

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 contents of the syllabus. The questions on the exam paper will 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 they should have been 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 or extended writing responses, applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates should be prepared in the appropriate strategies needed so that they may access higher marks in the extended writing responses.

'No response' answers should be avoided where possible. The use of extension booklets should be carefully managed so that candidates are not simply using them for one- or two-word additions to answers.

General comments

The question paper reflects the changes that were made to the syllabus in 2024. The question paper consists of three questions and is worth 75 marks. 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 for guidance 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 then answers must refer to the topic in the question if AO2 (Application) marks are to be awarded.

The responses seen for this paper covered a range of marks and some candidates had few problems in answering the questions well. It was evident that in some parts of the paper knowledge about some topics was at times limited.

Candidates managed the extended writing questions reasonably well although some were restricted due to lack of evaluation. For extended writing questions, candidates may find it useful to develop a strategy for answering them. A good strategy is to identify and explain a relevant point, analyse it and then evaluate its significance.

There were a few No Response answers seen – candidates should attempt all questions on the paper.

Comments on specific questions

Question 1

- (a) This question was worth four marks and required a description of two standards which a hotel could use to determine that they operate with quality customer service in their reception areas. Responses demonstrated that standards was not widely understood by many candidates as they described methods of assessing customer service instead of discussing such things as telephones

being answered within a certain number of rings or always using a specific greeting for guests and so marks for this question tended to be quite low.

- (b) This part of the question was worth six marks and focused on the benefits to external customers of good customer service. One mark being given for each benefit and a second being given for the way that it helped external customers. Problems with this question seemed to be in two main ways – firstly responses needed to focus on external customers not the organisation and secondly there should have been no mention of internal customers. Those who answered the question directly gained marks very effectively.
- (c) This question was a two-part question with each part worth three marks and again understanding the wording of the question was crucial. Candidates were explaining **one** benefit to internal customers of a safe working environment and training. Candidates who identified a benefit and then gave a detailed explanation gained full marks. Common problems amongst candidates included giving brief descriptions of a number of benefits or bringing external customers into their answers – neither of which gained any marks. Responses discussing training better than those for a safe working environment.
- (d) This was a longer extended writing question worth nine 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 asked to discuss how hotels could be affected by changing attitudes and tastes in customers. Expected responses would be to focus upon how customers want sustainability, or they want additional services such as spas. Candidates tended to describe how customers perceptions about hotels could be changed due to social media reporting although many did include issues of sustainability. It was not uncommon to see responses mistakenly describing how the changing values of hotels could affect customers.

Question 2

This question was based on Fig. 2.1 in the Insert, information about Six Senses, an ecotourism resort.

- (a) (i) Answers to this question were mixed, few candidates achieved two correct definitions. Learned definitions were seldom seen – with few referring to the fact that to be sustainable it had to carry on into the future.
- (ii) The majority of responses scored full marks with most easily identifying two features of an all-inclusive resort.
- (b) Candidates scored good marks for this part of the question, most correctly suggested three benefits/advantages of Six Senses for local people. Candidates had obviously been well prepared on this topic and there were no problems noted. There were very few no responses questions or incorrect responses for this question. Once again candidates referred to the Insert to use in their answers.
- (c) This question was an extended writing question about overtourism. Most candidates scored at least one or two marks as most were clearly aware of overtourism and what it was and could suggest at least one major issue that may result – usually pollution or disturbing local people. Many analysed the issues and scored four marks, however, as with other extended writing questions actual evaluations were not common – not many candidates explained what they considered the most significant issue to be.
- (d) This question was an extended writing question, candidates were asked to evaluate the appeal of Six Senses for ecotourists. This was marked using Table D and was assessing Assessment Objectives AO2 (Application), AO3 (Analysis) and AO4 (Evaluation). Candidates were generally very good at explaining the appeal of the resort. Responses needed to be applied to Six Senses, and if they were not then the maximum mark available was six (three for analysis and a possible three for evaluation). Actual evaluation was rare and there very few reasoned evaluations – discussing for example the relative appeal of the factors was seldom seen. Many candidates included summary conclusions restating the points already made which gained no additional marks as they added nothing extra to the response.

Question 3

This question was related to Fig. 3.1 (Insert), photographs of forms of pilgrimages.

- (a) (i)** Defining the term pilgrimage was challenging for candidates. The idea of a journey or travel was missing from many explanations; some better responses did include it and offered an example – frequently Mecca or Rome and the Vatican.
- (ii)** This was very straightforward, and the majority scored the full two marks for identifying two reasons people may travel. No problems were seen here.
- (b)** Mixed responses were seen here from candidates. Sensory needs was less well understood than language differences and the needs of groups. Candidates quite often misconstrued sensory needs as mobility issues and wrote about ramps and wheelchair access.
- (c)** Mixed responses were seen to this question. Better responses identified features such as historic monuments, architectural styles, distinctive foods and art traditions. Others provided generic answers and achieved lower marks.
- (d)** This response was a piece of extended writing which was marked using Table D and was assessing AO2 (Application), AO3 (Analysis) and AO4 (Evaluation). The topic for the question was about the importance of educating tourists prior to going on a pilgrimage. Reasons for avoiding disrespect were frequently put forward. Lack of evaluation limited marks. Many candidates did not evaluate the significance of the reasons they had put forward and again summary conclusions failed to improve the scores.

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 will have covered a variety of topics from each part of the syllabus in a number of ways.

Candidates need to become familiar with the key command words used in the questions and they should have been 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, and extended writing responses which will be applying and interpreting source material or producing an analysis, evaluation or discussion of a topic.

Candidates should be prepared in the appropriate strategies needed so that they may access higher marks in the extended writing responses.

'No response' answers should be avoided where possible. The use of extension booklets should be carefully managed so that candidates are not simply using them for one- or two-word additions to answers.

General comments

The question paper reflects the changes that were made to the syllabus in 2024. The question paper consists of three questions worth 75 marks instead of 100. The style of 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 for guidance 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 then answers must refer to the topic in the question if AO2 (Application) marks are to be awarded. The marking tables can be found within the mark schemes.

The responses seen for this paper covered a range of marks and some candidates had few problems in answering the questions well. It was evident that candidates had generally been very well prepared for the paper and knowledge of the topics was comprehensive.

Candidates attempted the extended writing questions reasonably well although more reasoned and detailed evaluation is necessary for higher marks. For extended writing questions, candidates may find it useful to develop a strategy for answering them. A good strategy is to identify and explain a relevant point, analyse it and then evaluate its significance.

Candidates should ensure that they read questions carefully and that their answers are relevant and in context for the question asked.

There were a few No Response answers which should be avoided.

Comments on specific questions

Question 1

This question was based on Fig. 1.1 (Insert), photographs of conference venues.

- (a) (i) This question required candidates to give two examples of business tourism. The majority of candidates achieved two marks for this question. Most responses gave meetings/conferences or exhibitions.
- (ii) The second part required candidates to identify two facilities that a conference venue could provide for business tourists and again the majority of candidates achieved the two marks available. No significant problems were identified.
- (b) This part of the question was worth 6 marks and required explanations of three ways that business tourists can use technological advances. No problems were identified although in some cases candidates identified the technological advance but did not give an explanation of how this could be used by business tourists. In a few cases candidates suggested that the technological advances could mean they could work from home which was not answering the question – business tourists travel so they could have said that online meeting applications could be used as a way to include others in their conferences.
- (c) This question required candidates to explain two positive economic impacts. Candidates needed to identify an economic impact and then give a detailed explanation of how it impacts destinations. The majority of responses scored between three and six marks. The lower marks for this question were because the explanations in some cases were too brief. Explanations should contain two elements, for example, employment is provided from increasing use of conference centres or hotels (one mark for the impact) this means that people have an income to support their lifestyle (one explanation mark) and by spending money in the area there will be money available to support other businesses (one explanation mark).
- (d) This was a longer extended writing question worth nine marks and was marked according to Table D and assessed AO2 (Application), AO3 (Analysis) and AO4 (Evaluation). This question referred to the venues in Fig. 1.1. Some responses referred to MICE venues generally and so scored fewer marks than those who discussed what could be seen in the photographs. Successful candidates explained the suitability of both venues. Reasoned evaluation of different factors in sustainability such as access and technical support facilities, was rarely seen. Evaluation was generally limited.

Question 2

This question was based upon Fig. 2.1 (Insert) information about the Taj Mahal.

- (a) This question was answered well by all candidates. The majority of candidates identified four benefits to local people and achieved the full four marks. Candidates clearly understood the benefits of the tourist attraction for local people.
- (b) Candidates had to explain how three given ways could contribute to sustainable management of the Taj Mahal. Two marks were available for each of the three ways. Limiting ticket numbers was the answered well, candidates clearly understood the problems of over tourism and most achieved two marks. Fewer responses demonstrated understanding of the importance of an air quality monitoring system, with most commenting it would reduce pollution. Varying ticket prices produced a mixture of responses with many suggesting it was a way to make more money, which does not relate to sustainability, rather than being a method to keep large numbers from specific places to control overcrowding and reduce chances of damage.
- (c) This was an extended writing question. As such a third of the marks were reserved for evaluation and as in the other extended writing questions, evaluations were infrequent and not very successful. In this question many candidates showed a great deal of knowledge and understanding of the topic which they successfully applied to the Taj Mahal, and many successfully analysed points made.
- (d) This question was an extended writing question worth nine marks and was marked in accordance with Table D as it was evaluating the appeal of the Taj Mahal – it was therefore assessing AO2

(Application), AO3 (Analysis) and AO4 (Evaluation). Again, although evaluate was the command word, evaluation was rarely seen. Many candidates used their own knowledge together with the Insert to suggest why the Taj Mahal had an appeal as a visitor attraction and many could successfully analyse the reasons for appeal – reasoned evaluations indicating the most important aspect of appeal or discussing the significance of points was seldom seen. Many candidates wrote summary conclusions which repeated what they had already said. Some responses were off topic and explained the appeal for locals rather than for tourists.

Question 3

- (a) (i) This question required the term tour operator to be defined for one mark. This seemed to be quite demanding for many candidates, learned definitions were rare and responses often stated it was someone who organised a tour rather than putting together holidays.
- (ii) This question called for three benefits to tourists of using local guides, most candidates scored the full three marks. Some responses went away from the focus of benefits to tourists and gave the benefits to the guides instead.
- (b) Varied responses were seen – as long as candidates remained on the topic which was how an adventure tour operator could manage the health and safety of its internal customers then the marks were generally good. Some responses did not focus on internal customers and instead focused on the benefits to external customers which was not creditworthy.
- (c) Responses to this question were similar to **3(b)** in that the focus was not always on why quality customer service is important to external customers and sometimes strayed into reasons why it is important to the organisation. As long as responses remained focused on the importance of quality customer service for external customers they usually scored between 4 and 6 marks, depending on the detail in the explanation given for each reason.
- (d) This was question was worth nine marks – another extended writing question marked with Table C as it was examining the impact on remote areas of sustainable tourism development. The impacts discussed should focus on the positive which are the main impacts with maybe some reference to some potential negative impacts. Those candidates who recognised this and structured their responses to cover this scored good marks. As with the other extended writing questions it was a lack of evaluation which would restrict marks to a ceiling of six for this question. Some reasoned evaluations of the relative strengths of the impacts identified were seen and these scored seven or eight marks.

TRAVEL & TOURISM

<p>Paper 9395/13 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 various ways.

Candidates need to become familiar with the key command words used in the questions and they should 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 should be prepared in the appropriate strategies needed so that they may access higher marks in the extended writing responses.

'No response' answers should be avoided where possible. The use of extension booklets should be carefully managed so that candidates are not simply using them for one- or two-word additions to answers.

General comments

This is the third series of exams using the updated syllabus and exam paper and it is clear that not all are familiar with the new structure. 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 for guidance with two or three marks available for each assessment objective being assessed in the question. The marking tables can be seen within the mark scheme. 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 then answers must refer to the topic in the question if AO2 (Application) marks are to be awarded. There are also need needs to be a clear evaluation not just a conclusion if the AO4 (Evaluation) marks are to be achieved.

The responses seen for this paper covered a range of marks and some candidates had few problems in answering the questions well. It was evident that candidates had generally been very well prepared for the paper and their knowledge of a number of topics was comprehensive.

Candidates attempted the extended writing questions well although more evaluation is necessary for higher marks. For extended writing questions, candidates may find it useful to develop a strategy for answering them. A good strategy is to identify and explain a relevant point, analyse it and then evaluate its significance.

The customer service questions (part of Questions 1 and 3) were dealt with competently and showed a high degree of knowledge and understanding.

There were very few No Response answers seen which showed candidates were well prepared to attempt all questions on the paper.

Comments on specific questions

Question 1

This question was based upon Fig. 1.1 (Insert), information about Niagara Falls.

- (a) (i) This question was an identification of the type of attraction found in Fig. 1.1 and was generally well answered – natural attraction being the most frequent response which was correct.
- (ii) This question required candidates to suggest three reasons why people would travel to Niagara Falls and responses showed a good understanding of what was there with most suggesting sight seeing or adventure tourism.
- (b) This part of the question was worth 6 marks and focused on the reasons why visitor attractions use online booking. This was done well, most candidates were very familiar with online actions and achieved good marks. A common error was including external customers instead of applying it to the visitor attraction.
- (c) This was an extended writing question worth six marks and was applied to Niagara Falls, it was marked using Table B. Application, analysis and evaluation are all marked separately, and each is worth two of the six marks. As in many other extended writing questions, evaluations were seldom seen – candidates often included summative conclusions but these are not acceptable as an evaluation. Many candidates showed applied knowledge and understanding about the ways that Niagara Falls may become sustainable and quite often successfully analysed the points they were making. However, few evaluated and so a mark of four became the most common mark achieved.
- (d) This was a longer extended writing question worth nine marks and was marked according to Table C and assessed AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). It was examining procedures, routines and performance standards and their importance for internal customers. The most successful candidates took each of these in turn explaining and analysing them using examples to highlight their points. As previously stated in **1(c)**, evaluations were rarely seen. Very few candidates stated which was more significant or why so a mark of six was regularly seen.

Question 2

This question was based on Fig. 2.1, (Insert), information about Japan.

- (a) (i) This question was answered very well, most responses correctly explained that domestic tourism was travel within the home country.
- (ii) Similarly, this question was answered well. Candidates clearly understood domestic tourism and easily suggested three benefits of domestic tourism for Japan.
- (b) This was a question about rail transport and the benefits it brought to visitors to Japan. It was a six-mark question with two marks available for each point – one mark for identification of a benefit and a second for the explanation. Candidates were well-prepared for a transport question. Most responses scored good marks with large numbers clearly stating and explaining the benefits of rail travel for visitors to a country.
- (c) This was also a six-mark question, although this time two reasons were required to explain why most visitors to Japan come from other Asian countries. For this question, one mark was available for the identification of each reason and up to two further marks for the explanations. Most candidates suggested two correct reasons and gave some accompanying explanation. Explanations were not always detailed enough for the additional two marks, each explanation should contain two distinct elements to achieve both marks available.
- (d) This question was an extended writing question about visas and entry requirements and their usefulness in controlling tourist access to places. It was marked in accordance with Table C as it was a nine mark question and was assessing AO1 (Knowledge and Understanding), AO3 (Analysis) and AO4 (Evaluation). Many candidates used their knowledge and understanding to explain the usefulness of visas and other entry requirements and then moved on to analyse each

point made. A lack of evaluation was again the issue; reasoned evaluations of the importance or significance of each reason was rarely found. Many candidates wrote summative conclusions but these were often just recapping what had already been stated. Better responses included some evaluation, often stating 'this is important because...' which gained some credit.

Question 3

- (a) Many candidates answered this question well, motivation factors was well understood and many responses achieved the full four marks for this question.
- (b) Candidates who clearly understood the needs of families scored well on this question. Developmental marks were gained by those who linked the identified family need with a family friendly provision such as children's menus. Very often responses achieved the full six marks for the question. Weaker responses described the needs of restaurant customers in general.
- (c) Responses to this question were good. Candidates had a thorough knowledge of sustainability, many answers referred to avoiding the use of plastic, waste minimisation and renewable energy sources, these were then well explained in the context of a restaurant.
- (d) This nine-mark question was generally answered well. It was about the influence of the media on the growth of sustainable tourism. The command word for the question was assess so answers needed to contain some judgements which would make it easier for candidates to access the evaluation marks. Candidates needed to refer to a variety of media – not just social media and those who recognised this, structuring their responses to include other forms of media and not just online sources scored better. As with the other extended writing questions it was the evaluation which limited marks. Conclusions that summarised or were merely repetitive did not gain any marks. Reasoned evaluations of the relative strengths of media influences did gain marks.

TRAVEL & TOURISM

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

Key Messages

- Centres should ensure they are using the correct version of the syllabus.
- To gain Level 3, all of the required aspects must be included in good detail.
- Candidate coursework record cards must be attached to the correct individual portfolio.
- Centres should include correct paperwork.
- If internal moderation has taken place, these agreed marks should be clearly entered as the final mark.
- The coursework portfolio must be completed on an individual basis.
- All coursework should be clearly annotated by the marker.

The syllabus gives details for each of the Assessment Objectives to be completed by learners. All of the required aspects to be included in each portfolio are listed on the left-hand side of each page for each Assessment Objective. It is suggested that centres allow their learners to see the syllabus to support full understanding of the required aspects. Portfolios should follow the suggested format of AO2 – working in a team, AO3 – choosing the event, AO1 – the business plan and finally AO4 – running and evaluating the event.

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 that has been written by another candidate (e.g. a poster or ticket) must be clearly labelled and made explicit for the marker.

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

Where a centre had marked too leniently across the bands or where key evidence was missing this resulted in marks being scaled downwards.

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 forwarded
- 11 – 50 entries – 10 portfolios to be forwarded
- 51 – 100 entries – 15 portfolios to be forwarded
- 101 – 200 entries – 20 portfolios to be forwarded
- 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 are often clearly recorded. However, on occasion these were too brief and did not explain actions by group members.

Some candidates did not include personal logs to show individual actions taken. These should be included in order that a candidate may be awarded marks in Level 3. An individual log may be a personal blog or written/electronic diary. This is separate from the minutes and is not a journal of the whole of the team.

AO3 Choosing an event

The most successful feasibility studies included SWOTs as well as details of customers, costings, risks and a simple concept plan. Where aspects 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, even though much research was in evidence.

Candidates must also 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 to achieve Level 3 for 11 or 12 marks. Please note that the business plan should be completed before the event and therefore should be written in the future tense.

AO4 Running and evaluating the event

There was 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, however, a signed witness statement by the tutor/teacher should be included for **all** candidates.

Evaluation and recommendations

Many candidates gave interesting and informed descriptions of their events. It is important that candidates understand the difference between a description and an evaluation. Simply describing the event does not allow for the higher mark bands. AO4 states, 'The work contains a comprehensive and detailed evaluation of both the candidate's own performance and the team's performance at all stages of the event.'

There was evidence of detailed personal perceptions, team reflection and witness statements. Some portfolios included good analysis of questionnaires to gain customer feedback. Stronger portfolios included evaluative statements rather than descriptive ones. 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 are reminded to ensure their answers are written clearly as handwriting legibility is important.
- Candidates should be familiar with the marking grids so that they can understand how to develop extended answers in **Questions (b) and (c)** appropriately. Candidates should also understand the difference between questions that require knowledge with understanding, and questions that require application. Applied answers must use information from the case study within the context of the question; knowledge with understanding questions can use more generalised information in the answers given. The rule of three is still important – at least three different points should be made in response to all extended answer questions. Once each point made has been explained, candidates should analyse the significance of the point and provide evaluation or judgement within the context of the question.

General comments

Candidates should have broad knowledge of all of the syllabus content in order to prepare for the examination. Weaker candidates tend to write similar answers to multiple questions, showing generic knowledge about marketing, but not the specific context of the questions set. It is difficult for candidates to score well if they do not answer the question that has been asked.

Comments on specific questions

Question 1

This subset of questions was based on information about Tartu, in Estonia, and the city's status as European Capital of Culture in 2024.

- (a) Candidates are expected to be familiar with the roles played by national tourism organisations. Candidates mainly mentioned promotional activities and hosting events to score the marks, although not all responses explained how these roles were carried out to gain the second mark.
- (b) This question acted as a good discriminator, with better performing candidates demonstrating good understanding of SWOT analysis and the ability to use information from the case study in an applied manner. There was a high incidence rate of candidates misreading the question, with many assessing Tartu's sustainability as a cultural destination, rather than as the question asked – its suitability. This had a marked impact on the responses given and the ability to credit the answers, if they did not relate to SWOT. At the lower end of performance, responses were generic about what cultural assets Tartu offers, but with no reference to SWOT categories. Weaker candidates also seemed to confuse threats with weaknesses and vice versa.
- (c) This question was not answered well. This is an example of where candidates wrote generically about those aspects of marketing they do understand, rather than answering the question that had been set. Common answers focused on selecting the correct target market or copyright issues for brand logos and slogans, rather than referring to the specific challenges of branding listed in Section 6.4 Challenges in branding destinations on page 25 of the syllabus. This resulted in low scores for many candidates for this 12-mark question.

Question 2

The second case study on this paper centred on the rebranding of Eswatini and the attendance of the Eswatini Tourism Authority (ETA) at the International Tourism Fair in Serbia. This case study seemed to pose a few challenges for lower performing candidates.

- (a) This question was answered well. The majority of candidates were confident in reasons around increasing visitor appeal based on the change in name of the country. Weaker responses did not always include a second likely reason for creating a new brand identity.
- (b) This question was not answered well. The concept of public relations as a marketing communications method was not well understood. There were some good answers, linked to sponsorship and the creation of good will. Many candidates made the assumption that PR is synonymous with joint marketing. Where knowledge about PR was lacking, it was difficult for candidates to suggest viable benefits of this as a communications method; instead, there were many responses that discussed the benefits of social media as a communication method which was not the question asked.
- (c) This question acted as a good discriminator. It required candidates to use information from the case study to discuss the aims of the market research carried out by the ETA. There were many good answers, using key information about the existing European target market and how the Tourism Fair in Serbia gave key data about likely customers. At the lower end, there was evidence of the good knowledge candidates had about market research in general, with responses explaining the differences between primary and secondary market research techniques, and between qualitative and quantitative data. The lack of application to the question limited the number of marks gained for this 12-mark question.

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

- Candidates are reminded to ensure their answers are written clearly as handwriting legibility is important.
- Candidates should be familiar with the marking grids so that they can understand how to develop extended answers in **Questions (b) and (c)** appropriately. Candidates should also understand the difference between questions that require knowledge with understanding, and questions that require application. Applied answers must use information from the case study within the context of the question; knowledge with understanding questions can use more generalised information in the answers given. The rule of three is still important – at least three different points should be made in response to all extended answer questions. Once each point made has been explained, candidates should analyse the significance of the point and provide evaluation or judgement within the context of the question.

General comments

Candidates should have broad knowledge of all of the syllabus content in order to prepare for the examination. Weaker candidates tend to write similar answers to multiple questions, showing generic knowledge about marketing, but not the specific context of the questions set. It is difficult for candidates to score well if they do not answer the question that has been asked.

Comments on specific questions

Question 1

This subset of questions was based on information about how the Japan National Tourism Organisation (JNTO) market business tourism in Japan.

- (a) Candidates were familiar with some of the ways brand identity can be created, and many used information from the case study to identify the more obvious ways of using a brand slogan and a brand name. The explanations tended to be quite generic rather than being related specifically to the creation of a brand identity for business tourism as asked in the question.
- (b) This question acted as a good discriminator, with better performing candidates demonstrating good understanding of brand positioning techniques, using the applied context of Japan to answer the question. The best answers took information from the case study material about business tourism events, such as the World Expo, and evaluated the positive impact this would have on brand reputation and brand image, thus attracting more business tourism in the future. Weaker responses tended to be less applied, identifying the elements of brand image or creating a Unique Selling Point, without application to the context of Japan or to the context of business tourism. The weaker candidates were unfamiliar with the concept of brand positioning and wrote of extending tourism revenues by attracting repeat visits from business tourists, returning as leisure visitors, which did not answer the question.
- (c) This question was answered well. Most candidates understood what key performance indicators are and the best answers evaluated which KPIs were most important in establishing brand success. Judgements were made linked to increased brand awareness and positive changes in customer spending, length of stay etc. Some responses used the applied context of Japan here, which was not necessary, but which still allowed candidates to access marks. Weaker responses

analysed individual KPIs but often did not link this back to the destination brand e.g., the more popular a destination is, the more tourism jobs are created. The association with how the destination brand affects popularity is missing here. At the lower end of performance, candidates confused the list of KPIs from Section 6.5 (b) of the syllabus, with the methods used to monitor the effectiveness of the brand from Section 6.5 (a) and thus could not gain marks for this question.

Question 2

The second case study on this paper centred on the destination of Monserrat and how the destination is marketed.

- (a) This question was answered well. The majority of candidates were confident in their knowledge of what a visitor profile is and many chose booking methods and choice of products and services as a way that Monserrat could use visitor profiling in targeting visitors. Weaker answers mistook this for a market segmentation question and did not score marks.
- (b) This question was a good discriminator. There were some very good answers, which clearly defined owned media and evaluated a range of the benefits that owned media offers over other media types from a knowledge basis, mainly focusing on the benefits of cost saving and control. Judgements that recommended NTOs should use a range of different media types to maximise the benefits of communicating destination brand identity to potential visitors scored highly. Weaker responses treated this question as an evaluation of using a website to communicate with customers, based on the applied context that Monserrat's Tourism Division has created a website for potential visitors. Only answers which related specifically to the benefits of owning the website were credited in these instances.
- (c) This question required candidates to use information from the case study to discuss the challenges posed by destination image being affected by social and environmental factors, including natural disasters. There were some excellent applied answers which used information about the volcanic history of Monserrat and its vulnerability to climatic events such as hurricanes within their evaluation of the environmental factors. Better answers also used the information from the case study that Monserrat has a small population and a comparatively high influx of visitors to assess the likely social impacts on the destination's brand image – the risk of overtourism featured well in these types of evaluation. At the lower end of performance, candidates discussed general negative environmental impacts e.g. pollution, with no basis from the case study to achieve the AO2 application marks.

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<p>Paper 9395/33 Destination Marketing</p>
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There were too few candidates for a meaningful report to be produced.

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

Key messages

- Candidates should be familiar with the syllabus content.
- 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 where applicable.
- The question does not need to be repeated at the start of the response.
- Candidates should answer only the question that is being asked.

General comments

There were two case studies with 25 marks per case study set over three questions. The first case study covered Barbados an island in the Caribbean. The second case study covered South Korea.

Marking for this assessment used a points-based grid. Four tables are used to mark the extended responses of 9 or 12 marks. These are Table A (testing Assessment Objectives 1, 3 and 4 for a total of 9 marks), Table B (testing Assessment Objectives 2, 3 and 4 for a total of 9 marks), Table C (testing Assessment Objectives 1, 3 and 4 for a total of 12 marks) and Table D (testing Assessment Objectives 2, 3 and 4 for a total of 12 marks). Candidates include the following in their responses:

The response has valid points with explanations.

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

The response contains an evaluation/recommendation or judgement of each of the valid points, this can be made throughout the response and not just as a conclusion at the end.

Candidates showed a reasonable range of knowledge and understanding of the key tourism industry definitions. Some understanding was demonstrated of the different impacts of tourism and the roles of tourism organisations. 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 reasonable grasp of the syllabus but do not always apply their knowledge accurately to the question posed.

Responses that do not include discussion of the significance of valid points or any judgemental summaries are not awarded high marks.

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

Comments on specific questions

Question 1

- (a) This was well answered; most candidates explained two roles of an inbound tour operator. Each of the identified points had to be exemplified to gain the full four marks. Most common responses included – to create a package trip and to sell different products and services such as guides and trips to visitor attractions. On occasion, for the second point, candidates repeated their first identification but this did not gain a second mark. Some candidates confused the role of inbound operators with that of domestic operators.
- (b) There was a reasonable response to this question. Candidates were asked to assess why planning controls are important to Barbados. Many candidates used the Insert to good effect linking responses to the national building code. It was clear that some candidates were unfamiliar with the term planning controls and did not answer the question correctly. This was a 9-mark question and assessed AO2, AO3 and AO4. Table B was used to mark this response and good marks were achieved by candidates explained a range of their valid points, giving analysis of each point followed by a well-supported evaluation.
- (c) This question was reasonably well answered. Candidates were asked to evaluate the ways that tourism can prevent a loss of culture in destinations. Many candidates accurately covered the preservation of customs and crafts, bonding and social integration. Most common mistakes included discussing economic impacts rather than culture. Table C was used to mark this response and required candidates to provide detailed explanation points as well as a balanced account covering analysis of each of their 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 reasons why tourism research is a priority for MCST. Each identified point was awarded one mark with a further mark for explanation. Most common responses included to understand the needs and wants of customers.
- (b) This question was well answered. Many candidates explained the benefits for NTOs of working with other commercial and non-commercial organisations. Some candidates explained the difference between the different organisations which was not awarded marks. Table A was used to mark this response. Those candidates that explained and analysed their valid points gained marks. If candidates gave an evaluation of each of their analysed points more marks were achieved. Better responses included evaluations made throughout the response and not just in the final paragraph. Most common responses included helping with planning, finances and staffing.
- (c) This question was reasonably well answered; most candidates explained why environmental objectives should be included in key tourism practices in South Korea. Most common responses included the importance of the environment for all tourists. Many candidates highlighted the regeneration and preservation of the landscape including the protection flora and fauna. Table D was used to mark this response and required candidates to provide detailed explanation points as well as a balanced account covering an analysis of each of their 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.

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

Key messages

- Candidates should be familiar with the syllabus content.
- 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 where applicable.
- The question does not need to be repeated at the start of the response.
- Candidates should answer only the question that is being asked.

General comments

There were two case studies with 25 marks per case study set over three questions. The first case study covered the Galapagos Islands. The second case study covered Mexico City.

Marking for this assessment used a points-based grid. Four tables are used to mark the extended responses of 9 or 12 marks. These are Table A (testing Assessment Objectives 1, 3 and 4 for a total of 9 marks), Table B (testing Assessment Objectives 2, 3 and 4 for a total of 9 marks), Table C (testing Assessment Objectives 1, 3 and 4 for a total of 12 marks) and Table D (testing Assessment Objectives 2, 3 and 4 for a total of 12 marks). Candidates include the following in their responses:

The response has valid points with explanations.

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

The response contains an evaluation/recommendation or judgement of each of the valid points, this can be made throughout the response and not just as a conclusion at the end.

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 stimulus materials. 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.

Responses that do not include discussion of the significance of valid points or any judgemental summaries are not awarded high marks.

There were occasions when handwriting was difficult to read, centres should encourage candidates to 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 commercial organisation in destination management. Each of the identified points had to be exemplified to gain the full four marks. Most common responses included – to make a profit and to stay competitive. On occasion, for the second point, candidates repeated their first identification but this did not gain a second mark.
- (b) There was a reasonable response to this question. Candidates were asked to assess the ways to prevent negative environmental impacts of tourism on the Galapagos Islands. Many responses included setting a carrying capacity, educating visitors and zoning. This was a 9–mark question and assessed AO2, AO3 and AO4. Table B was used to mark this response and good marks were achieved by candidates who explained a range of their valid points, giving analysis of each point followed by a well-supported evaluation.
- (c) This question was reasonably well answered. Candidates were asked to discuss the economic benefits of allowing more cruise passengers to visit destinations. Many candidates accurately suggested jobs and multiplier effect for when cruise passengers visited the destination. Most common mistakes included the economic benefits to the cruise companies. Table C was used to mark this response and required candidates to provide detailed explanation points as well as a balanced account covering analysis of each of their 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 a National Tourism Organisation (NTO) in destination management. Each identified point was awarded one mark with a further mark for explanation. Most common responses included an NTO helps to develop tourism in the destination, marketing and promotional work and by offering advice, guidance and some funding.
- (b) This question was reasonably well answered. Many candidates explained political objectives including enhancing the destination's image, improving its reputation and developing international relations. Table A was used to mark this response. Those candidates that explained and analysed their valid points gained marks. If candidates gave an evaluation of each of their analysed points more marks were achieved. Better responses included evaluations made throughout the response and not just in the final paragraph.
- (c) This question was reasonably well answered; most candidates explained the sociocultural benefits to Mexico City of preserving cultural and historical landmarks. Most common responses included helping with cultural identity, bonding and preservation of customs and crafts. Some candidates confused sociocultural impacts with environmental and economic ones which were not creditable. Table D was used to mark this response and required candidates to provide detailed explanation points as well as a balanced account covering an analysis of each of their 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.

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Paper 9395/43
Destination Development and
Management

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