

TRAVEL & TOURISM

Paper 9395/11
The Industry

Key messages

In order to achieve a good result in this examination candidates need to be familiar with the demands and contents of the syllabus. Candidates need to be familiar with the key command words used in the questions and should have prepared ways of answering a variety of types of questions on topics contained within the syllabus.

Candidates should be made aware of the appropriate strategies needed in order to access the higher level marks in the level marked responses. 'No response' answers should be avoided.

General comments

Candidates demonstrated a good range of knowledge of the travel and tourism industry and the syllabus topics – questions about customer service were particularly well answered. Candidates responded to questions in a competent manner and there were very few 'no response' answers.

Candidates producing higher scoring answers had supplemented their answers with comments and examples from the industry, evidencing a thorough understanding and personal knowledge of the subjects in the paper. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Many candidates successfully addressed the issues posed by the various questions. Levels questions showed a good level of detail and many candidates achieved Level 3 marks. Few responses were seen at Level 1.

The stimulus materials were accessible and interpreted well by candidates. Candidates should also continue to draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

Comments on specific questions

Question 1

- (a) The responses showed candidates clearly understood the needs of customer types. The majority of candidates achieved good marks and suggested things that could be provided in the theatre for the two groups/types of customers.
- (b) This part of the question achieved relatively high marks as candidates clearly understood easily suggested three ways a theatre could use information technology to achieve its business aims. If marks were lower it was generally because the candidates response did not refer to possible business aims or the responses were less detailed.
- (c) This part of the question required candidates to explain ways that a theatre could overcome the issue of perishability. Responses varied in quality, those that clearly understood the idea of perishability tended to score highly. There were up to two marks available for a detailed explanation of each identified way. When marks were lower it was because the explanations were not so detailed or because the candidate was not sure about the topic of perishability. A number of responses were focussed on intangibility instead.
- (d) Responses varied in quality, and few achieved high marks. The question required candidates to discuss the benefits of good customer service for external customers of a theatre. Very few

responses seen were focussed on the question asked. Most responses did not focus on external customers and instead discussed the benefits of good customer service to the theatre. For this reason most responses seen achieved low Level 2 and Level 1 marks. When a response did focus on the benefits to external customers they tended to be very good and were achieved high marks.

Question 2

- (a) (i) This question was not answered well. Very few candidates demonstrated knowledge of what a consular service provider was and so could not be credited with any mark. The vast majority of candidates referred to tour operators or travel agents incorrectly.
- (ii) This question required three examples of services offered by consular service providers and was not answered well. Some candidates did suggest possible services whilst not really knowing what a consular service provider did. Again most candidates offered suggestions about the services offered by travel agents or tour operators.
- (b) Responses seen for this question were mixed. Candidates who understood the role government can play in tourism development achieved good marks. A number of responses did not demonstrate familiarity with the role of government and so the possible methods suggested were often more appropriate to private companies such as hotels being built. Better responses listed infrastructure developments, use of national tourism organisations and providing training/education for local residents.
- (c) Responses were varied in depth and achievement. There were also a number of no response answers to this question. Responses demonstrated a lack of clarity about the meaning of the term 'market driven'. Those responses which achieved higher marks demonstrated a good understanding of the term 'market driven' and gave a good explanation.
- (d) There were three aspects to this question which needed addressing – growing consumer demand for sustainable tourism and the way this has impacted the tourism industry. Some responses referred only to growing consumer demand and the impact that had on tourism, not taking into account the sustainable aspect of the question. Others responses simply discussed/described the impact of sustainable tourism. The best responses integrated some comments about growing consumer demand for sustainable tourism and how this has impacted the industry specifically.

Question 3

- (a) Responses for this question were mixed. Better responses explained what the two ancillary services were that had been identified. Those achieving only two marks did so because there was either no explanation/description included or only one example was included. Quite a large proportion of the responses showed limited knowledge of ancillary services available within tour operations.
- (b) Several responses showed limited understanding of what a dedicated account manager is. The other two parts of the question presented little difficulty.
- (c) This question was about the differences in business objectives between a commercial organisation (private sector) and a non-commercial organisation (public sector). Responses showed some confusion between the two and referred to public sector organisations as being the ones that were profit orientated.
- (d) This level of response question required explanations/discussion about how changes in the cost/quality ratio could benefit both tour operators and their customers. Marks achieved for this question were generally lower than other (d) questions. Most responses pointed out that if prices for facilities/services were altered – either improved and made dearer or changed to appeal to a budget niche – then this could either reduce or increase the numbers of customers using the tour operator and benefits customers because they have a greater choice available to them. There was little discussion seen in the responses and this restricted marks to level 2. Responses could have been improved by using some examples to try and emphasise the points being made.

Question 4

- (a) Most candidates used the insert information to good effect which resulted in high marks. There were no 'no response' answers.
- (b) Marks for this part of the question were also very high. Candidates had obviously been thoroughly prepared for this topic and easily identified and explained three methods the cruise company could use to give job satisfaction to their internal customers.
- (c) A short levels of response question requiring some assessment to access Level 3 marks. Most candidates competently explained the economic impacts that cruise companies may have had on a destination or gave detailed descriptions. Candidates knew what economic impacts would be likely but only a few gave any assessment. A few scored low marks and that was because they were writing about the impacts upon the cruise company rather than the destination which was required by the question.
- (d) This question was answered well. Most demonstrated a good understanding of social factors. Most responses were applied to cruising and made some comments linking the two.

TRAVEL & TOURISM

Paper 9395/12
The Industry

Key messages

In order to achieve a good result in this examination candidates need to be familiar with the demands and contents of the syllabus. Candidates need to be familiar with the key command words used in the questions and should have prepared ways of answering a variety of types of questions on topics contained within the syllabus.

Candidates should be made aware of the appropriate strategies needed in order to access the higher level marks in the level marked responses. 'No response' answers should be avoided.

General comments

Candidates demonstrated a good range of knowledge of the travel and tourism industry and the syllabus topics – questions about customer service were particularly well answered. Candidates responded to questions in a competent manner and there were very few 'no response' answers.

Candidates producing higher scoring answers had supplemented their answers with comments and examples from the industry, evidencing a thorough understanding and personal knowledge of the subjects in the paper. Candidates providing judgements and conclusions usually reached Level 3 and attained the higher marks. Many candidates successfully addressed the issues posed by the various questions. Levels questions showed a good level of detail and many candidates achieved Level 3 marks. Few responses were seen at Level 1.

The stimulus materials were accessible and interpreted well by candidates. Candidates should also continue to draw on a range of examples and ensure that their choices are appropriate to the context of particular questions.

Comments on specific questions

Question 1

- (a) Most candidates suggested four requirements that a family would have in order to have a satisfactory stay at a hotel. Most responses achieved the full four marks. Answers that were directed towards family requirements such as children's play areas were more appropriate than suggestions such as something vague such as 'good customer service'. If marks were lost it was because answers were more generic and not necessarily true requirements for a family.
- (b) This part of the question required three benefits of questionnaires to be explained. Candidates in the main scored highly on this question, most achieved the full 6 marks available. Good understanding of the technique was shown in the responses – customer service questions and feedback techniques usually do produce high marks.
- (c) This part of the question dealt with the ways that a hotel could improve the efficiency of their workforce. A number of responses only achieved four marks for this question because the explanations were not detailed enough.
- (d) This was a levels of response answer, the responses seen were generally good and marks were Level 2 and above. Those candidates who explained the importance of virtual tours to a hotel usually managed to access the Level 3 marks and some very good responses were seen from

candidates who also had a clear idea about the value of virtual tours. A number of candidates referred to the value of virtual tours for customers without applying their answer to the hotel situation.

Question 2

- (a) This question was done well. The majority of candidates explained two ways that a river cruise would appeal to the grey market. Most described the value of relaxation and used the insert to good effect.
- (b) Candidates easily explained ways that a river cruise company could maintain the health and safety of their customers. It was apparent that the insert had provided ideas which supplemented knowledge from their study of customer service and the needs of internal customers.
- (c) This part of the question was not answered as well as the other two questions as many candidates dealt with customer quality assurance techniques rather than market research techniques. Many candidates who did use market research techniques achieved 6 marks – 2 marks for identifying two correct methods and a further 4 marks for the detail in the explanations. In some responses the explanation was limited to customer service techniques and the explanations were then not always tailored towards the question.
- (d) This question required knowledge of the benefits of tailoring cruises to the budget and the luxury passengers and how some form of diversification may benefit cruise companies. Better candidates reached Level 3 marks as they could explain what the cruise company could do to reach these customers and the value of doing so to the company.

Question 3

- (a) (i) This question posed little difficulty candidates easily provided a definition of cultural tourism.
- (ii) Most candidates provided three examples of cultural tourism. There were very few responses seen that did not achieve the full set of marks for the question. If full marks were achieved it was usually because the type of example was too vague or there was some form of repetition in the response.
- (b) Most responses were clear about social factors and included explanation of the ones selected so achieving the full set of marks. Some candidates had included some form of economic factor in their response which was not asked for and therefore could not be credited. Occasionally political factors were included which were incorrect and again could not be credited with a mark.
- (c) Candidates clearly understood the question and showed some detailed knowledge about ways that tourists could be responsible in destinations. Marks were good with many responses achieving the full 6 marks available for the question. If marks were lower than this it was because explanations were not as detailed as they should have been to be worth the two marks available.
- (d) This question required explanation and discussion of the ways that built attractions may encourage cultural tourists. Marks achieved for this question were generally lower than other (d) questions on the paper. Few responses achieved Level 3 marks. Most responses attempted to explain the ways that built attractions may be used and encourage cultural tourists but there was little discussion which restricted marks to Level 2. Responses could have used some examples to try and emphasise the points being made.

Question 4

- (a) The majority of candidates described how volcanic eruptions and hurricanes could affect cruises. Candidates identified issues and gave good explanations.
- (b) This question was answered well with many candidates giving good ideas which they then explained well. Some candidates answered with relevance in other terms – such as adrenaline producing activities or gaining confidence because they could see other tourists doing the same activities safely.
- (c) This question required candidates to suggest activities that could be undertaken by tour operators in order to recover business which may have been lost due to eruption/hurricane. Candidates

generally showed a good awareness of suitable strategies which may be undertaken such as pricing and promotion strategies and generally good marks were again achieved.

- (d) This level of response question produced a wide range of marks – very few candidates achieved low marks as most could suggest/explain at least one reason why local guides could be beneficial. The most common answers were that they would have local knowledge and contacts which may make the experience better for the tourist. Better responses discussed the advantages to the tour operator and not the tourist.

TRAVEL & TOURISM

Paper 9395/13
The Industry

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Question 4

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- (b) Marks for this part of the question were also very high. Candidates had obviously been thoroughly prepared for this topic and easily identified and explained three methods the cruise company could use to give job satisfaction to their internal customers.
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TRAVEL & TOURISM

Paper 9395/02
Planning and Managing a Tourism
Event

Key messages

The coursework should be completed on an individual basis. Candidate log books or diaries should be included for team evidence and annotation on all course works should be included in order to show movement through the different mark bands. This will aid both the marker and the Moderator.

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. Centres should avoid providing a prescriptive template for candidates as this restricts individuality.

On the whole, candidate work submitted by centres clearly followed the syllabus guidance. These portfolios were generally well structured and presented in a clear and logical format. Centres should ensure that events are clearly embedded within a travel and tourism context.

Centres should note that candidate coursework must be completed as an individual project. Work that has been completed by another candidate must be clearly labelled and made explicit for the marker e.g., 'Santi created this webpage for our event.' Candidates cannot take credit for work that is not their own. Centres should encourage their markers to show annotation throughout the portfolios as this will assist Moderators and markers alike.

2.1 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.

2.2 Choosing the event

There were many thoughtful and detailed feasibility studies conducted by candidates with much research in evidence. 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. Candidates must include either a Bibliography or 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.

2.3 Produce a 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 of 2.3 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.

2.4 Preparing for the event

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

2.5 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 should be included for **all** candidates.

2.6 Evaluation and recommendations

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

TRAVEL & TOURISM

Paper 9395/31
Destination Marketing

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

TRAVEL & TOURISM

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

- Candidates should attempt all questions; there were a noticeable number of 'No Responses' across the paper.
- Weaker responses do not demonstrate the higher order skills of analysis and evaluation, with many at the bottom end of performance being only descriptive.

General comments

Overall candidates demonstrated good knowledge of the syllabus but often misread or interpreted many of the questions and so were demonstrating knowledge in the wrong places, answering questions that had not been asked, and repeating information from previous answers within the same subset of questions.

Some questions relate specifically to the Insert materials and some questions are asking for the demonstration of more generic knowledge. Many responses included significant amounts of text copied directly from the Inserts, which does not demonstrate the skills expected at this level.

Comments on specific questions

Question 1

The case study material for **Question 1** provided information about the 'Montenegro: Wild Beauty' brand. Most candidates found the case study accessible and used information from the Insert to help them answer the questions in this subset.

- (a) This was clearly asking for the syllabus reasons why destinations brand themselves. Better performing candidates used their knowledge of this part of the syllabus to score 2 marks for 'more appealing' and 'raise awareness' which were from the Insert but provided no explanation of these reasons within the context of Montenegro. A significant number of responses did not score marks with answers not related to the question.
- (b) Many responses focused on how to get more visitors generally, rather than specifically managing competition and so earned marks only for the idea of a USP. Better performing candidates developed their answers with descriptions of market and competitor analysis, and a few stated that KPIs were a good management tool. Rarely did candidates offer analysis on the significance or limitations of each method, and even more rare was a ranking of the effectiveness of the chosen methods.
- (c) Online communication is clearly well understood by candidates with different types and many benefits being identified. Better performing candidates explained the benefits (although some explained the concept rather than the benefit) and made some evaluative statements. The most common conclusion drawn was that online methods do not reach all demographics and so other methods are still valid, but few developed this evaluation fully. A number of candidates strayed in their answers from the idea that it was 'to raise awareness' as demanded by the question and so offered other benefits such as online booking which were not relevant and therefore did not gain credit.

Question 2

The case study materials in **Question 2** focused on the destination marketing opportunities identified for Bangladesh as a country. The information here was predominantly used effectively in answering the questions.

- (a) Despite two of the exemplar answers being provided in the Insert, many candidates did not earn marks as they gave answers about the general roles of government such as building infrastructure and providing funds/raising taxes etc. rather than the marketing-specific roles as guardian of the brand.
- (b) The concept of PEST was widely understood, although many candidates did not identify the relevant data from the Insert, and often those that did identify the information specific to Bangladesh did not go on to explain what it meant for the destination. The data given in the Insert was not analysed well at all, and was mostly overlooked by the candidates. Another issue with answers to this question was that a significant number of candidates concluded with the comment that other tools such as SWOT and Ansoff were also available to be used, but this was not within the scope of the question: candidates were asked to complete a PEST analysis, not analyse the benefits of PEST as an analysis tool.
- (c) This question was not answered well. There were few Level 3 responses, the best responses focussed on maintaining one brand message across all stakeholders and over time, to avoid confusion and mixed messages being given to potential visitors. Weaker responses focussed on the importance of brands generally and did not demonstrate familiarity with the phrase brand consistency.

TRAVEL & TOURISM

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| <p>Paper 9395/33 Destination Marketing</p> |
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Key messages

- Weaker responses do not demonstrate the higher order skills of analysis and evaluation, with many at the bottom end of performance being only descriptive and relying heavily on text copied directly from the Insert materials.
- Candidates should be familiar with all of the syllabus content, in order to understand which parts are being tested by each question. Many candidates misinterpreted the questions demonstrating knowledge in the wrong places, answering questions which had not been asked or repeating information from previous answers within the same subset of questions

General comments

Some questions relate specifically to the Insert materials and some questions are asking for the demonstration of more generic knowledge. Candidates must use the information from the case studies specifically where the question requires it. Careful reading of the questions would overcome some of these issues. Candidates must also understand that they should explain their answers in their own words. Copying text directly from the Insert materials does not demonstrate the required skills at this level of study.

Comments on specific questions

Question 1

The case study material for **Question 1** provided information the rebranding of Zanzibar. Most candidates found the case study accessible and used some information from the Insert to help them answer the questions in this subset.

- (a) Candidates tended to identify either the customer type that Zanzibar appeals to or the products and activities offered by the destination. Only the best performing candidates made the natural association between products/activities and the appeal to a specific customer type.
- (b) Most candidates demonstrated an understanding of what a USP was and the role it plays in differentiating one destination from another. The best answers were those where candidates also demonstrated an understanding of the concept of product positioning and recognised that Zanzibar aimed to use its beautiful beaches and its luxury accommodation as its USP to help position itself as a high-end honeymoon destination. At the lower end of performance, candidates often repeated some of their answers from **Question 1(a)**, stating that the cultural heritage acted as a USP for cultural tourists and beaches were a USP for nature lovers, but not explaining this in the context of the destination's product positioning.
- (c) This question required candidates to use information from the Insert material to carry out a SWOT analysis. Most candidates identified elements that act as strengths and opportunities; there was some confusion over the weaknesses and the threats, with lower scoring answers naming rival destinations as a weakness, and the lack of security as a threat. This demonstrated a lack of understanding that strengths and weaknesses are within the control of the destination, i.e. internal factors, whilst opportunities and threats are beyond the control of the destination, i.e. external factors. Also at the lower end of performance, answers mentioned alternative marketing analysis tools and techniques which could be used, although this was not required by the question, and could therefore not be credited.

Question 2

The case study materials in **Question 2** focused on the marketing of the El Salvador destination brand. The information here was sometimes used effectively in answering the questions.

- (a) Candidates needed to explain two reasons why slogans/taglines are important. Many tried to answer this within the applied context of El Salvador which made the question much more difficult. Better performing candidates stated that slogans and taglines helped with brand association and brand expectations as well as differentiating one brand from another.
- (b) Candidates recognised that the question required them to discuss the way in which social media can be used to a destination brand's advantage, without often referring to what shared media actually is. Many answers focussed on the cost saving to an organisation of using shared media as well as aspects such as global reach and the avoidance of time zone issues. The best answers were those where candidates also stated that followers can repost content so that it reaches a much wider potential customer base, thus raising awareness in ways the organisation cannot achieve by themselves.
- (c) This question was not answered well. Candidates were familiar with the concept of what a key performance indicator is but did not recognise that brand awareness can be a KPI in its own right. The majority of answers listed or described a range of other KPIs that NTOs might use to measure an increase in interest in a destination, but few answered the question set about measuring brand awareness as a KPI. This meant a large number of responses were limited to L1 identification marks only.

TRAVEL & TOURISM

Paper 9395/41
Destination Management

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

TRAVEL & TOURISM

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| <p>Paper 9395/42 Destination Management</p> |
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Key messages

Candidates should be familiar with the syllabus content for Paper 4 and should understand the context of which part of the syllabus is being tested by each question. Candidates do not need to repeat the question at the start of the response and should ensure that their handwriting is as clear and readable as possible.

General comments

There was good evidence that centres had prepared candidates well for the assessment. There were two case studies with 25 marks per case study set over three questions. The first case study covered Rwanda and the growth in responsible tourism. The second case study covered Desert Tourism a Destination Management Company (DMC) in Oman.

There were many instances of candidates writing lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set which limits the marks awarded. 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 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 who perform well in this examination use accurate industry terminology to help exemplify their points. The best responses demonstrate the higher order skills of analysis, evaluation and discussion and weigh up the significance of points made.

There were many successful candidates who produced concise, relevant information in their longer style responses. 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.

Finally, candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response. There was no confusion over rubrics and timing does not appear to have been an issue.

Comments on specific questions

Question 1

- (a) This was well answered; most candidates explained reasons why environmental impacts should be monitored in the national parks in Rwanda. Most common responses were to help preserve the wildlife and to assess any damage to the environment. Each of the identified points had to be exemplified to gain the full 4 marks.
- (b) There was a good response to this question. Candidates were asked to discuss how tour operators can encourage responsible tourist behaviour. Most responses included the need to educate visitors using a variety of methods such as through social media, brochures and meetings. When explanations or descriptions are not developed into fully discussed points, grades do not move into the higher mark bands.

- (c) This was well answered. Candidates were asked to evaluate sociocultural conflicts that tourism might bring to destinations such as Rwanda. Many candidates explained different conflicts including crime, loss of cultural identity, demonstration effect and commodification. Where candidates did not weigh up the significance of their points, the higher banded marks were not awarded. A detailed and relevant conclusion is required to gain the full 12 marks. On occasion candidates discussed environmental issues rather than sociocultural. Centres should ensure that these key terms are understood by candidates.

Question 2

- (a) This was reasonably well answered. Most candidates explained two reasons why a DMC must have excellent local expertise. Most common responses included, being able to ensure accurate information, making tailor-made bookings and to give the DMC a good reputation. Each of the identified points had to be exemplified to gain the full 4 marks.
- (b) This question was reasonably well answered. Many candidates explained the benefits to Desert Tourism of targeting specialised markets. Responses included to gain a higher market share, be more competitive and to expand their customer base. Some candidates did not weigh up the significance of the points made and therefore did not gain top marks. A relevant and detailed concluding paragraph was required to gain full marks. Some candidates confused the role of a DMC with that of the Omani Government.
- (c) This question was well answered, most candidates identified and explained why Oman should invest in the long-term benefits of tourism. Most common responses included the growth in the multiplier effect, community benefits such as funds for new projects, infrastructure and jobs. Without weighing up the significance of their suggested benefits, candidates were unable to gain the higher Level 3 marks. A relevant and detailed concluding paragraph was required to gain full marks.

TRAVEL & TOURISM

Paper 9395/43
Destination Management

Key messages

Candidates should be familiar with the syllabus content for Paper 4 and should understand the context of which part of the syllabus is being tested by each question. They do not need to repeat the question at the start of the response and should ensure that their handwriting is as clear and readable as possible.

General comments

There was good evidence that centres had prepared candidates well for the assessment. There were two case studies with 25 marks per case study set over three questions. The first case study covered the Kingdom of Eswatini. The second case study covered ecotourism in Rurrenabaque, Bolivia.

There were many instances of candidates writing lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set which limits the marks awarded. 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 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 who perform well in this examination use accurate industry terminology to help exemplify their points. The best responses demonstrate the higher order skills of analysis, evaluation and discussion and weigh up the significance of points made.

There were many successful candidates who produced concise, relevant information in their longer style responses. 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.

Finally, candidates are not credited with marks for weak or over simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response. There was no confusion over rubrics and timing does not appear to have been an issue.

Comments on specific questions

Question 1

- (a) This was reasonably well answered; most candidates explained two benefits of community led tourism initiatives. Most common responses included using tourism funds to provide benefits for the local community and allowing tourists to learn about local traditions and customs. Each of the identified points had to be exemplified to gain the full 4 marks.
- (b) There was a mixed response to this question. Candidates were asked to discuss reasons why staged authenticity may have negative sociocultural impacts on the Eswatini community. Some candidates simply explained negative sociocultural impacts whilst others explained the impacts of staged authenticity. Candidates should be encouraged to read questions carefully and avoid writing responses relevant to the syllabus but not answering the question. When explanations or descriptions are not developed into fully discussed points, grades do not move into the higher mark bands.

- (c) This was well answered. Candidates were asked to discuss the benefits of NTOs working with commercial organisations in countries such as Eswatini. Some candidates were not sure of the role of NTOs. Some candidates explained the benefits of NTOs and commercial organisations working together and answers included, assistance with marketing and promotions and working on joint initiatives such as new products and research. Where candidates did not weigh up the significance of their points, the higher banded marks were not awarded. A detailed and relevant conclusion is required to gain the full 12 marks.

Question 2

- (a) This was reasonably well answered. Most candidates explained two reasons why environmental monitoring is important for tourist destinations. Most common responses included, to gather data on the different species, to monitor the effects of human impacts and to establish trends or changes to the environment. Each of the identified points had to be exemplified to gain the full 4 marks.
- (b) This question was very well answered. Many candidates explained the economic impacts that a growth in ecotourism may have on the Madidi National Park. Responses included both positive and negative aspects such as, jobs, income, multiplier effect, leakages and over dependency. The best responses included a weighing up of the significance of the points made. A relevant and detailed concluding paragraph was required to gain full marks.
- (c) This question was well answered, most candidates identified and explained ways to prevent negative environmental impacts in Madidi National Park. Most common responses included zoning, setting carrying capacity and educating visitors. Without weighing up the significance of their suggested benefits, candidates were unable to gain the higher Level 3 marks. A relevant and detailed concluding paragraph was required to gain full marks.