated of the different impacts of tourism and the roles of tourism organisations. Candidates made good use of the Insert material. It should be noted that some questions require responses directly related to the Insert material, whilst others require consideration of a range of industry examples.

Candidates should read questions carefully. It was clear that many candidates have a good grasp of the syllabus but do not always apply their knowledge accurately to the question posed.

Weaker responses do not always gain the higher marks as they do not show the significance of the valid points made or complete a judgemental conclusion.

There were occasions when handwriting was difficult to read, candidates should write clearly and in prose. Timing does not appear to have been an issue.

Comments on specific questions

Question 1

- (a) This was very well answered; most candidates explained two roles of a Non-Governmental Organisation (NGO). Most common correct responses included research, offering guidance and information on environmental or social issues. Each of the identified points had to be exemplified to gain the full 4 marks e.g., 'An NGO helps with research for a particular environmental cause such as potential tourism damage in a conservation area.'
- (b) There was a mixed response to this question. Candidates were asked to assess the benefits of preserving cultural activities in destinations such as Panama. Many responses included both benefits to tourists and the local community. Good detail was in evidence from some candidates such as enhancing the culture, retaining cultural activities for the future generations and preventing staged authenticity or commodification. On occasion, responses simply discussed the economic benefits. Table A was used to mark this response and good marks were achieved by candidates who were able to explain a range of their valid points, giving the significance of each point with a well-supported judgement.
- (c) This was reasonably answered. Candidates were asked to discuss reasons why sustainable use of resources is an important strategy for PACT. Many candidates explained the importance of the natural environment for all groups and included good ideas on widening access for visitors and the local community. Table D was used to mark this response and required candidates to provide detailed explanation of points as well as a balanced account covering the significance of each of the valid points made. Good responses included evaluations made throughout the response and not just in the final paragraph.

Question 2

- (a) This was reasonably well answered. Candidates explained two benefits to customers of using Dedication DMC. Most common responses included an organisation that uses a code of conduct, experts with good knowledgeable staff and an organisation that works with many different suppliers. Each of the identified points had to be exemplified to gain the full 4 marks e.g., 'All arrangements are made by DMC for you, this saves you time as they provide all ground services.'
- (b) This question was reasonably well answered. Many candidates explained ways that Dedication DMC could encourage responsible and ethical tourist behaviour. Responses included providing education, having a code of conduct, marketing and only working with ethical organisations. Table B was used to mark this response and good marks were achieved by candidates who explained a range of valid points, giving the significance of each point with a well-supported judgement.
- (c) This question was well answered, most candidates discussed the economic benefits of tourism for an LDC. Most common responses included improving jobs and training, wealth creation, growth of GDP and the multiplier effect. Table C was used to mark this response and required candidates to provide detailed explanation of their points as well as a balanced account covering the significance of each of the valid points made. Good responses included evaluations made throughout the response and not just in the final paragraph. Better responses were supported by the use of examples and showed clear understanding of the question.

TRAVEL & TOURISM

<p>Paper 9395/42 Destination Development and Management</p>

Key messages

Candidates should be familiar with the new syllabus content for Paper 4 and should understand the context of which part of the syllabus is being tested by each question. They should read questions carefully and check understanding before beginning the answer. Clear handwriting should be used and responses should be contained within the allotted space given. Reference to the case studies in the Insert should be made to support answers. Candidates should understand the command word meanings and take note of mark allocations of each question. The question does not need to be repeated at the start of the response and the response should answer only the question that is being asked.

General comments

This is the first session of the new syllabus.

There was evidence that candidates were reasonably well prepared for this first assessment. There were two case studies with 25 marks per case study set over three questions. The first case study covered the Ministry of Culture and Tourism in Türkiye. The second case study covered the Netherlands-Project an organisation involved with sustainable development of tourism.

For extended response questions, an updated marking system was applied. Assessment objectives and skills are clearly matched to a points-based grid. Four tables are used to mark the extended responses of 9 or 12 marks. These are tables A (testing Assessment Objectives 1 (knowledge and understanding), 3 (analysis) and 4 (evaluation) for a total of 9 marks), B (testing Assessment Objectives 2 (application), 3 (analysis) and 4 (evaluation) for a total of 9 marks), C (testing Assessment Objectives 1, 3 and 4 for a total of 12 marks) and D (testing Assessment Objectives 2, 3 and 4 for a total of 12 marks). Candidates should make a positive attempt to structure the responses in terms of the following 'ladder':

The response has valid points with explanations.

The response gives consideration of the significance of the valid points.

The response contains a conclusion/recommendation or judgement.

Many candidates showed a reasonable range of knowledge and understanding of the key tourism industry definitions. Good understanding was demonstrated of the different impacts of tourism and the roles of tourism organisations. Candidates made good use of the Insert material. It should be noted that some questions require responses directly related to the Insert material, whilst others require consideration of a range of industry examples.

Candidates should read questions carefully. It was clear that many candidates have a good grasp of the syllabus but do not always apply their knowledge accurately to the question posed.

Weaker responses do not always gain the higher marks as they do not show the significance of the valid points made or complete a judgemental conclusion.

There were occasions when handwriting was difficult to read, candidates should write clearly and in prose. Timing does not appear to have been an issue.

Comments on specific questions

Question 1

- (a) This was very well answered; most candidates explained two political objectives of the Ministry of Culture for Tourism in Türkiye. Most common correct responses included image, reputation and international relations. Each of the identified points had to be exemplified to gain the full 4 marks e.g., 'Objectives include an enhanced image for the country this can be achieved by targeted promotional and marketing activities.'
- (b) There was a reasonable response to this question. Candidates were asked to assess the ways tourism ministries can help preserve the culture in destinations such as Türkiye. Many responses included clear education policies, strong strategies, setting priorities and arranging cultural events. On occasion, responses confused the work of tourism ministries with those of a tour operator. Table A was used to mark this response and good marks were achieved by candidates who explained a range of valid points, giving the significance of each point with a well-supported judgement.
- (c) This question was well answered. Candidates were asked to discuss the reasons why having Blue Flag beach certification was important for Türkiye. Many candidates commented on the importance for visitors to have a safe and clean environment. Good links were made regarding the protection of marine life and the interests of eco tourists. Table D was used to mark this response and required candidates to provide detailed explanation of their points as well as a balanced account covering the significance of each of the valid points made. Good responses included evaluations made throughout the response and not just in the final paragraph.

Question 2

- (a) This was reasonably well answered. Candidates explained two roles of the Netherlands-Project. Most common responses included, supporting tourism, assisting with environmental protection and caring for the local population. Candidates made many valid points identified from the Insert. Each of the identified points had to be exemplified to gain the full 4 marks, e.g., 'One role of the Netherlands-Project would be to help to support tourism, they would do this by using their contacts and destination management knowledge.'
- (b) This question was well answered. Many candidates explained the likely benefits for Netherlands-Project of working with other tourism organisations. Responses included providing joint funding, marketing, ideas and assistance with conflicts and appropriate solutions. Table B was used to mark this response and good marks were achieved by candidates explained a range of valid points, giving the significance of each point with a well-supported judgement.
- (c) This question was very well answered, most candidates discussed the possible economic benefits of tourism for destinations. Most common responses included a growth in income generation, more employment opportunities, a better multiplier effect and economic development for the support of infrastructure. Table C was used to mark this response and required candidates to provide detailed explanation of their points as well as a balanced account covering the significance of each of the valid points made. Good responses included evaluations made throughout the response and not just in the final paragraph. Better responses were supported by the use of examples and showed clear understanding of the question.

TRAVEL & TOURISM

Paper 9395/43
Destination Development and
Management

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