

Cambridge IGCSE[™]

| CANDIDATE NAME | | | | | |
|-------------------|--|--|---------------------|--|--|
| CENTRE NUMBER | | | CANDIDATE NUMBER | | |

078581087

TRAVEL & TOURISM

Paper 2 Alternative to Coursework

October/November 2021

2 hours 30 minutes

0471/23

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer all questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do not write on any bar codes.

INFORMATION

- The total mark for this paper is 100.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains all the figures referred to in the questions.

Refer to Fig. 1.1 (Insert), an advertisement for a holiday to Sri Lanka, an island destination in the Indian Ocean.

| (a) | Describe two components included in this package holiday. |
|-----|--|
| | 1 |
| | |
| | |
| | |
| | 2 |
| | |
| | |
| | [4] |
| (b) | Explain three reasons for the likely appeal of Sri Lanka to leisure tourists. |
| | 1 |
| | |
| | |
| | |
| | 2 |
| | |
| | |
| | 2 |
| | 3 |
| | |
| | |
| | [6] |

| (c) | Explain two benefits to the provider of using a website as a distribution channel for this holiday. |
|-----|--|
| | 1 |
| | |
| | |
| | |
| | |
| | |
| | 2 |
| | |
| | |
| | |
| | |
| | [6] |

| (d) | Discuss why the characteristics of travel and tourism products and services might lead to limited availability of these tours. |
|-----|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [9] |

[Total: 25]

Refer to Fig. 2.1 (Insert), information about the cruise industry.

| (a) | Identify four characteristics of a typical cruise passenger, according to the research data | ١. |
|-----|--|-----|
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | | [4] |
| (b) | Explain three reasons why the travel industry collects statistical research data. | |
| | 1 | |
| | | |
| | | |
| | | |
| | 2 | |
| | | |
| | | |
| | | |
| | | |
| | 3 | |
| | | |
| | | |
| | | |
| | | [6] |

| (c) | Explain two reasons why prestige pricing might not be a suitable pricing policy for all cruise holidays. |
|-----|--|
| | 1 |
| | |
| | |
| | |
| | |
| | 2 |
| | |
| | |
| | |
| | |
| | [6] |

| (d) | Evaluate how effectively cruise lines have adapted their marketing mix for younger passengers (the millennials). |
|-----|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [9] |
| | [Total: 25] |

Refer to Fig. 3.1 (Insert), the results of a SWOT analysis of the Philippines as a tourist destination. The Philippines is a south east Asian country, comprising more than 7000 islands in the Pacific Ocean.

| Explain why SWOT analysis is a useful tool for travel and tourism organisations. |
|--|
| |
| |
| |
| |
| |
| |
| |
| [4] |
| Explain, using the results of the SWOT analysis in Fig. 3.1, three factors of place which may currently prevent tourists from wanting to visit the Philippines. |
| 1 |
| |
| |
| |
| 2 |
| |
| |
| |
| 3 |
| |
| |
| [6] |
| |

www.dynamicpapers.com

9

| (c) | Explain how tourism providers in the Philippines can benefit from each of the following opportunities: |
|-----|---|
| | increased demand for accommodation |
| | |
| | |
| | increased number of international visitors |
| | |
| | |
| | diversified tourism packages |
| | |
| | |
| | [6] |

| (d) | Assess the importance of marketing and promotion to the Philippines after negative travel advisory guidance has been issued to tourists. |
|-----|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [9] |

[Total: 25]

Refer to Fig. 4.1 (Insert), information about the 2019 China-New Zealand 'Year of Tourism'.

| (a) | Describe two ways the 'Year of Tourism' marketing campaign can be used to create a brand image for tourism between China and New Zealand. | | | | |
|-----|--|--------|--|--|--|
| | 1 | | | | |
| | | | | | |
| | | | | | |
| | 2 | | | | |
| | | | | | |
| | | | | | |
| | | 4] | | | |
| (b) | Explain three likely reasons why New Zealand chose China as its marketing partner for the 'Year of Tourism'. | ıe | | | |
| | 1 | | | | |
| | | | | | |
| | | | | | |
| | 2 | | | | |
| | | | | | |
| | | | | | |
| | 3 | | | | |
| | | | | | |
| | | •• | | | |
| | [1 | 6] | | | |

| (c) | Explain two likely benefits for tourism businesses in New Zealand of using the 'China Toolkit' as a trade promotion technique. |
|-----|---|
| | 1 |
| | |
| | |
| | |
| | |
| | |
| | 2 |
| | |
| | |
| | |
| | |
| | [6] |

| (d) | Evaluate the importance to Tourism New Zealand of following the stages of a promotional campaign for the 'Year of Tourism'. |
|-----|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [9] |

[Total: 25]

BLANK PAGE

BLANK PAGE

16

BLANK PAGE

The boundaries and names shown, the designations used and the presentation of material on any maps contained in this question paper/insert do not imply official endorsement or acceptance by Cambridge Assessment International Education concerning the legal status of any country, territory, or area or any of its authorities, or of the delimitation of its frontiers or boundaries.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.