

# TRAVEL AND TOURISM

Paper 7096/12  
Written Paper

## Key Messages

- Candidates need to read the question carefully and respond in an appropriate manner, paying close attention to the context provided.
- Careful interpretation of the stimulus materials is needed for both text and images, particularly when the question clearly states the need to **identify**.
- Clear and more specific use should be made of information relating to named examples with which candidates are familiar, this is essential when the question invites candidates to choose a destination.
- Greater precision is needed when explaining the significance of particular factors, avoiding unsubstantiated generalisation.

## General Comments

It was pleasing to see many candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted. Many candidates attempt to quote a range of examples but some choices were inappropriate to the context of the particular question.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	Common misinterpretations
1(b)	The factors influencing levels of domestic rather than international tourism were rarely mentioned.
2(e)	The focus of the question was about the popularity of the retail travel agents rather than about the relative popularity of the individual services they provide.
3(a)	A significant minority of candidates were unable to differentiate between African and Asian destinations.
3(c)	Many candidates seemed to ignore the context in which this question was set and thus neglected to give sufficient emphasis to the reasons clearly indicated in Fig. 3.
4(c)	Many candidates did not clearly state the <b>types</b> of training they felt would be appropriate in the context shown.
4 (e)	Candidates failed to actually answer the question in terms of the reason for monitoring occupancy rates.

Candidates should make a positive attempt to structure their responses to address the following criteria, paying particular attention to the command words in the question:

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

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

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

### Comments on Specific Questions

#### Question 1

- (a) The Fig. 1 stimulus material was interpreted very well and most candidates were able to correctly identify three target markets from India, China, Russia, Brazil and Poland.
- (b) Typical answers related to development of infrastructure and new attractions, considering points that encourage Italians to spend money. More marks would have been awarded if factors that would encourage them to stay in Italy had been considered. The best responses also considered factors such as the economic recession limiting disposable incomes, the fall in the value of the Euro or the unrest in nearby destinations.
- (c) The three services were quite well known. Explanations were usually offered from the visitors' perspective rather than the attraction. To gain the highest marks, responses needed to clearly state the reasons why the services had been introduced.
- (d) Candidates were aware of several ways in which pedestrianisation has helped to improve the visitor experience. There were many good responses and a variety of valid observations were made relating to ease of movement, reduced pollution and improved safety for tourists unfamiliar with the destination. The better responses offered an appropriate tourist benefit, such as being able to clearly hear and understand the comments provided by a tour guide. A number of candidates made reference i.e. to a destination rather than to a particular attraction.
- (e) The best responses clearly pointed out how particular routes or pathways had been created, signs put in place and additional facilities created so that visitors with a disability were able to access what the attraction had to offer. A number of responses were very vague and simply stated features such as special toilets, special guide and special path without specific reference to accessibility for the disabled, many of these features could have been for any visitor, rather than a visitor with a disability.

#### Question 2

- (a) Most candidates were able to identify correctly a tropical climate, local time as being behind GMT and Honduras as the neighbouring country.
- (b) The majority of candidates correctly stated four activities from mountain biking, volcano trekking, surfing, kayaking and zip wires.
- (c) The best responses displayed an understanding of sustainable tourism and related the answer to ecotourism and preservation, conservation of a fragile environment and the use of profits to support rural families. Some candidates did not make full use of the stimulus materials and did not develop their ideas fully, for example considerations of rural families could have included the economic benefits and community employment.
- (d) Some candidates were able to consider direct employment as generating jobs within the resort hotel complex such as restaurant and housekeeping staff. Some candidates were unable to relate indirect employment to the development of the hotel complex. To gain the highest marks for this question candidates needed to provide responses in relation to jobs such as taxi drivers that would be generated by visitors to the hotel or local farmers would get more work growing the crops and vegetables to supply the complex. Import leakage was not always well answered.
- (e) The strongest responses to this question pointed out the variety of services available from retail travel agencies and tried to state what makes them popular with leisure travellers. Candidates who mentioned aspects such as convenience, face-to-face contact, accessible locations and the opportunity to make multiple purchases scored highly. Many candidates were unable to progress beyond Level 1 because of the common misinterpretation as mentioned above.

### Question 3

- (a) The Fig. 3 stimulus material could have been more thoroughly used by candidates.
- (b) The best responses listed the characteristics of long haul scheduled air services. Not all candidates were able to identify the correct characteristics from the list provided.
- (c) Many candidates were able to identify the two key reasons emphasised in Fig. 3, the threat posed by the economic downturn in Europe and the importance of the Chinese market. Responses which addressed these issues scored well whereas candidates developing an argument not based on points derived from the stimulus material were only able to gain partial credit. Responses that relied on copying out sentences from Fig. 3 scored the lowest marks.
- (d) There were some very good responses. The better responses clearly pointed out how a particular method might be used; it was common to see reference being made to use of a website (global access), hosting familiarisation visits (foreign agents), attending trade fairs (in overseas locations) and advertisements (in selected markets). Valid methods of promotion were not always well known and the appropriateness of selected methods was not always explained in the context of reaching an overseas audience. A significant minority of candidates thought about promotion in terms of offers and discounts and such responses did not gain high marks..
- (e) The strongest responses showed an awareness of the role played by fitness and well-being, noting that there is a strong demand from the leisure travelling public who are adopting a more health-conscious lifestyle and who are prepared to spend a lot of money on personal wellbeing. Many responses managed to identify valid points such as the need to attract customers and the fact that luxury tourists demand these types of facilities. Some candidates were able to develop their answers into Level 2 responses by pointing out that the more facilities that are offered the greater the potential appeal of the destination and so income generation will increase.

### Question 4

- (a) The majority of candidates were able to correctly identify swimming, gym and sauna.
- (b) The photograph of the camel was interpreted well and many candidates were able to identify key aspects of the appeal to families. Better responses pointed out that it was a safe activity, it was conveniently located, all the family could take part and that young children would find it both fun and appealing. Responses that missed the family focus of the question did not score highly.
- (c) There were several very good attempts to answer this question. Better responses argued convincingly about the need for shooting training and first aid while other mentioned language classes to help deal with international guests. Many responses were limited to Level 1 as they did not make reference to a particular type of training.
- (d) Candidates need to ensure they read the question and all supporting materials carefully. The better responses noted the similarity with wedding receptions and talked about the role of the planner. In order to achieve the highest marks candidates must explain how their examples are relevant.
- (e) The better responses considered the need for monitoring to judge profit and revenue or to compare rates from one season to another. Some good answers related these aspects to the development of marketing strategies to improve overall profitability. A significant minority of candidates seemed to be unfamiliar with the term 'occupancy rate' and so did not submit appropriate answers, instead discussing the need to see if rooms were available.

# TRAVEL AND TOURISM

Paper 7096/13  
Coursework

## Key Messages

- Candidates need to read the question carefully and respond in an appropriate manner, paying close attention to the context provided.
- Careful interpretation of the stimulus materials is needed for both text and images, particularly when the question clearly states the need to **identify**.
- Clearer and specific use should be made of information relating to named examples with which candidates are familiar, this is essential when the question invites candidates to choose a destination.
- Greater precision is needed when explaining the significance of particular factors, avoiding unsubstantiated generalisation.

## General Comments

There was improvement in candidate performance when compared to last year. The stimulus materials seemed quite accessible and were often well interpreted when simple identifications were required. Many candidates were unable to make a positive attempt to address the issues posed by the various questions. It would appear that many individuals lacked knowledge and/or appropriate language skills. A number of candidates left sections of the question paper unanswered.

It is important that all candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread or not fully understood including:

Question	Common misinterpretation
1(b)	The simple copying of statistics is not a description of the trends which are contained therein.
1(e)	The concept of a 'budget' traveller is not understood.
2(b)	A significant number of candidates confused 'ecotourism' with economic.
3(e)	Many candidates seemed to ignore the context in which this question was set and were unfamiliar with the concept of sightseeing tours.

Candidates should make a positive attempt to structure their responses to address the following criteria, paying particular attention to the command words in the question:

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

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

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

### **Comments on Specific Questions**

#### **Question 1**

- (a) Many candidates correctly identified all three destinations shown in the photographs.
- (b) Better responses noticed trends such as the highest rate of growth was in the Middle East and that Africa had the lowest average increase and gave some valid descriptive comments. High marks were not awarded to candidates who copied statistics directly from Fig. 1 with no valid description comments.
- (c) Three valid impacts were known by some candidates. The better responses explained the demonstration effect, the idea of culture clash and the likelihood of increasing crime. There was evidence that some candidates were unfamiliar with the terminology.
- (d) Some candidates were aware of several ways in which attractions have attempted to improve the visitor experience for foreign tourists. The best answers contained explained statements and included mention of multi-lingual guides and brochures in foreign languages. Many candidates seemed unfamiliar with this topic and so gave brief phrases which did not score highly.
- (e) There were very mixed responses to this question, some candidates were unaware of what the term 'budget traveller' actually implies. For a response to gain the highest marks, consideration should have been given to a range of service providers (e.g. B&Bs, hostels, campsites and one/two star hotels), food and public transport.

#### **Question 2**

- (a) Most candidates interpreted the Fig. 2 stimulus material and were able to identify correctly the percentage increase (3.3%), the number of South Americans (67 436) and the name of the airport (Las Americas International).
- (b) There were some difficulties with this question as many candidates thought that ecotourism was economic tourism (see common misinterpretations above). Leisure tourism was more readily understood as travel during free time for pleasure/recreation, such as a holiday. Candidates should be aware that ecotourism is purposeful travel to natural areas to understand the culture and natural history of the environment, taking care not to alter the integrity of the ecosystem, while producing economic opportunities that make the conservation of natural resources beneficial to local people.
- (c) Negative environmental impacts have featured in many past examinations and in this instance candidates were invited to consider impacts on the coast. Responses to this question illustrated that many candidates were unfamiliar with this topic. On occasion a candidate's writing skills let them down, not allowing them to fully explain the ideas put forward. In order to gain higher marks in this question, responses needed to include explanatory comment for each impact.
- (d) The majority of candidates had varying degrees of success in writing about each aspect. Responses achieving the highest marks should have given a description of the way in which each aspect will benefit the destination.
- (e) Responses to this question were limited, with many not progressing beyond Level 1. Many candidates seemed unfamiliar with the facilities on board a modern cruise ship. To gain the highest marks, candidates should have discussed several different groups of passengers and what the appeal of the cruise ship would be to each group.

#### **Question 3**

- (a) The Fig. 3 stimulus material was well used and many candidates were able to match scenarios #1 (Yes), #6 (No) and #8 (No) correctly.
- (b) The Fig. 3 illustrations were interpreted well and candidates were able to correctly identify some of the ways in which training is likely to take place. The better responses were able to identify 3 ways that staff could be trained and offered an explanation for each example given.

- (c) This was one of the best/fullest answered questions on the paper. There were plenty of valid suggestions including giving directions, calling taxis, carrying bags and opening doors. Many candidates did not have the writing skills to be able to maximise what knowledge they had and responses that scored low marks lacked appropriate explanatory comment.
- (d) The highest marks were gained by consideration of internal and external aspects, including three valid points with supporting explanatory development. Many candidates did not manage to progress beyond Level 1; it seems that candidates are not very familiar with this topic.
- (e) Responses tended to be vague and rather generalised as candidates seemed unaware of the variety of sightseeing tours currently available at many destinations. To score high marks, candidates should have mentioned at least obvious tour types, such as those run by Big Bus. This is a fairly common topic in past papers, so it was somewhat surprising that candidates were as unfamiliar with it as they seemed.

#### Question 4

- (a) The majority of candidates were aware that time in Sinai was in advance and that the destination has a desert climate. The 527 AD date was readily identified and so there were many full mark answers.
- (b) The Fig. 4 stimulus material was effectively used and many candidates were able to write at some length. Valid aspects of the destination were readily identified, with the strongest responses providing an appropriate explanation of the appeal to religious tourists.
- (c) There were several very good attempts to answer this; the better responses pointed out the advantage of using particular methods. Popular methods included the internet, press advertisements, brochures/flyers left in hotels and various types of signage (including window displays). Responses that lacked suitable explanatory comments did not score highly.
- (d) The best responses made valid observations and it was clear that they were offering reasoning for each piece of advice.
- (e) The best responses included comment about the purchasing of souvenirs (handicrafts), eating in local restaurants, visiting heritage sites, attending a traditional performance/event and visiting a museum. This seemed to be an unfamiliar topic for candidates with a number of 'non-responses'.

# TRAVEL AND TOURISM

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Paper 7096/22  
Alternative to Coursework

## Key Messages

Candidates should:

- familiarise themselves with the learning content for Unit 5 of the syllabus.
- familiarise themselves with the command words used and the depth of response required.

## General comments

Candidates for this module performed across the whole ability range. The majority of candidates appeared well prepared for the examination and were familiar with the question format. As is to be expected, the majority of candidates found the short answer **Questions (a) and (b)** in each subset more accessible than the more developed **Questions (c) and (d)**. The majority of candidates appeared to have sufficient time in which to attempt all of the questions on the paper. Candidates who tended to rely heavily on the case study materials for their answers, often copying out whole chunks of the text did not score high marks. Candidates should be encouraged to draw upon their own knowledge and experiences in order to produce more detailed responses to the questions.

Case study materials are issued in a separate 'Insert' booklet, which seemed to cause no issues in accessibility. Most candidates found these materials accessible and were able to extract some relevant information from the case studies in order to be able to answer the questions.

## Comments on specific questions

### Question 1

A twin-centre holiday advertised by Gold Flag Holidays provided the stimulus for this subset of questions.

- (a) (i) The best answers drew on their own knowledge of what a 'twin-centre holiday' is. Candidates were sometimes unsure of the term 'twin-centre holiday', and instead copied the main features of the holiday from the advertisement.
- (ii) Better performing candidates were able to distinguish between the advantages to the customer and those to the provider. Candidates should be encouraged when reading the questions to clearly identify from which perspective the question has been set – here 'to the provider'.
- (b) This question clearly discriminated between those candidates with a good understanding of channels of distribution and those who were less familiar with the term 'trade fairs'. The best answers were those where candidates could clearly assess the benefit to the tour operator of using different distribution channels to distribute the advertised holiday product. Simple descriptions of the distribution channel did not score highly.
- (c) This question tested candidates' understanding of different promotion techniques. Many misinterpreted this question and gave reasons why tour operators need to use promotion in general terms. The best answers focused specifically on the advantages of using a traditional holiday brochure in the promotion process.
- (d) Candidates were expected to consider the range of factors affecting the production of promotional materials. This question acted as a good discriminator. Top performing candidates here identified the range of factors from **section 5.6 (b)** of the 2013 syllabus document and then developed their



answers to evaluate which factor might be the most influential in making marketing decisions. Responses that focused too much on what the holiday package should include, not what the advertisement should include, did not score high marks.

## Question 2

This subset of questions took a short news item about the opening of a new hostel for backpackers in Thailand as its focus.

- (a) (i) Candidates were asked to give two reasons why this hostel should be placed at the introduction stage of the life cycle model. Most candidates were familiar with the product life cycle model, and the best answers identified key characteristics of this stage of the life cycle – the recent launch of the product into the market, the need for widespread promotion to get the product known etc.
- (ii) The best answers gave specific examples of the types of tasks organisations would typically carry out during the research phase – e.g. primary research such as a market survey, or the use of a market analysis tool such as SWOT or PEST. Some candidates seemed unsure of the term ‘marketing activities’.
- (b) This question was answered well by the majority of candidates, demonstrating a high level of understanding of why travel and tourism organisations carry out marketing and promotion.
- (c) This question was a good discriminator. Those candidates who were familiar with **section 5.5 (a)** of the 2013 syllabus document on ‘factors affecting location’ were able to give specific, relevant examples of why transport links will affect where a facility is located, how the cost of the premises might affect the providers’ choice of location, as would the availability of local people to act as employees at the facility.
- (d) The majority of candidates were able to use the material effectively to identify specific details of the product that might appeal to a backpacker. This skill typically scored Level 1 marks. Those candidates who were able to extend and develop their answers to explain clearly how these products might meet the specific needs of this market segment, were able to access the marks for Level 2 (explanation) and for Level 3 (evaluation).

## Question 3

An advertisement for a cruise holiday to the Mediterranean was provided as the stimulus for this subset of questions.

- (a) (i) Those who understood the term ‘target market’ were usually able to correctly identify two different target markets from the advertisement. There were many incorrect responses, which identified ports of call from the advertised cruise itinerary instead of target customers.
- (ii) Many candidates were able to suggest a range of forms of segmentation. Some candidates identified target customers here, instead of in **Question 3 (a) (i)** and therefore could not gain full marks.
- (b) This question acted as a good differentiator. The term ‘promotional pricing’ was generally understood. The best answers gave specific examples of promotional pricing – discount pricing, money off coupons, free gifts etc. as well as explaining how this created a brand association in the minds of the customer, such as value for money. Some candidates tended to write about any pricing technique with which they were familiar, rather than focussing their answers on ‘promotional pricing’ and therefore did not score highly.
- (c) This question was not answered well. Candidates have some understanding of what sponsorship and press releases are; however, many were not able to link their ideas to the way in which these forms of public relations are used to create positive brand images for travel and tourism organisations. Many candidates used the example of football team sponsorship but instead of choosing a relevant travel and tourism sponsor such as Emirates sponsoring Arsenal, many candidates chose the example of Coca Cola, thus not gaining accreditation. Some candidates also lost marks for describing a press release as an advertisement; only those responses which made it clear that press releases act as a form of ‘free advertising’ were credited.



- (d) There were some good responses, which evaluated the reasons in terms of competitive advantage and customer satisfaction. Some candidates misread this question and offered a detailed explanation of **how** cruise operators developed products and services to meet the needs of different market segments, rather than the actual question of **why** they do this and so scored no marks.

#### Question 4

Candidates were provided with a short news article, highlighting the product offering of Amazing Excursions, a coach tour operator.

- (a) (i) The majority of candidates were able to use the text to identify reasons for the likely appeal of the five-city tour. Some candidates identified two aspects of price e.g. special rates to appeal to groups during the off-peak season **and** a 20% reduction in prices from October to March, which scored only one mark as these were considered to be the same reason for the likely appeal of this product.
- (ii) Most candidates were familiar with the concept of carrying out market research using a telephone survey and could correctly identify appropriate disadvantages of this research method.
- (b) There were mixed responses to this question. Candidates clearly understand the concept of seasonality. The best answers were those which did not rely solely on the stimulus. Those candidates who considered additional products, services or activities that can be offered all year through, or who considered attracting a specialised niche tourism market tended to score well for this question.
- (c) This question was very accessible; the majority of candidates understand the Internet as a distribution channel as well as a method of promotion and most scored well for their answers to this part of the question. Many also demonstrated a good level of understanding of personal selling; marks were awarded for understanding that the art of persuasion is a powerful sales tool.
- (d) The best responses were those where candidates considered the best options for group travellers – buffet style menus offering choice and speed of service; a varied itinerary, offering something for everyone in the group etc. Some candidates seemed unfamiliar with the term 'product/service mix' and as a result, wrote about the marketing mix in general terms.

# TRAVEL AND TOURISM

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

## Key Messages

Candidates should:

- familiarise themselves with the learning content for Unit 5 of the syllabus.
- familiarise themselves with the command words used and the depth of response required.

## General comments

Candidates for this module performed across the whole ability range. The majority of candidates appeared well prepared for the examination and were familiar with the question format. As is to be expected, the majority of candidates found the short answer **Questions (a) and (b)** in each subset more accessible than the more developed **Questions (c) and (d)**. Most candidates appeared to have sufficient time in which to attempt all of the questions on the paper. Some candidates tended to rely heavily on the case study materials for their answers, often copying out whole chunks of the text, and in some cases copying out text from a different case study – these kinds of response did not score high marks. Candidates should be encouraged to draw upon their own knowledge and experiences in order to produce more detailed responses to the questions.

Some aspects of the syllabus seemed more familiar to candidates than others. Most candidates found these source materials accessible and were able to extract relevant information from the case studies in order to be able to answer the questions.

## Comments on specific questions

### **Question 1**

Rail of India's 'Gateway to India' tour package provided the stimulus for this subset of questions.

- (a) (i) Candidates were sometimes unsure of the term 'target market' and instead provided examples of attractions that formed part of the itinerary for this tour. It is important that candidates are familiar with key marketing terminology from the syllabus such as 'target markets' in preparation for this examination.
- (ii) The majority of candidates were able to offer a valid reason for travel and tourism providers to carry out marketing for a new product.
- (b) This question clearly highlighted those candidates with a good understanding of different pricing policies used in the travel and tourism industry. The best answers were those where candidates considered the advantages and disadvantages to the travel provider and/or the traveller. In order to do this effectively, candidates need to be able to differentiate between the most common pricing policies used by travel providers.
- (c) This question tested candidates' understanding of the ways in which tourism products and services can be differentiated in order to meet the specific needs of one customer type. Most candidates were able to use the information from the case study to identify the ways in which the product has been adapted for these two target markets. Better responses tended to include an explanation of the examples found in the case study.
- (d) This question acted as a good discriminator. The best answers were those which considered the whole chain of distribution and made a recommendation as to which distribution channel would be most effective for this particular provider.

## Question 2

This subset of questions focused on tourism provision in Bulgaria, with an emphasis on how current provision can be used to inform a future marketing campaign.

- (a) Candidates needed to consider how information, such as '40% of international tourists come from Greece, Romania and Germany', might help a tourism provider decide to target only customers from those three countries, or to target potential customers from other parts of the world who have not yet experienced the country, with the best responses including conclusions. Candidates who tended to copy out the statements from the case study did not score highly.
- (b) The applied context of this question elicited some excellent responses from candidates familiar with the ways in which travel and tourism providers use price in order to gain custom. The best answers gave specific examples of special offers such as 'two meals for \$10' or 'travel at weekends for half price'. Candidates who tended only to offer a definition of each policy limited the marks they could access.
- (c) Most candidates understood that competition and customers' expectations affect price. The best answers were those which gave specific examples of the impacts that these two factors have on the actual prices customers pay. Those answers which were very reliant on the syllabus content and gave no specific examples did not score full marks.
- (d) This question required candidates to use the higher order skills of comparison and contrast in order to consider which method of promotion is more suitable for cultural tourism. Most candidates produced a good response, clearly understanding the difference between above the line advertising and below the line advertising. The best answers were those which understood that cultural tourism is a specialised niche market and could therefore be better served by the more personal form of promotion offered by the distribution of leaflets, instead of the mass media messages offered by TV advertising. Candidates should be encouraged in such circumstances to consider who the target audience is for any promotional campaign and how the message might best be communicated.

## Question 3

A press release by the Skanis Hotel in Tunisia was provided as the stimulus for this subset of questions.

- (a) All candidates answered this question well; features of the product aspect of the marketing mix are clearly well understood.
- (b) This question was answered well by many candidates. Most candidates are familiar with e-ticketing, thus it was relatively easy for them to identify the advantages of this method of providing tickets to customers. Candidates who tended to answer the question from the perspective of the customer rather than from the travel and tourism provider's perspective scored lower marks.
- (c) Price bundling was not always understood as a concept. The best answers were those where candidates recognised that bundling is only effective if the customer actually wants all of the elements offered within the bundle.
- (d) This open-ended question allowed candidates to demonstrate how well they understood the concept of the marketing mix within the context of the travel and tourism industry. There were some excellent, developed answers giving specific national and international examples to demonstrate how different providers place different emphasis on specific elements of the marketing mix in order to maximise sales. Candidates who listed the four P's and recited the 'right product at the right price' maxim did not score as well.

## Question 4

Candidates were provided with a short news article, highlighting the product offering Windmills of Holland, a visitor attraction in Holland.

- (a) (i) The majority of candidates were able to suggest two primary research techniques. Those unfamiliar with the term 'primary research technique' often used the text to identify destinations or target markets for the visitor attraction.

- (ii) Most candidates answered this question well, using the stock answers of cost and convenience.
- (b) Candidates were clearly familiar with the product life cycle model. The best answers considered how the knowledge that the attraction is in the maturity stage could be used to best advantage, often suggesting the action that the provider could take to maximise future sales and visitor numbers. Candidates who provided good definitions of the characteristics of the maturity stage but were unable to explain how this could be used by the visitor attraction missed out on some marks.
- (c) The concept of brand image was understood well, with many applied examples being given here of where travel and tourism organisations have established effective brand images. Those candidates who did not miss the emphasis of how this knowledge of the importance of brand image can be translated into the production of branded promotional materials scored the highest marks.
- (d) Candidates were familiar with the term 'locational factors' and most offered a well considered response to this question. Candidates who tended to rely on the learning content from the syllabus did not gain full marks. The most developed responses considered the merits of each locational factor in affecting the overall decision making process and scored most marks.