

TRAVEL & TOURISM

Paper 0471/11
Core Paper

Key messages

- Source material was used very well by candidates.
- Many candidates applied their answers well to the context of the questions.
- Candidates need to develop their responses more extending their responses into explanation, as per the demands of the question, rather than offering further points that are also undeveloped.
- Candidates should be aware of the various command words used and the different demands of each.

General comments

For the most part candidates had good knowledge and understanding of the topics covered by this specification, although there is a need for candidates to improve their understanding of the role of governments in tourism.

There remains a need for candidates to develop stronger analysis and evaluation skills so that they are able to answer the longer answer questions using the required skills. Looking at the structure of the marks in the mark scheme can help with this.

Comments on specific questions

Question 1

- (a) This question was answered very well in most cases and the source material was used and interpreted well.
- (b) Many candidates answered this question well. The key message in the question was 'the three main'. A number of candidates gave a variety of different travel motivations rather than focusing on the three main ones and therefore were not credited marks.
- (c) Many candidates correctly focused on the context of the question, 'shopping tourists', and offered good responses. Others wrote about general services at the hotel and therefore were not answering in the context required.
- (d) There was evidence of confusion when considering the role of governments in tourism. Candidates should be able to distinguish between the roles of government and national tourism organisations. There were some very good answers to this question that candidates had developed well, clearly explaining how the way identified would develop or increase tourism in the country.
- (e) There were some good, well-developed answers to this question where candidates had successfully analysed the impacts. Other candidates came off topic and discussed economic benefits rather than social and cultural impacts e.g. money and jobs. Candidates are encouraged to carefully consider and note the context of the question before answering, one strategy for this could be to underline or highlight the main contextual points that need to be adhered to when answering.

Question 2

- (a) This question was answered well, and the candidates used the source material and map correctly.
- (b) There was evidence of some good understanding of the chain of distribution between tour operators and travel agents that clearly stated their roles and interdependency. Some candidates may need to improve their understanding of this area.
- (c) The majority of candidates had some understanding of the area of import leakage, however, in many cases candidates did not correctly expand their answers into description, evidencing a weakness in understanding of this topic area.
- (d) This question was answered very well, and most candidates developed their responses well, clearly explaining how the role identified impacted upon national tourism.
- (e) The responses to this question varied, most candidates were able to state one service however, very few were able to give two services. Some candidates did not stick to the context of the question 'at the destination'.
- (f) The response to this question also varied, many candidates were able to successfully identify possible reasons for the growth but in many cases, these were not developed in to analysis or evaluation. Candidates should be familiar with the requirements of these longer 6 mark questions, the structure of which remains the same every year.

Question 3

- (a) This question was answered very well and nearly all candidates were awarded full marks, evidencing very good knowledge and understanding.
- (b) This question was answered well, and candidates have good knowledge of flights and airlines. In most cases the responses were developed well. In some cases candidates did not develop the benefit identified further, instead giving further, undeveloped, benefits. Candidates should fully develop the point raised according to the command word of the questions, which in this case was explain.
- (c) This question was also answered well, and most candidates received full marks. Candidates need to improve their understanding of the term 'inflight' so that they do not discuss airport services rather than inflight services.
- (d) This question was answered reasonably well, however not all candidates explained the 'benefit' that they had identified, limiting their marks to 1 for each method of transport. Candidates need to develop their answer in accordance with the command word in the question.
- (e) Many candidates discussed services provided by airlines in general rather than being specific to the context of the question which was 'pilgrim tourists'. Candidates should consider the needs and wants of a variety of different tourists types which they can then apply to different travel and tourism products.

Question 4

- (a) This question was answered well, and the source material was used correctly.
- (b) This question was answered very well, and most candidates received full marks.
- (c) Candidates answered the package holiday part of the question well. Candidates did not have such a good understanding of insurance and airport transfers. Many of the responses for the 'insurance' part of the question missed the financial recompense/claim element of the description which is the main part of this product. For 'airport transfers' candidates were able to answer that this is transport, but many did not describe that this is between the airport and the tourists' accommodation.
- (d) This question was answered well, and the reasons were well explained.

- (e) There were some very well analysed and evaluated answers for this question, in other cases candidates were able to analyse the importance but missed the evaluation, limiting their marks.

TRAVEL AND TOURISM

Paper 0471/12
Core Paper

Key messages

- Source material was used well by candidates.
- Candidates should consider the needs and wants of a variety of different tourists types which they can then apply to different travel and tourism situations, services and products.
- Candidates should be aware of the various command words used and the different demands of each.
- Candidates should be aware of the requirements of longer, six mark, questions; the structure of which remains the same every year.

General comments

For the most part candidates had good knowledge and understanding of the topics covered by this specification, although there is a need for candidates to improve their understanding of specific social and cultural impacts.

There remains a need for candidates to develop stronger analysis and evaluation skills so that they are able to answer the longer answer questions using the required skills. Looking at the structure of the marks in the mark scheme can help with this.

Comments on specific questions

Question 1

- (a) This question was answered well in most cases and the source material was interpreted well. Some candidates need to improve on identifying features marked on the map, e.g. Dr Salim Ali Bird Sanctuary.
- (b) Some of the responses for this question correctly identified features of this climate and how it affects tourism seasonality; however many candidates need to improve their knowledge of the features of the different climates and to be able to link these to different aspects of tourism e.g. seasonality.
- (c) Most candidates confidently explained cultural immersion as an appeal of homestays, however many candidates did not fully explain a second reason.
- (d) There were some well explained responses to this question that were clearly in the context of 'domestic tourists'. Simply rewriting or discussing the appeal features from the source material does not consider the context, 'domestic tourists', as these features could appeal to all tourist types. Therefore, some candidates need to improve their understanding of the characteristic of different tourist types so that they can apply these to the different situations in the questions and ensure that their answers are not generic.

- (e) Some candidates were able to state physical developments that would need to take place on the river so it may be used for tourism. However many candidates missed the main context of the question 'development of the river', discussing tourism activities and services that could take place on or near the river once it has been developed. Candidates need to carefully consider the context of the question.
- (f) There were some good, well-developed answers, to this question where candidates had successfully analysed the impacts. Other candidates came off topic and discussed general benefits rather than benefits to the tourism industry as per the context of the question. Candidates are encouraged to carefully consider and note the context of the question before answering, one strategy for this could be to underline or highlight the main contextual points that need to be adhered to when answering.

Question 2

- (a) This question was answered well, and the candidates used the source material correctly.
- (b) This question was generally answered well, candidates were able to correctly define the term and showed good knowledge and understanding of a guided tour.
- (c) Some responses were very good, clearly identifying three training methods and explaining the benefit to the customer. Candidates needed to ensure that they identified and explained training that is directly relevant to guided tours, the context of the question, rather than generic training.
- (d) This question was answered very well, and most candidates correctly identified ways that tour guides can be welcoming, there was less confidence answering how tour guides can be ethical.
- (e) The responses to this question varied, some candidates evidenced some understanding of these social and cultural impacts. Other candidates need to develop their understanding of specific social and cultural impacts rather than just a broad understanding.
- (f) Responses to this question were varied; many candidates were able to successfully identify benefits to indigenous communities. However, there were not many that were developed in to analysis or evaluation. Some candidate's response moved away from the context of the question assessing countrywide benefits rather than benefits specific to the indigenous communities.

Question 3

- (a) This question was answered very well and nearly all candidates were awarded the full marks.
- (b) This question was answered reasonably well, candidates had some understanding of the appeal of self-check-in to these tourists types, others candidates were able to offer some description but needed to develop the answer further. Knowing the characteristics and needs of different tourist types is essential knowledge for this examination; this knowledge can then be used and applied to a variety of situations, products and services of the industry.
- (c) This question was answered well, and it is clear that candidates are aware of the needs of tourists in a wheelchair.
- (d) This question was answered reasonably well, however not all candidates were able to explain the 'impact' that they had identified, limiting their marks to 1 for each impact. Other candidates needed to stay within the context of the question, which was the impact to the 'local population' of 'airport expansion'.
- (e) Over dependency is listed as an economic impact of tourism in the syllabus. There were many good responses that analysed and evaluated the economic impact of over dependency, other candidates strayed from this focus and discussed other impacts for example social and cultural or environmental.

Question 4

- (a) This question was answered well, and the source material was used correctly.
- (b) This question was answered well and in most cases the responses were developed well. In other cases candidates did not develop the benefit identified further, instead giving further, undeveloped, benefits. Candidates should fully develop the point raised according to the command word of the questions, which in this case was explain.
- (c) Some candidates were able to answer this question well, their responses remained in the context of 'mountain tourism' and their explanations were well developed. Other candidates moved away from the context explaining wider environmental impacts such as global warming.
- (d) Some candidates were able to correctly identify risks to international travellers and these were explained well. Other candidates need to develop their understanding of this subject and remember to stay within the context of the question.
- (e) There were some very well analysed answers for this question, in other cases candidates were able to analyse the importance but missed the evaluation, limiting their marks.

TRAVEL & TOURISM

Paper 0471/13
Core Paper

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- (c) Many candidates correctly focused on the context of the question, 'shopping tourists', and offered good responses. Others wrote about general services at the hotel and therefore were not answering in the context required.
- (d) There was evidence of confusion when considering the role of governments in tourism. Candidates should be able to distinguish between the roles of government and national tourism organisations. There were some very good answers to this question that candidates had developed well, clearly explaining how the way identified would develop or increase tourism in the country.
- (e) There were some good, well-developed answers to this question where candidates had successfully analysed the impacts. Other candidates came off topic and discussed economic benefits rather than social and cultural impacts e.g. money and jobs. Candidates are encouraged to carefully consider and note the context of the question before answering, one strategy for this could be to underline or highlight the main contextual points that need to be adhered to when answering.

Question 2

- (a) This question was answered well, and the candidates used the source material and map correctly.
- (b) There was evidence of some good understanding of the chain of distribution between tour operators and travel agents that clearly stated their roles and interdependency. Some candidates may need to improve their understanding of this area.
- (c) The majority of candidates had some understanding of the area of import leakage, however, in many cases candidates did not correctly expand their answers into description, evidencing a weakness in understanding of this topic area.
- (d) This question was answered very well, and most candidates developed their responses well, clearly explaining how the role identified impacted upon national tourism.
- (e) The responses to this question varied, most candidates were able to state one service however, very few were able to give two services. Some candidates did not stick to the context of the question 'at the destination'.
- (f) The response to this question also varied, many candidates were able to successfully identify possible reasons for the growth but in many cases, these were not developed in to analysis or evaluation. Candidates should be familiar with the requirements of these longer 6 mark questions, the structure of which remains the same every year.

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- (d) This question was answered reasonably well, however not all candidates explained the 'benefit' that they had identified, limiting their marks to 1 for each method of transport. Candidates need to develop their answer in accordance with the command word in the question.
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- (d) This question was answered well, and the reasons were well explained.

- (e) There were some very well analysed and evaluated answers for this question, in other cases candidates were able to analyse the importance but missed the evaluation, limiting their marks.

TRAVEL & TOURISM

Paper 0471/21
Alternative to Coursework

Key messages

- The externally set examination has four subsets of questions, each based on a short, vocationally specific case study.
- Candidates should pay close attention to the instructions and ensure they refer to the correct case study for each subset of questions.
- Answers should refer specifically to examples of travel and tourism marketing and promotion, especially for definitions or meanings of vocational terminology.

General comments

Candidates should be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus. This includes familiarity with specific terminology used within the industry.

Candidates should avoid repeating the same answers to more than one question. This session there was a high incidence of repetition, with weaker responses included large chunks copied directly from the case study materials and often using the same material in more than one answer. Similarly, where a question asks for three examples, weaker responses often use the same example slightly differently worded for all three examples; credit can only be given for such examples once.

Question 1 was based on the results of the Inbound Tourism Survey in the Netherlands, **Question 2** was based on an advertisement for a bus tour in Bermuda, an island destination, **Question 3** was based on a press release about tourism in Ladakh in the northern Indian state of Jammu and Kashmir and **Question 4** was based on a short piece of information about business tourism in Bulawayo, Zimbabwe.

Comments on specific questions

Question 1

The majority of candidates appeared to find the source material for this question accessible.

- (a) (i) Candidates were mostly able to identify the market research technique as being a survey. Better responses described this as being a primary research technique or a form of field research to gain the second mark here.
- (ii) This question was answered poorly and many responses included wording copied directly from the stimulus material. The question specifically asked for two examples of travel providers, therefore 'accommodation providers' (a common answer and the first category mentioned in the case study) was incorrect.
- (b) There were some excellent responses demonstrating clear understanding of the reasons for market research being carried out. At the lower end of performance, responses were often exclusively about customer needs and customer satisfaction thus actually only explaining one reason, and consequently restricting marks. Better responses included such reasons as competition, market trends, or enhancing the reputation of the destination.

- (c) This question tested candidates' understanding of all three key forms of market segmentation used in the travel and tourism industry. Candidates were required to use information from the case study and apply this to each type of segmentation. A large number of weaker responses did not differentiate the characteristics of the different segments and used the information from the source document randomly to complete the table, demonstrating no understanding of the key terms. A number of other responses showed that candidates actually understood terms such as demographic by writing 'age' and 'gender' within the table but did not apply this to the context of the Netherlands.
- (d) Responses here were variable. At the lower end of performance, responses discussed the marketing mix, which is a common error for questions about the product/service mix. Others responses included generalised recommendations to improve transport and accommodation etc., with no specific reference to the profiled visitor identified in the case study. At the top end of performance, responses considered the specific needs and wants of the profiled visitor and made recommendations which were justified within the context of these needs.

Question 2

Most of the information was understood by the majority of candidates.

- (a) (i) There was some confusion over the differentiation between the products and services included in the tour.
- (ii) The term perishable was not well understood, with many responses not gaining any marks. Few explained the term within the context of the travel and tourism industry in order to score both of the available marks.
- (b) This question was not answered well. Price bundling was commonly confused with the term 'all-inclusive'. It is important that all candidates are familiar with the full range of pricing policies from Section 5.4 (a) of the syllabus, in order to be able to answer questions on different pricing strategies more effectively. This was an example of where candidates repeated the same point several times over, by changing the wording of their answer slightly. Another common problem was that candidates explained the benefits of price-bundling from the organisation's perspective rather than the customers which did not answer the question set and gained no marks.
- (c) Those candidates who understood factors affecting price were able to answer this question well, although answers about economic factors tended to be stronger than answers about profitability. At the lower end of performance, candidates often spent too much time explaining the terms and often did not make a link to pricing decisions and therefore did not actually answer the question.
- (d) Responses to this question were variable. Some responses did not show familiarity with the concept of customised tours and instead talked about an all-inclusive tour. Generally benefits to customers tended to be answered better than benefits to the organisation.

Question 3

Some candidates seemed to copy verbatim from the text for their answers to this subset of questions.

- (a) This question was answered well by most candidates. Weaker responses relied too heavily on the source material taking the wording directly from the text.
- (b) Answers here were variable many responses did not demonstrate knowledge of what the term public relations means. It is important that candidates are encouraged to understand the full range of methods of promotion listed in the syllabus in Section 5.6 (a).
- (c) Answers here were good, with most candidates able to explain target audiences and creating effective promotional messages, even though the correct marketing terminology was not always used. The better responses included applied examples such as adventure or cultural tourists and mention of 'the Land of High Passes' slogan used within context.

- (d) Responses here were varied. The majority of responses demonstrated some understanding of the role of a tour operator, though few responses demonstrated an understanding of the specific role of an inbound tour operator. Weaker responses talked instead about 'domestic tourism'. At the top end of performance, there were some excellent answers about partnership working between the tourism authority and the tour operator and the benefits that this will bring.

Question 4

Most candidates understood the context of this question although there was some heavy reliance on the case study in answering the questions, especially at the bottom end of performance.

- (a) (i) Few responses demonstrated an understanding of the meaning of 'trade promotion' within the context of the travel and tourism industry and did not therefore explain the purpose correctly.
- (ii) Most responses scored at least one mark for identifying the needs of business tourists in general terms – 'a conference room'. The better responses included descriptions of the more specific and more personal needs of business tourists, such as the preference for private transfer arrangements.
- (b) This question was answered well, with the majority of candidates being familiar with the concepts of accessibility and adjacent facilities and their influence on location. Weaker responses gave a list of aspects word for word from the stimulus material rather than interpreting this to demonstrate understanding.
- (c) This question proved to be quite challenging, with demonstrating a familiarity with the two concepts being tested but not then the detailed understanding to explain them. It is important that candidates are encouraged to be able to explain key concepts such as 'positive organisational image' and 'repeat business' using their own words.
- (d) Better answers were those where candidates provided applied examples of how business tourism providers in Zimbabwe might change each aspect of the marketing mix, and the very best answers provided a justification of each recommendation within the context of a rejuvenated destination. At the top end of performance there was excellent evidence of analysis of how the stage on the life cycle model determines which of the marketing mix elements are important and how the stage of rejuvenation will affect pricing and promotional decisions. At the lower end of performance the various stages of the product life cycle model and/or the elements of the marketing mix were identified, but not then discussed.

TRAVEL & TOURISM

Paper 0471/22
Alternative to Coursework

Key messages

- The externally set examination has four subsets of questions, each based on a short, vocationally specific case study.
- Candidates should pay close attention to the instructions and ensure they refer to the correct case study for each subset of questions.
- Answers should refer specifically to examples of travel and tourism marketing and promotion, especially for definitions or meanings of vocational terminology.

General comments

Candidates should be familiar with the general principles and key concepts of marketing and promotion covered in Unit 5 from the syllabus. This includes familiarity with specific terminology used within the industry.

Candidates should avoid repeating the same answers to more than one question. This session there was a high incidence of repetition, with weaker responses included large chunks copied directly from the case study materials and often using the same material in more than one answer. Similarly, where a question asks for three examples, weaker responses often use the same example slightly differently worded for all three examples; credit can only be given for such examples once.

Question 1 was based on the results of the Inbound Tourism Survey in the Netherlands, **Question 2** was based on an advertisement for a bus tour in Bermuda, an island destination, **Question 3** was based on a press release about tourism in Ladakh in the northern Indian state of Jammu and Kashmir and **Question 4** was based on a short piece of information about business tourism in Bulawayo, Zimbabwe.

Comments on specific questions

Question 1

The majority of candidates appeared to find the source material for this question accessible.

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- (b) There were some excellent responses demonstrating clear understanding of the reasons for market research being carried out. At the lower end of performance, responses were often exclusively about customer needs and customer satisfaction thus actually only explaining one reason, and consequently restricting marks. Better responses included such reasons as competition, market trends, or enhancing the reputation of the destination.

- (c) This question tested candidates' understanding of all three key forms of market segmentation used in the travel and tourism industry. Candidates were required to use information from the case study and apply this to each type of segmentation. A large number of weaker responses did not differentiate the characteristics of the different segments and used the information from the source document randomly to complete the table, demonstrating no understanding of the key terms. A number of other responses showed that candidates actually understood terms such as demographic by writing 'age' and 'gender' within the table but did not apply this to the context of the Netherlands.
- (d) Responses here were variable. At the lower end of performance, responses discussed the marketing mix, which is a common error for questions about the product/service mix. Others responses included generalised recommendations to improve transport and accommodation etc., with no specific reference to the profiled visitor identified in the case study. At the top end of performance, responses considered the specific needs and wants of the profiled visitor and made recommendations which were justified within the context of these needs.

Question 2

Most of the information was understood by the majority of candidates.

- (a) (i) There was some confusion over the differentiation between the products and services included in the tour.
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- (c) Those candidates who understood factors affecting price were able to answer this question well, although answers about economic factors tended to be stronger than answers about profitability. At the lower end of performance, candidates often spent too much time explaining the terms and often did not make a link to pricing decisions and therefore did not actually answer the question.
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TRAVEL & TOURISM

Paper 0471/23
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- (a) (i) There was some confusion over the differentiation between the products and services included in the tour.
- (ii) The term perishable was not well understood, with many responses not gaining any marks. Few explained the term within the context of the travel and tourism industry in order to score both of the available marks.
- (b) This question was not answered well. Price bundling was commonly confused with the term 'all-inclusive'. It is important that all candidates are familiar with the full range of pricing policies from Section 5.4 (a) of the syllabus, in order to be able to answer questions on different pricing strategies more effectively. This was an example of where candidates repeated the same point several times over, by changing the wording of their answer slightly. Another common problem was that candidates explained the benefits of price-bundling from the organisation's perspective rather than the customers which did not answer the question set and gained no marks.
- (c) Those candidates who understood factors affecting price were able to answer this question well, although answers about economic factors tended to be stronger than answers about profitability. At the lower end of performance, candidates often spent too much time explaining the terms and often did not make a link to pricing decisions and therefore did not actually answer the question.
- (d) Responses to this question were variable. Some responses did not show familiarity with the concept of customised tours and instead talked about an all-inclusive tour. Generally benefits to customers tended to be answered better than benefits to the organisation.

Question 3

Some candidates seemed to copy verbatim from the text for their answers to this subset of questions.

- (a) This question was answered well by most candidates. Weaker responses relied too heavily on the source material taking the wording directly from the text.
- (b) Answers here were variable many responses did not demonstrate knowledge of what the term public relations means. It is important that candidates are encouraged to understand the full range of methods of promotion listed in the syllabus in Section 5.6 (a).
- (c) Answers here were good, with most candidates able to explain target audiences and creating effective promotional messages, even though the correct marketing terminology was not always used. The better responses included applied examples such as adventure or cultural tourists and mention of 'the Land of High Passes' slogan used within context.

- (d) Responses here were varied. The majority of responses demonstrated some understanding of the role of a tour operator, though few responses demonstrated an understanding of the specific role of an inbound tour operator. Weaker responses talked instead about 'domestic tourism'. At the top end of performance, there were some excellent answers about partnership working between the tourism authority and the tour operator and the benefits that this will bring.

Question 4

Most candidates understood the context of this question although there was some heavy reliance on the case study in answering the questions, especially at the bottom end of performance.

- (a) (i) Few responses demonstrated an understanding of the meaning of 'trade promotion' within the context of the travel and tourism industry and did not therefore explain the purpose correctly.
- (ii) Most responses scored at least one mark for identifying the needs of business tourists in general terms – 'a conference room'. The better responses included descriptions of the more specific and more personal needs of business tourists, such as the preference for private transfer arrangements.
- (b) This question was answered well, with the majority of candidates being familiar with the concepts of accessibility and adjacent facilities and their influence on location. Weaker responses gave a list of aspects word for word from the stimulus material rather than interpreting this to demonstrate understanding.
- (c) This question proved to be quite challenging, with demonstrating a familiarity with the two concepts being tested but not then the detailed understanding to explain them. It is important that candidates are encouraged to be able to explain key concepts such as 'positive organisational image' and 'repeat business' using their own words.
- (d) Better answers were those where candidates provided applied examples of how business tourism providers in Zimbabwe might change each aspect of the marketing mix, and the very best answers provided a justification of each recommendation within the context of a rejuvenated destination. At the top end of performance there was excellent evidence of analysis of how the stage on the life cycle model determines which of the marketing mix elements are important and how the stage of rejuvenation will affect pricing and promotional decisions. At the lower end of performance the various stages of the product life cycle model and/or the elements of the marketing mix were identified, but not then discussed.

TRAVEL & TOURISM

Paper 0471/03
Coursework

Key messages

Candidates carry out a personal investigation into the provision of visitor service information at a destination of their choice. The destination should be local to the candidate so that primary research can be conducted as well as secondary research using appropriate sources. The choice of focus is very important. Candidates could choose a local tourist attraction, an accommodation provider or a small town or city destination. These often work well as the candidates can access the necessary information without becoming swamped by the scale of research sometimes involved in comparative studies between two organisations.

Once the research has been completed, candidates should use data handling, presentation and interpretation skills to analyse the results of the research and to draw valid conclusions about the marketing and promotion used by the focus organisation or destination to attract visitors.

General comments

Candidates chose appropriate focus organisations or destinations for their coursework investigations. Many centres chose to arrange a group visit to an attraction or a hotel to form the basis of the investigation, which is an example of good practice. Candidates can then interview staff and/or survey visitors as a group activity before completing an individual write-up of the investigation.

There was some excellent evidence of primary research, documented through the inclusion of personal photographs and copies of interview questions and answers. Some copies of questionnaires were included, although in some instances, there were many blank questionnaires included and only one completed version which are not necessary. Secondary research was generally less well evidenced with limited evidence of screen shots, examples of sales literature or external data being properly referenced. This is an important research skill and one of the main requirements for the coursework, therefore candidates should not simply list resources used in the reference list or bibliography but should also supply documented evidence of the secondary resources used.

Another core requirement of the coursework is for candidates to make explicit reference to the marketing and promotion carried out by the organisation or destination. This should include specific reference to target market/s and the way in which the 4Ps of the marketing mix are used by the organisation/destination. More detailed application and analysis of other marketing concepts such as SWOT analysis and/or the Product Life Cycle are likely to gain candidates higher marks.

Coursework submissions this session were presented professionally with most employing high level ICT skills and presenting their work logically, using contents pages and subheadings to allow the reader to easily access the various sections of the evidence. Pagination was not always used effectively. Data presentation skills were variable across the cohort; most candidates are highly skilled in using software programmes to produce charts, tables and graphs in a meaningful way. Weaker submissions often lacked accurate data labels, making it more difficult to draw relevant conclusions from the data being presented. It is important that candidates can demonstrate their own data handling, presentation and interpretation skills.

Assessment decisions must be based on the actual evidence presented and in relation to the broad coursework requirements. Where the submission does not address the coursework brief – research requirements, appropriateness of organisation chosen, reference to marketing and promotion – the assessment decisions should reflect this.

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Assessors are kindly reminded to annotate candidates' work at the point of accreditation to ensure transparency of the assessment decisions made. Please also ensure that mark totals are correct and are shown on the Individual candidate Record Card (ICRC), as a number of basic arithmetical errors surface at external moderation.