

General Certificate of Education (International)
Advanced Level and Advanced Subsidiary Level

Syllabus

TRAVEL AND TOURISM 9395

For examination in June and November 2009

TRAVEL AND TOURISM
Syllabus Code 9395
GCE Advanced Level
and
GCE Advanced Subsidiary Level 2009

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INTRODUCTION

Travel and tourism spending exceeded US\$ 6 trillion globally in 2005; it is now estimated that tourism employs over 220 million people and that the industry generates some 10 percent of the world's gross domestic product.

The aim of this syllabus is to enable Centres to develop travel and tourism courses that are suitable both for Advanced Level candidates and for those seeking a more specialised study of the subject.

Candidates and Centres may choose:

- to take the Advanced Subsidiary qualification only
- to follow a **staged** assessment route to the Advanced Level by taking the Advanced Subsidiary qualification prior to taking the final part of the assessment, subject to satisfactory performance at Advanced Subsidiary level
- to take all the Advanced Level qualifications at the end of the course of study by taking all components in the same session

No previous study of the subject is assumed by the syllabus.

AIMS

The syllabus is intended to lead to courses that will encourage students to:

- develop an understanding of the scale and importance of the industry;
- appreciate the importance of host destinations and communities to the industry;
- appreciate the importance of sustainable development to the industry;
- recognise the positive and negative impacts the industry may have on people, environment and economy;
- appreciate the global and dynamic nature of the industry;
- develop and sustain an interest in the issues affecting the industry and their potential effect on employment opportunities;
- appreciate the importance of the customer to the industry;
- acquire practical and technical skills relevant to the industry;
- understand how the industry responds to change;
- appreciate the impact of ICT on the industry;
- develop their own values and attitudes in relation to industry issues.

Candidates will examine the industry within the local and international context.

ASSESSMENT OBJECTIVES

(AO1) Demonstration of Knowledge, Understanding and Skills

Candidates should be able to demonstrate basic knowledge of the specified content.

(AO2) Application of Knowledge, Understanding and Skills

Candidates should be able to use their command of the specified content in both familiar and unfamiliar vocational contexts.

(AO3) Analysis and Research

Candidates should be able to demonstrate their ability to use appropriate research techniques when producing their event-based coursework, as well as analysing vocationally-related issues and problems.

(AO4) Evaluation and Decision-Making

Here the candidate evaluates information to make judgements, draw conclusions and make recommendations about vocationally-related issues and problems.

The assessment objectives are weighted as follows:

Assessment Objective	Paper 1	Paper 2	Paper 3	Paper 4
Demonstration of Knowledge, Skills and Understanding	25-30%	20-25%	25-35%	20-25%
Application of Knowledge, Skills and Understanding	20-30%	20-25%	20-30%	20-30%
Analysis and Research	20-30%	25-30%	20-30%	20-30%
Evaluation and Decision Making	15-25%	25-30%	15-25%	20-30%
Total	100%	100%	100%	100%

SCHEME OF ASSESSMENT

ADVANCED SUBSIDIARY QUALIFICATION

Paper	Type	Duration	Number of questions	Maximum mark	Weight (% of total marks for the syllabus)
1 Core Paper	Short and extended answers based on source material	2 h 30 mins	4	100	70
2 Planning and Managing a Travel and Tourism Event	Coursework			50	30

ADVANCED LEVEL QUALIFICATION

Paper	Type	Duration	Number of questions	Maximum mark	Weight (% of total marks for the syllabus)
1 Core Paper	Short and extended answers based on source material	2 h 30 mins	4	100	35
2 Planning and Managing a Travel and Tourism Event	Coursework			50	15
3 International Business and Leisure Travel Services	Short and extended answers based on source material	1 h 30 mins	4	100	25
4 Specialised Tourism	Data Response Questions	1 h 30 mins	2	50	25

Papers 1 and 2 for the Advanced Level are the same as Papers 1 and 2 for the Advanced Subsidiary qualification.

Papers 1 and 2 must be taken in the same examination session.

All Advanced Level candidates need not take Papers 3 and 4 at the same examination session as Papers 1 and 2.

The Advance Subsidiary qualification (Papers 1 and 2) will be available for examination in the June and November examination sessions. The Advanced Level (Papers 1, 2, 3 and 4) will be available in the June and November examination sessions.

SYLLABUS CONTENT

PAPER 1: CORE PAPER

Introduction

The Core Paper is divided into three parts:

- **Part 1: The Nature of Travel and Tourism**
- **Part 2: The Management and Development of Tourist Destinations**
- **Part 3: The Principles of Customer Service**

This paper provides candidates with a broad understanding of one of the world's fastest growing industries. Candidates investigate the reasons for the rapid growth in the modern travel and tourism industry earning it the description as 'the world's biggest industry'. They learn that the international travel and tourism industry comprises a wide variety of commercial and non-commercial organisations that work together to supply products and services to tourists. During the course of their investigations, candidates will develop an appreciation of the values and attitudes of differing organisations and will understand the significance of travel and tourism within the current economy of many of the world's nations.

The Core Paper has the assessment objectives weighted as follows:

Assessment Objective	Weighting
AO1 Demonstration of knowledge, skills and understanding	25-35%
AO2 Application of knowledge, skills and understanding	20-30%
AO3 Research and analysis	20-30%
AO4 Evaluation	15-25%

The external assessment will involve candidates answering four structured questions in 2 hours and 30 minutes. Each question will be based around at least one piece of original vocationally relevant stimulus material, specifically selected to reflect key aspects of the content detailed below. A specimen paper is available to assist in preparing candidates for this assessment.

The structured questions based on each of the four pieces of stimulus material will show an increase in degree of difficulty and the following command verb hierarchy will be customarily used:

- Identify/Name/List
- Describe briefly/State
- Describe fully/Explain
- Explain fully
- Compare
- Contrast/Justify
- Analyse/Evaluate

Part 1 – Features of the Industry

1.1 The Nature of Travel and Tourism

Candidates need to understand what is meant by the terms 'travel' and 'tourism'. Travel and tourism cover the whole phenomenon of people travelling away from home, whether for business or for leisure purposes and the industry that supports this activity. A useful starting point is a dictionary definition of the terms 'travel' and 'tourism'. From here, candidates should expand on the different types of tourism and the main reasons why people travel.

To understand the nature and characteristics of the industry, they need to know the main types of tourism:

- domestic
- inbound
- outbound.

They also need to know the main reasons why people travel:

- leisure
- business
- visiting friends and relatives.

Candidates need to be able to explain the unique characteristics of the travel and tourism industry:

- seasonality
- perishability
- intangibility.

Candidates will be examined on the nature and characteristics of the travel and tourism industry. They need to be able to give relevant, up-to-date examples from the industry and use appropriate language and terms associated with travel and tourism. They must demonstrate their ability to use a range of information relating to the nature of travel and tourism to draw conclusions about the industry.

1.2 The Scale of the Travel and Tourism Industry

The industry that has developed to meet the needs of tourists is extensive. Candidates need to investigate the scale of the industry at a local, national and international level. They need to develop skills in analysing the most commonly used types of statistics in travel and tourism, including:

- consumer spending on travel and tourism
- number of people employed in the industry
- number of tourist arrivals in key destinations
- number of people taking holidays in your country (domestic tourists) and outside your country (outbound tourists).

Candidates will be examined on the scale of the travel and tourism industry at a local, national and international level. They will need to give relevant examples of the scale of the industry, use and analyse key information and data relating to the scale of travel and tourism, draw conclusions about the scale of the industry locally, nationally and internationally, and analyse trends.

1.3 The Development of the Modern Travel and Tourism Industry

To understand today's travel and tourism industry, candidates need to recognise and explain the major developments in recent times. They need to demonstrate understanding of the dynamic nature of travel and tourism. In particular, they need to understand the main factors that have led to the growth of the travel and tourism industry, including:

- changing socio-economic factors: changes in car ownership; increase in leisure time; increase in disposable income; impact of the national economy;
- technological developments: developments in transport technology; developments in ICT;
- product development and innovation;
- changing consumer needs and expectations;
- external factors: legislation such as the EU Directive on Package Travel, the role of local authorities and government in travel and tourism; fluctuations in currency; climatic change and natural disasters; war, civil unrest, terrorism and crime.

Candidates will be examined on the reasons for the rapid development of the travel and tourism industry. They will be expected to give relevant examples and explanations for the rapid development of the industry. Furthermore, they will need to evaluate developments in travel and tourism, key factors contributing to the growth of the industry and issues they consider will affect the industry in the future.

1.4 The Structure of the Travel and Tourism Industry

The structure of the travel and tourism industry is complex because it is made up of a wide range of interrelated commercial and non-commercial organisations. The travel and tourism industry is predominantly private-sector led, with the majority of enterprises being small and medium sized. Candidates need to know how these organisations work together to provide the tourist 'experience'. They also need to show an appreciation of the different values and attitudes of differing organisations.

The structure of the industry includes:

- commercial organisations;
- non-commercial organisations (including public and voluntary sectors);
- agencies delivering travel and tourism products and services.

1.4.1 Commercial organisations

Candidates need to understand and give examples of the range of private sector organisations that make up the travel and tourism industry. They need to investigate at least **one** private sector organisation to ensure understanding of how:

- objectives are met and defined;
- it is funded and generates revenue;
- it meets stakeholder or shareholder expectations.

1.4.2 Non-commercial organisations (including public and voluntary sectors)

Candidates need to understand, and give examples of, the range of non-commercial organisations that make up the travel and tourism industry.

They investigate at least **one** public and **one** voluntary sector organisation to ensure understanding of how:

- objectives are met and defined;

- they are funded and generate revenue;
- they meet stakeholder expectations.

1.4.3 Agencies delivering travel and tourism products and services

Candidates investigate at least **one** tourist destination. This will allow for an investigation into a variety of different providers e.g. attractions, accommodation and catering, events, transportation and tourism development/promotion. They need to understand, explain and give examples of the major features of the following:

- tourist attractions: built; natural; events as attractions and the facilities in which these are held;
- accommodation and catering – to include accommodation grading schemes;
- tourism development and promotion – locally, regionally and nationally;
- transportation: by air; by land; by water;
- travel agencies;
- tour operators and the components of a package holiday.

Candidates need to understand the interdependency of these components as they relate to destinations and the structure and growth of the industry. No one component exists on its own; all have relationships with most of the other features given, e.g. the development of a new tourist attraction at a destination will affect transport, accommodation and catering, tour operators (who may wish to organise tours to the new attraction) and the local or regional tourism development and promotion organisations.

Candidates will be examined on the structure of the travel and tourism industry. They need to give relevant examples of the current structure of the industry and explain key organisations that make up the structure and their products, services, values and objectives. They will be asked to analyse information and data relating to the structure of travel and tourism and make appropriate judgements about the relationships between organisations within the industry.

Part 2 – The Management and Development of Tourist Destinations

Destinations are places where tourism activity occurs. Tourist destinations are themselves influenced by the prevailing social, cultural, environmental, economic and political conditions. The challenge facing those responsible for Destination Management is to try and ensure that tourism development integrates with other social and economic activities of the particular area so that future development will be sustainable.

2.1 Objectives of Tourism Development

Candidates need to understand what is meant by ‘tourism development’ and why it occurs in both the developed (MEDCs – more economically-developed countries) and developing (LEDCs – less economically-developed countries) countries of the world.

They need to understand the factors that are likely to affect the popularity and appeal of destinations, both now and in the future.

Organisations may become involved in tourism development for any of the following reasons:

- **economic** - examples include:
 employment creation, both direct and indirect;
 increasing foreign currency earnings to contribute to the balance of payments and GDP;
 bringing in tourists who spend money locally and contribute to the multiplier effect;
 increasing income for commercial operators;

economic development and regeneration to develop the infrastructure and improve the local area and conditions for local people;

- **environmental** - examples include:
habitat preservation for wildlife in an area;
regeneration and conservation of the built and natural environment;
environmental education of the local population and/or of tourists visiting the area;
stimulating environmental improvements of benefit to local people and wildlife as well as tourists;
- **socio-cultural** - examples include:
promoting understanding between the cultures of tourists and those of the local population;
improving 'quality of life' for the local population;
providing community facilities, as well as facilities for tourists;
revival of traditional activities, festivals and ceremonies to celebrate culture and develop a 'sense of pride' in one's own identity;
- **political** - examples include:
enhancing the image of an area is particularly important for LEDCs or for countries that may be perceived in a negative way due to war or natural disasters;
creating a regional or national identity to boost domestic morale and encourage visitor numbers.

In the external assessment, candidates apply their knowledge and understanding of the objectives of tourism development to a selection of case studies. Candidates synthesise information from the various case studies to demonstrate a deeper understanding of the connections between different aspects of tourism development.

2.2 Impacts of Tourism Development

Tourism often has considerable impact on destinations and the people who live there. To understand how tourism development affects a destination, candidates identify and analyse recent examples of positive and negative impacts associated with tourism development such as those listed in the following table:

Type of Impact	Positive Effects	Negative Effects
Economic	<ul style="list-style-type: none"> • increased incomes; • increased foreign exchange; • increased employment; • improved infrastructure; • multiplier effect; 	<ul style="list-style-type: none"> • decline of traditional employment opportunities; seasonality of employment; • increased living costs; • leakages; • increased taxes;
Socio-cultural	<ul style="list-style-type: none"> • preservation of customs and crafts; • provision of community facilities and public services; • aiding of international understanding; • encourages travel, mobility and social integration. 	<ul style="list-style-type: none"> • conflicts with the host community; • crime; • loss of cultural identity; • the Demonstration Effect; • changes to family structure; • social problems, such as begging and prostitution.
Environmental	<ul style="list-style-type: none"> • improved assets; • landscaping; • conservation; • regeneration; • building regulations; 	<ul style="list-style-type: none"> • traffic congestion; • erosion of natural resources; • pollution of air and water; • litter; • increase in noise levels; • panoramic view damage; • destruction of natural wildlife systems and breeding patterns;

Candidates need to understand that impacts can be managed by tourism professionals for the long-term benefit of the destinations, their communities and the travel and tourism industry. Candidates need to recognise the significance of the values and attitudes of different stakeholders in tourism development in particular regions. They also need to current issues and consumer trends impacting on tourism development.

Candidates also need to understand how tourism's positive impacts can be maximised through the principles of successful destination management including:

- maximising the retention of visitor spending at the destination;
- investing tourism income in public and social projects for local communities;
- widening access to facilities and assets;
- staff training and development;
- training and employment of local people in tourism and related activities;
- tourism education.

They also need to know how tourism's negative impacts can be minimised through management activities, such as:

- planning control;
- using the principles of sustainable tourism;
- visitor and traffic management;
- assessing environmental impact.

Candidates need to understand how the rapid, unplanned development of tourism in a destination could spoil what tourists originally travelled to see.

2.3 Changes in the Evolution of Destinations

The Canadian geographer RW Butler, writing in 1980, was the first person to liken the development of tourist destinations to a product passing through the various stages of the product life cycle. Candidates will not be examined on the product life cycle but they will be expected to have studied and applied the Butler model to particular destinations. He suggested that all destinations follow a cycle of evolution and pass through stages similar to youth, maturity and old age. The logical conclusion of such a process must be the ultimate decline of a particular destination, unless it can re-invent itself – a process known as 'rejuvenation'. Candidates will analyse reasons why particular destinations are placed in the following stages of the model:

- Exploration;
- Involvement;
- Development;
- Consolidation;
- Stagnation;
- Decline or Rejuvenation.

Candidates who wish to supplement their studies in product life cycle terms will find further details in Chapter 5 "Cambridge Career Award in Travel and Tourism Standard Level" by A. Rowe, J.D. Smith and F. Borein published by Cambridge University Press, 2002 ISBN 0-521-89235-X.

Candidates should consider the range of factors shown in the following table in determining how selected locations have evolved as tourism destinations:

EVOLUTION	ASPECTS
Key Features of Destination	<ul style="list-style-type: none"> • Weather and climate • Scenery and landscape • Vegetation and wildlife • Historical and cultural attractions • Modern built attractions • Indoor/outdoor activities • Accommodation options • Events and festivals • Food/drink and entertainment • Accessibility and gateways
Tourist appeal by visitor type	<ul style="list-style-type: none"> • Young people • Singles • Families • DINKY • Grey market • Special needs • Business tourists
Visitor Statistics	<ul style="list-style-type: none"> • Recent trend • Projection for future • Stage in evolution – using life cycle model
Factors influencing popularity	<ul style="list-style-type: none"> • Cost of accommodation • Cost of transport • Costs at destination • Tour operator promotional activity • Destination promotional activity • Over-commercialisation • Crime and social problems • Political instability and unrest • Terrorism • Positive/negative media coverage • Positive/negative tourism management • Growth in independent travel • Growth in short breaks • Exclusivity • Increased accessibility • Water/air/noise hazard • Natural disasters

It is important that destinations attempt to manage the positive and negative impacts of tourism in a sustainable way. There will be a limit on the number of tourists a particular destination can manage sustainably, which is known as a destination's carrying capacity.

Part 3 – Principles of Customer Service

The travel and tourism industry is highly competitive with a large number of organisations providing very similar products and services. It is often the quality of customer service that distinguishes one organisation from another. Customers expect to receive the highest standards of customer service and this is why it is essential for staff to be aware of the part they play in satisfying this important customer need. Excellent customer service means consistently exceeding expectations of customers rather than just meeting them. Candidates should recognise that the provision of excellent customer service is everyone's responsibility within an organisation and extends to internal as well as external customers.

3.1 Needs of External and Internal Customers

Candidates must identify the internal and external customers of at least **one** travel and tourism organisation and then research, analyse and evaluate the different needs of **BOTH** types of customers.

They should recognise that the needs and expectations of customers, both internal and external, will vary according to the organisation and the situation. The organisation and its staff should display sensitivity to the range of different needs of customers, including spiritual and cultural needs. Candidates should understand the importance of customer service to both external and internal customers.

External Customers

External customers are an organisation's visitors or users. Different types of external customers will have different needs. Customers can be classified as:

- individuals;
- groups, including different age or cultural groups and special interest groups;
- people with children;
- foreign visitors, with language and cultural differences;
- people with specific needs, e.g. wheelchair users, people with sensory disabilities; visitors with special dietary requirements;
- members and non-members of travel organisations.

Candidates need to be aware that when customers visit a travel and tourism facility e.g. a theme park, the customer service experienced first hand at the theme park is just one aspect of the customer service provided by that organisation as a great deal goes on behind the scenes to ensure that customers' experiences are good ones.

Internal Customers

Internal customers are members of staff within an organisation or an organisation's suppliers who contribute towards the service provided to external customers, including:

- colleagues;
- management and supervisors;
- employees of other organisations, e.g. retail outlets at an airport are internal customers of the airport.

Candidates should appreciate that local and national organisations need to provide effective customer service to internal customers in order to establish good working relationships between colleagues, managers and staff teams, which will result in:

- delivery of high levels of customer service to external customers;
- good levels of communication between departments;
- smooth operation of the organisation;
- a happy and efficient workforce;
- employee loyalty.

3.2 The Delivery of Customer Service

Candidates should investigate the delivery of customer service in at least **one** travel and tourism organisation. Candidates may select any appropriate example such as a local attraction, airport or hotel. Candidates must explain how quality service is delivered by **three** different staff roles within **one** chosen outlet with which they are familiar. Quality service is likely to be the result of the following:

- training;
- teamwork;
- product knowledge;
- monitoring and evaluation;

Different staff roles delivering quality service to visitors within, for example, a chosen hotel might include:

- front desk/reception;
- housekeeping;
- concierge;
- bar;
- restaurant;
- conference manager/assistant;
- leisure manager/assistant.

Candidates are expected to be able to explain identifiable customer service procedures that are appropriate for a particular operation. For example, staff duties in a hospitality environment would involve the 'meeting and greeting' functions of the face-to-face encounter such as:

- always acknowledge guests upon arrival and departure;
- always walk guests at a comfortable pace;
- assist the guest as much as possible;
- always keep guests fully informed e.g. about delays;
- always smile and show enthusiasm;
- never leave the table before it is completely seated;
- never leave the host stand unattended;
- never argue with a guest;
- always present a positive image of the organisation and its products;
- never chew gum, eat, drink, swear or smoke on the job.

Candidates should identify and explain key aspects of good practice for each of the three selected job roles. These could include maintaining the cleanliness of the facility, engaging excellent telephone manner and dealing with customer complaints, for example:

- bar area – keep clear of empty bottles and glasses;
- answer the phone with a cheery, sincere and friendly greeting;
- apologise in general terms for any inconvenience caused and inform the customer the matter will be investigated fully and put right.

Candidates will be expected to explain and justify **three** types of customer service procedures with which they are familiar.

3.3 Assessment of the Quality of Customer Service in Travel and Tourism

Travel and tourism organisations continually monitor and assess the quality of the customer service they provide in order to remain competitive within the industry. Organisations may have different values and attitudes to customers and their practices and procedures may reflect this.

Candidates should explain how an organisation sets and assesses the quality standards for customer service to reflect the values and attitudes of the organisation. Some travel and tourism organisations use a system known as 'benchmarking', where standards of quality are set, against which performance can then be measured. When using this system, the organisation must identify the most important aspects of its customer-service delivery. Customer-service managers then utilise this information to help identify where levels of customer service could be improved.

Candidates need to be able to analyse how organisations in the travel and tourism industry assess the quality of their customer service and make recommendations for improvements, if required. Travel and tourism organisations use a variety of feedback techniques to find out if customers are happy with the standards of customer service they receive, examples include:

- informal feedback (from customers, staff, management, non-users);
- surveys (of customers, staff, management, non-users);
- suggestion boxes;
- focus groups;
- mystery shoppers;
- observation.

Candidates need to know how these techniques are used by travel and tourism organisations in order to develop their customer-service provision whilst still reflecting the organisation's values and attitudes.

Resources for Paper 1

Blackman H, Rowe A, Smith J & Stewart S, GCE AS Travel and Tourism for OCR double award, 2005, Heinemann Educational, 043544641X

Rowe A, Smith J D, Stewart S, Warburton F, Demaine R, GCE A2 Travel and Tourism for OCR Double Award, 2006, Heinemann, 0435463551

A Rowe, J D Smith, F Borein, Career Award Travel and Tourism Standard Level, Cambridge University Press, 2002, 052189235X

Organisations	Visit Britain www.bta.org.uk English Heritage www.english-heritage.org.uk National Trust www.nationaltrust.org.uk Tourism Concern www.tourismconcern.co.uk UNESCO www.unesco.org Voluntary Service Overseas www.vso.org.uk World Wildlife Fund www.worldwildlife.org World Travel Tourism Council www.wttc.org
Publications	Travel Trade Gazette www.ttglive.com Travel Weekly www.travelweekly.co.uk
Textbooks	Burns P & Holden A, <i>Tourism: a new perspective</i> Prentice Hall, 1995, 0131915525 Harrison D <i>Tourism and less Developed World</i> Cabi Publishing, 2004, 0851998305 Connell J, Page S, <i>Tourism – A Modern Synthesis</i> Thomson Learning, 2006, 1844801985 Rodgers J, <i>AVCE Advanced Travel and Tourism</i> , Heinemann, 0435455923 ; Witt SF, Brooke MZ & Buckley PJ <i>The Management Of International Tourism</i> , Thomson Learning, 2002, 0415084636 Blanchard, K. & Bowles, S – <i>Raving Fans: A Revolutionary Approach To Customer Service</i> , Harper Collins Business, 1998, 0006530699 Blohowiak, D & Karr, R – <i>The Complete Idiot's Guide to Customer Service</i> Simon & Schuster Ltd , 1997, 0028619536 Branson, R & Craven, R – <i>Customer is King: How to Exceed Your Clients' Expectations</i> , Virgin Books, 2005, 0753509687 Holloway, C – <i>The Business of Tourism 6th Ed.</i> , FT Prentice Hall , 2001, 0273655639 Shaw C et al – <i>Building Great Customer Experiences</i> , Palgrave Macmillan, 2002, 0333990137 Smith, S & Wheeler, J – <i>Managing the Customer Experience: Turning Customers into Advocates</i> , FT Prentice Hall, 2002, 0273661957

<p>Websites</p>	<p>www.bbc.co.uk/holiday</p> <p>www.tribes.co.uk</p> <p>www.visitbritain.com</p> <p>http://www.vts.rdn.ac.uk/tutorial/travel.</p> <p>http://www.marriott.com Marriot Hotels International – Extensive site with extensive details of products and services and a worldwide hotel search. The ‘global sites’ section offers a range of languages and local information.</p> <p>http://www.airlinequality.com Skytrax – the world of air travel – Customer comments about service on international airlines and airports</p> <p>http://www.singaporeair.com Singapore Airlines – Extensive site with country links, press releases and corporate information</p> <p>http://www.caribtourism.com A site of the Caribbean Tourism Organisation – Section on travel agent training programme (product knowledge)</p> <p>http://www.baa.co.uk/pdf/customer_service.pdf BAA customer service – Customer service policies at BAA</p> <p>http://www.virgin.com Virgin Extensive site catering for different regions of the world. A lot of information about the airline and its policies.</p> <p>http://www.virgin-atlantic.com Virgin Atlantic Use the ‘All about us’ section to find an up to date ‘Press Kit’ with extensive details of products and services</p>
<p>Videos</p>	<p>A Guide to Consumer Rights (TV Choice)</p> <p>How to lose customers without really trying (Video Arts)</p> <p>I am a Tourist (English Heritage)</p> <p>Keeping the Customer Satisfied (TV Choice)</p> <p>Staff training videos (various travel and tourism organisations)</p> <p>Telephone behaviour (Video Arts)</p>

- A complete Video Arts catalogue can be obtained by emailing info@videoarts.co.uk
<http://www.videoarts.co.uk/> gives details of global distributors and international resources.
- TV Choice can be contacted by email: tvchoiceuk@aol.com.
- Details of English heritages educational resources available on <http://www.englishheritage.org.uk/> or by email education@english-heritage.org.uk

PAPER 2: PLANNING AND MANAGING A TRAVEL AND TOURISM EVENT (COURSEWORK)

This paper gives candidates the opportunity to work as part of a team to plan, carry out and evaluate a real project in the form of a travel or tourism event. The event may be set in a variety of contexts that are related to travel and tourism such as:

- the staging of a conference, meeting or exhibition (with or without hospitality);
- the delivery of a guided tour or similar group activity;
- the running of a trip or other group venture.

Candidates will require guidance in choosing an appropriate event. It is expected that they will have the opportunity to demonstrate essential business and customer service skills, which are an integral part of the travel and tourism industry.

Candidates must produce a business plan for a specific travel and tourism event. The plan should be developed as a group but presented individually.

It should include:

- a description of the event;
- objectives and timescales for the event;
- resource needs (physical, human and financial);
- legal aspects of the event (health and safety, security, insurance);
- methods to be used to evaluate the event.

Candidates also need to produce a record of their involvement in carrying out the team event, including:

- details of their allocated task(s);
- details of any problems that arose and how individual team members responded to such difficulties;
- details of deadlines and progress made towards each deadline;
- an evaluation of their role in the event;
- the effectiveness of the team in achieving the event's objectives.

The following guidelines provide candidates with a clear framework for the production of this piece of coursework.

Stages in the event	Notes for Guidance
Investigate the running of potential travel and tourism events and undertake feasibility studies	<p>Candidates should identify the range of possible events. At this stage tutors should encourage idea storming (either as a group or individually) so that a variety of different travel and tourism related events are proposed.</p> <p>The feasibility studies can be carried out as a group task, but candidates should record their individual contribution.</p> <p>It is recommended that a minimum of two and maximum of four feasibility studies are carried out to enable candidates to narrow down the choice of event, based on a comparison of the likely success of each one.</p>
Discuss the feasibility studies and select one event	<p>Candidates are required to select an appropriate type and size of travel and tourism event, which is within the capabilities of the group.</p> <p>This could be achieved through group discussion of the results of the feasibility studies.</p>

	<p><i>The discussion and decision making process must be recorded (written, audio or video), e.g. candidates could be recorded doing their presentations or tutors could complete witness statements for them.</i></p> <p>Tutors should guide the selection process to ensure the suitability of the chosen event.</p> <p>It would be more vocationally relevant to involve external customers in the event, but it is recognised that some centres may wish to hold internal events (e.g. a travel and tourism careers conference), which can be appropriate if candidates are required to contact and make plans with representatives from the travel and tourism industry.</p> <p>Events could include a day trip to a visitor attraction for a local charity or school, an exchange visit with students from another country, an overseas visit by a group of students, or a promotional event for a new or existing travel or tourism product.</p>
<p>Set the aims and objectives for the chosen event and devise and implement a realistic plan for the event.</p>	<p>Candidates must demonstrate an understanding of the importance of setting aims and objectives for the chosen event as well as producing a realistic action plan covering all the key processes involved in staging an event.</p> <p><i>Tutors and students may be able to obtain templates and guidance on producing formal business plans from a variety of agents who support new businesses.</i></p> <p>Candidates must work as part of a team (whether with peers or colleagues in employment) and will thus gain valuable experience of teamwork, which will aide the process of setting roles and responsibilities for team members. Tutors may use this opportunity to provide candidates with an understanding of the theories of teamwork (e.g. Belbin or Tuckman). It might also be beneficial to discuss different leadership styles, as natural leaders will emerge within teams.</p> <p>Teams need to meet regularly in order to fulfil the requirements for planning, working to deadline and monitoring targets. It is advised that tutors teach candidates how to plan and run informal and formal meetings, including the use and production of agendas and minutes.</p> <p>These will contribute to the important documentary evidence of candidate performance within this unit. Group (or team) contributions should also be recorded throughout and a detailed individual log should be kept, recording activities undertaken, problems and how these were resolved, to support the candidate's final analysis and evaluation of their involvement in running this event.</p> <p><i>This log can also be submitted as evidence in their coursework.</i></p>

	<p>Knowledge and understanding of different promotional techniques and materials will be needed, in order to select the most appropriate techniques and materials for the chosen event. A justification should be provided for the promotional techniques and materials selected, which should be included in the plan for the event.</p> <p>Candidates will need to consider the evaluative tools to use throughout the planning and staging of the event. Ongoing evaluation, including the planning stages, may be beneficial to the final outcomes for the event.</p>
Produce appropriate materials for the selected event	<p>Candidates must produce appropriate materials in support of the chosen event.</p> <p>For example, candidates might produce pieces of promotional material for their event such as posters and programmes and these must be included as part of their coursework.</p>
Demonstrate excellent customer service skills during event planning and implementation	<p>The demonstration of excellent customer services skills will need to be evidenced through witness testimonies from colleagues or tutors.</p> <p><i>This could be in the form of a detailed observation record produced by those involved, or a video showing the performance of the candidate and should include details of the types of skills used (e.g. telephone skills, sales skills, or face-to-face communication). Any written material (e.g. letters, memos, minutes of meetings) should be included in the coursework.</i></p>
Carry out the event according to the plan	<p>The event is expected to be real and should therefore actually take place. If for any reason this is not possible, due to unforeseen circumstances (e.g. illness, natural disaster) a full explanation of this must be included in the evaluation.</p>
Use appropriate resources to evaluate the travel and tourism event	<p>The evaluation methods have already been set as part of the plan for this event. These may include feedback to be completed by participants, staff and peers, at or after the event.</p> <p>Candidates should use the data from the various methods to form their analysis and evaluation.</p> <p><i>Candidates must develop skills in producing suitable evaluation forms (e.g. questionnaires, which could be used by different groups involved in the event), as well as skills in the analysis of data collected. They should also consider financial records in order to ascertain the final profit or loss of the event, and relate this to their plan for financial resources.</i></p> <p>Evaluation may be formal and/or informal, but candidates should ideally demonstrate the use of both types of evaluation. Copies of completed evaluation tools should be included within their coursework to support their own personal evaluation of the event.</p>

TEACHER GUIDANCE (COURSEWORK)

In preparing to carry out their chosen event, candidates will need to investigate its feasibility and present their findings in the form of a business plan. They will need to explain a number of important points about the event in the business plan, including:

- the aims and objectives of the event;
- reference to at least **two** feasibility studies;
- the event's customers, their needs and how these will be met;
- how the event will be marketed;
- physical resource needs (for example equipment, venue/premises, materials);
- financial aspects of the event (budgeting, start-up costs, income, handling payments);
- staffing for the event;
- administration systems (bookings, record keeping, paper-based, electronic);
- event timescales;
- legal aspects of the event (health and safety, security, insurance);
- contingency plans;
- how the event will be reviewed and evaluated.

Developing effective teamwork skills is an important part of this unit. Candidates must consider a number of points about teamwork, including:

- the purpose of the team;
- team structure (formal, informal);
- roles and responsibilities of team members;
- team building and interaction;
- factors that may influence how well the team works, such as communication, leadership, personality clashes, access to resources, the working environment etc.

The success of the event will be linked closely to the group's ability to work together effectively as part of a team.

Having investigated the **feasibility** of their chosen event, the students will run the event according to their agreed plan, with each individual working as a member of a team. Each team member must assume their agreed role(s) positively and work with the whole team. In particular, candidates will need to be aware of:

- completing the task(s) they have been allocated;
- dealing politely with customers, other members of the team and any other people involved with the whole project;
- supporting other team members while the event takes place;
- reacting quickly and confidently to any problems that may arise;
- keeping to any agreed deadlines;
- knowing when to get help and advice from others.

Once the event has taken place, it is important to evaluate what happened to decide if the objectives set by the team at the outset have been achieved. All participants should regard the evaluation process as an essential way of improving both individual and team performance. Candidates should gather feedback on performance throughout the event, not just at the end. A good way of evaluating performance is for all team members to answer questions such as:

- did we meet our objectives?
- were key deadlines met?
- did our planning promote effective performance?
- was the event effective/successful?
- what went well and what went badly for individual team members?
- how well did the team work as a whole?
- how did working as part of a team help or hinder each individual?

In doing this, all participants are expected to give helpful feedback on how others performed as well as receiving comments on their own performance.

The following example outlines the level of work expected of candidates within this coursework module. The example is set within the context of organising a group adventure tourism activity. However, individual Centres must decide how they wish to deliver this practical component. Candidates must follow a logical planning process whereby the following issues are addressed:

- Each candidate must decide on the purpose of the activity and its objectives. At this planning stage students should consider:
 - a location for the adventure activity
 - suitability of the location for the chosen activity
 - appropriate transport arrangements
 - budget and funding arrangements for the event
 - undertaking a risk assessment
 - carrying out an exploratory visit, if feasible.

In the light of the above, the individual student should then give additional consideration to:

- risk assessment and hazard control measures;
- emergency procedures and home contact;
- transport arrangements;
- insurance arrangements;
- costs;
- staffing details – qualifications and experience;
- contingency plans for bad weather, etc.

Additional factors to take into consideration at the planning stage include:

- characteristics of group members (such as age, special needs, and special skills);
- purpose for which the activity is being undertaken;
- length of time the activity will last (including travelling time);
- distance to be travelled, transportation and destination;
- activities to be undertaken while on site at the destination;
- does the activity under consideration require specialised equipment?
- who will provide it and at what cost? Is this affordable?
- do all group members possess the expertise to participate?
- will any group member require tuition/supervision? Is this included in the price?
- is the activity suitable for all members of the group? Are there physical ability and fitness constraints?
- is the size and gender composition of the group an issue?
- if it is a school group, are there particular Health and Safety and Child Protection issues?

Each candidate must demonstrate careful consideration of a range of influences on the way the event will run, in order to gain access to the higher mark bands for AO3. This paper requires the group to consider possible activities and to produce evidence of their research in the form of a feasibility study. It is on the basis of this study that they will select their chosen activity. Mark Band 3 for AO3 is quite specific that each individual should “*undertake research from a broad range of sources*”. Furthermore, to fully meet Mark Band 3, each student’s research must be relevant and they must use their findings to inform the running of the activity, including their participation at all stages of the event.

Candidates must decide whether or not the activities are safe to undertake and they should apply the principles of risk assessment to their potential event. This assessment should be applied to all the component parts required by the activity including transport, accommodation and all aspects of the activity itself. The UK’s Health and Safety Executive’s 10 Essential Questions may provide a useful starting point:

1. What are the main objectives of the event?
2. What could go wrong?
3. What is "Plan B" if the main objectives can't be achieved?
4. What information will be provided for participants?
5. What consent or permissions will be sought?
6. What opportunities will participants have to ask questions?
7. What assurances are there of the leader(s) competencies?
8. What are the communication arrangements?
9. What are the arrangements for supervision, both during activities and 'free time'? Is there a Code of Conduct?
10. What are the arrangements for monitoring and reviewing the event?

(Source <http://www.hse.gov.uk/schooltrips/tenquestions.htm>)

Evaluation feedback gained towards meeting Mark Band 3 for AO4 from a variety of sources may provide comment about the following:

- individual's contribution to the group activity;
- demonstration of listening skills;
- interaction with others;
- skills development;
- initiative shown/problem solving.

Each candidate is expected to evidence **each** of the following:

- a commentary about their own contribution to the activity and to highlight the role that they played within the group;
- provision of an appraisal about the group's performance during the activity and provide comment about such matters as group behaviour and learning;
- make reference to their teacher's assessment of their role in the planning of the group's chosen activity;
- comment about what the supervisor has said about their development of skills and their interaction with others;
- the relationship between the group's objectives and the actual outcomes;
- an assessment of the benefits that both they and the group as a whole were able to achieve from participation such as personal development;
- comment on the effectiveness of planning and the extent to which plans were actually adhered to;
- appropriate recommendations about future travel and tourism events;
- summarise what they have learnt about the importance of thorough planning.

To help generate additional evidence for AO4, candidates could devise and carry out a survey amongst the various group members. For example, participants might be asked to give feedback based on their experience of the activity and to circle the most appropriate number on the scale below where 10 is best.

Quality of the activity as an experience	1 2 3 4 5 6 7 8 9 10
How well the activity met your expectations	1 2 3 4 5 6 7 8 9 10

Participants could then be asked:

- How would you summarise your experience of the activity?
- What was most enjoyable?
- What was least enjoyable?
- What would have made it better?
- Any other comments or suggestions?

The structure of such a questionnaire would allow candidates to undertake both a quantitative and a qualitative analysis of participant opinion. The “quality” and “expectations” ideas allow candidates to quote precise figures to illustrate their evaluative analysis. Furthermore, replies to the subsequent questions give very reliable feedback which should be used to inform future planning of any subsequent travel and tourism event.

Centres may prefer to encourage their candidates to undertake a smaller scale event and to help facilitate this a second example is now provided looking at the idea of delivering a local guided tour.

Candidates might decide to provide evidence of both their planning and delivery of a short guided tour of their choice. Any group activity requires careful preparation if it is to run smoothly and the delivery of a short guided tour is no exception. Candidates must follow a logical planning process whereby the following issues are addressed.

Each participant must decide on the purpose of the proposed guided tour and its objectives. All candidates need to produce a report which covers their contribution to planning and delivering the tour itself as well as a full evaluation of the tour’s operation. It is thus very important that the candidates understand what will be involved in the production a report that addresses each of these aspects.

In terms of initial planning, candidates should be encouraged to consider the following:

- location for the tour;
- suitability of the location for the chosen tour;
- transport, if appropriate;
- budget and funding arrangements;
- undertaking of a risk assessment;
- undertaking an exploratory visit, if required.

In the light of the above, each candidate should then give additional consideration to:

- risk assessment and hazard control measures;
- emergency procedures and home contact;
- transport arrangements;
- insurance arrangements;
- costs;
- staffing details – qualifications AND experience;
- contingency plans for bad weather etc.

Risk assessment involves the individual having to rate the chances of a particular risk or hazard occurring on a scale of 1-5. They then have to consider the severity of outcome and rate the worst probable consequence due to that risk or hazard on a scale of 1-5. The following table provides appropriate illustration.

Likelihood of occurrence	Severity of outcome
1 – highly unlikely to ever occur	1 – slight inconvenience
2 - may occur but very rarely	2 – minor injury requiring first aid
3 - does occur but only rarely	3 – medical attention required
4 - occurs from time to time	4 – major injury needing hospitalisation
5 - likely to occur	5 – serious injury/disability/death

Very simply, the risk level is obtained by multiplying the likelihood of occurrence by the severity of outcome. A value of 6 is acceptable in outdoor activities although this value might easily be reduced with appropriate instruction, warning and advice. A risk value of 8 would require detailed warnings and the close monitoring of all instruction given. Risk values above 8 must be reduced or the activity terminated. For all the risks and hazards that the individual can identify, they should calculate a value and offer solutions to help them minimise the level of risk. Only then will they be in a position to justify their choice of guided tour activity in terms of risk management.

This risk assessment should be applied to all the component parts required by the guided tour activity including transport to and from the site as well as time at the site itself.

The success of the tour can be judged in a number of ways:

- participants could be given a customer comment card to fill in;
- individuals will offer feedback during the course of the tour;
- written feedback might be offered, such a letter of complaint;
- each tour can be self-evaluated in terms of time taken, sticking to the itinerary and whether or not the visitors seemed to enjoy the experience;
- the actual tour could be compared with other tours, or similar ones conducted in the locality.

PARTICIPANT FEEDBACK QUESTIONNAIRE

Name:

Group:

Date of Tour:

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below, where 10 is best.

Quality of tour as a learning experience 1 2 3 4 5 6 7 8 9 10

Relevance of tour to your needs 1 2 3 4 5 6 7 8 9 10

- How would you summarise your experience of the tour?
- What was most effective?
- What was least effective?
- What would have made it better?
- Any other comments or suggestions?

A witness statement will provide evidence to help the candidate to further evaluate their own performance during the tour. For this unit all candidates should include at least one detailed witness statement from an independent observer or participant as supporting evidence. The following indicates the type of information that will be of use to help each candidate evaluate **both** the tour and their own performance in it. This will also help them to make fully justified recommendations for future improvements. Key details thus include:

- name of student;
- type of tour;
- location of tour;
- date of tour;
- group size;
- individual's contribution to the tour;
- demonstration of communication skills;
- interaction with others;
- presentation skills;
- initiative shown/problem solving;
- signature, name and status of witness.

Resources for Paper 2 (coursework)

The following are suggestions of resources that could be useful when delivering the course. They are neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources.

Books

Rowe A, Smith J D, Stewart S, Warburton F, Demaine R, GCE A2 Travel and Tourism for OCR Double Award, 2006, Heinemann, 0435463551

Allen, J, The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events, John Wiley and Sons, 2002, 047083188X

Appley, P, Organising a Conference: How to Run a Successful Event, How to books, 2005, 1845280644

Blakeborough, R & Henderson, K Tourist Attractions and Events of the World, Columbus Travel Publishing, 2001, 1902221559

Bowden, G, Events Management, Butterworth-Heinemann Ltd, 2006, 0750665335

Rogers, T, Conferences and Conventions: A Global Industry, Butterworth Heinemann, 2003, 0750657472

Salter, B & Langford-Wood, N, Successful Events Management in a Week, Hodder and Stoughton, 1999, 0340757809

Journals/Magazines/Newspapers

Travel Trade Gazette www.ttglive.com

Travel Weekly www.travelweekly.co.uk

Videos/CD ROM

Building the Perfect Team – Belbin's team theories – (Video Arts)

90-minute Work-out for Team Meetings (Video Arts)

Team working Experiment (TV Choice)

Team player (Video Arts)

ASSESSMENT OF COURSEWORK

Summary Table of Marks and Assessment Criteria. See the following pages for further amplification.

Marking Criteria	Assessment Objective	Mark Band Levels	Total Marks
Demonstration of Knowledge, Skills and Understanding	1	3	12
Application of Knowledge, Skills and Understanding in terms of the candidate's contribution to the planning, preparation and running of the group project	2	3	12
Evidence of Analysis and Research when assessing the feasibility of the selected group project and when managing the project	3	3	13
Evaluation and Decision Making to make judgements, draw conclusions and make recommendations about key issues and problems	4	3	13

Total Marks are out of 50. The mark is then adjusted to be worth 30% of the total mark for the AS Level or 15% of the full Advanced Level qualification.

Each of the following grids represents a strand showing the development of an assessment objective. The maximum mark for each strand is shown in the table above. Each maximum mark is broken down into a number of mark bands, each with a range of performance descriptors. You will use your professional judgement to determine which descriptor in a strand best matches the individual candidate's work.

This Advanced Level unit has the assessment objectives weighted as follows:

Assessment Objective	Weighting
AO1 Demonstration of knowledge, skills and understanding	20-25%
AO2 Application of knowledge, skills and understanding	20-25%
AO3 Research and analysis	25-30%
AO4 Evaluation	25-30%

COURSEWORK ASSESSMENT CRITERIA

AO1 - Demonstration of Knowledge Skills and Understanding (12 marks)	
<p>The plan presented has details of the following aspects of the chosen event:</p> <ul style="list-style-type: none"> • aims, • objectives, • customers, • marketing, • resource needs, • team roles, • staffing, • timescales, • legal requirements. 	<p>Mark Band 1 (1 – 4 marks).</p> <ul style="list-style-type: none"> • At the lower end (1 or 2 marks) the plan will have serious omissions and three or more of the listed aspects will not have been described or commented on. • At the upper end (3 or 4 marks), the plan may be unrealistic but it will incorporate some learning from other areas of study within travel and tourism.
	<p>Mark Band 2 (5 – 8 marks).</p> <ul style="list-style-type: none"> • At the lower end (5 or 6 marks), the plan has some omissions but only one or two of the listed aspects will have not been included and commented on. • At the upper end (7 or 8 marks), the overall plan will be realistic in terms of the event's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism.
	<p>Mark Band 3 (9 – 12 marks).</p> <ul style="list-style-type: none"> • At the lower end (9 or 10 marks), the plan presented provides clear details of all the listed aspects with no omissions. Furthermore the evidence presented will reflect the consideration of all aspects of the event's management. • At the upper end (11 or 12 marks) it will also show understanding of purpose, some application of relevant skills (financial, legal, marketing, risk assessment, customer service), understanding of team roles and functions. Timescales will be logical, achievable and realistic.
AO2 - Application of Knowledge Skills and Understanding in terms of the candidate's contribution to the planning, preparation and running of the group event (12 marks)	
<p>Mark Band 1 (1 – 4 marks)</p> <ul style="list-style-type: none"> • At the lower end (1 or 2 marks), the candidate's performance as part of the team is minimal and is only just sufficient to show participation in event planning and performance. • At the upper end (3 or 4 marks), the record of the candidate's contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; work will have several inaccuracies/omissions. 	
<p>Mark Band 2 (5 – 8 marks)</p> <ul style="list-style-type: none"> • At the lower end (5 or 6 marks), the record of contribution shows consistent involvement in the selected event and ability to work as a team member; some evidence of ability to deal with any complex complaints or problems experienced during preparation and actual event management. • At the upper end (7 or 8 marks), there will also be clear evidence of contributing to effective planning, preparation and running of the group event. 	

Mark Band 3 (9 – 12 marks)

- At the lower end (9 to 10 marks), there will be evidence of a constructive and competent contribution to planning, preparation and running of the group event demonstrating the ability to perform under pressure, cooperate with others to meet the aims and objectives.
- At the upper end (11 to 12 marks), the record of contribution shows a full and valuable role in the selected group event with the ability to deal effectively and sympathetically with complex problems and/or complaints, displaying good interpersonal skills. There are few, if any, omissions.

AO3 - Evidence of Analysis and Research when assessing the feasibility of the selected group event and when managing the event (13 marks)**Mark Band 1 (1 – 5 marks).**

- At the lower end (1 to 3 marks), there will be evidence of only some research from **limited** sources and the feasibility studies are not considered or in much detail. The candidate may require other team members to obtain more information and this may lead to delays.
- At the upper end (4 or 5 marks), research is not always relevant and the candidate does not always use the findings of research effectively. There is just sufficient to enable the group event to take place and there is little attempt to address contingency plans or to research alternatives in case of problems.

Mark Band 2 (6 – 9 marks)

- At the lower end (6 or 7 marks), there is clear evidence of research from different sources such as searching for alternatives in terms of costs, resources and project ideas. Two or more feasibility studies are considered.
- At the upper end (8 or 9 marks), overall research is mostly relevant. There is clear use made of most of the findings of the research to inform the running of the group event appropriately.

Mark Band 3 (10 – 13 marks)

- At the lower end (10 or 11 marks), there is clear evidence of research using a broad range of sources and at least two feasibility studies are fully considered. The work is clearly indexed and research is relevant.
- At the upper end (12 or 13 marks), there is very good use of the findings to inform the running of the group event. Proper contingency plans are included for support should problems arise.

AO4 - Evaluation and Decision Making to make judgements, draw conclusions and make recommendations about key issues and problems (13 marks)**Mark Band 1 (1 – 5 marks)**

- At the lower end (1 to 3 marks), evaluation of own performance and the team's performance during and after the event is limited with only simple facts, comments or statements.
- At the upper end (4 to 5 marks), the candidate makes some limited recommendations for improvement and many ideas may be unrealistic. Use of terminology is not always accurate and lacks detail in accuracy and content.

Mark Band 2 (6 – 9 marks)

- At the lower end (6 or 7 marks), the candidate evaluates both their own performance and the team's performance during and after the event and makes limited but realistic recommendations for improvement. Not all aspects are fully covered.
- At the upper end (8 or 9 marks), the work does include valid recommendations. The candidate presents materials suitably with appropriate use of terminology and work will show good understanding.

Mark Band 3 (10 – 13 marks)

- At the lower end (10 or 11 marks), the work contains a comprehensive evaluation of both the candidate's own performance and the team's performance. All stages of the event are covered through the use of evaluative tools.
- At the upper end (12 or 13 marks), the work makes detailed and realistic recommendations for improvement which are well considered. This confirms the candidate's ability to analyse and reflect on areas for future development. The candidate presents work logically, with use of appropriate terminology, so that meaning is clear and accurately conveyed. The work shows full understanding.

The completed individual pieces of coursework will be assessed by staff at the Centre and subject to the following moderation process:

Moderation**(a) Internal moderation**

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

(b) External Moderation

If there are ten or fewer students at the Centre **ALL** of their coursework must be submitted. If there are more than ten, a representative sample must be submitted, in accordance with the numbers stated in Part 4 of the Handbook for Centres. This should cover the entire ability range of the students at the Centre, with the marks spaced as evenly as possible from the top mark to the lowest mark. If appropriate, the sample should include work of students from the classes of different teachers.

All coursework submitted for moderation should be in a file, which has been clearly marked with:

- the Candidate's name and number
- the Centre name and number
- the Coursework title.

Each submission of Coursework should be accompanied by completed Individual Candidate Record Cards and a Coursework Summary Assessment Form.

A further sample of coursework may be required at a later date. All records and supporting written work should be retained until after the publication of results.

TRAVEL AND TOURISM

GCE Advanced Subsidiary Level and GCE Advanced Level 9395

Paper 2: Planning and Managing a Travel and Tourism Event

Candidate Record Card

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

Examination session	June/November*	*please delete as necessary	Year	2	0	0	9
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Centre name	
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Centre number					
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Candidate name		Candidate number				
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Assessment Criterion	Mark
AO1 Demonstration of Knowledge, Skills and Understanding (max 12 marks)	
AO2 Application of Knowledge, Skills and Understanding (max 12 marks)	
AO3 Evidence of Analysis and Research (max 13 marks)	
AO4 Evaluation and Decision-Making (max 13 marks)	
Total (max 50)	

Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature _____ Date _____



UNIVERSITY of CAMBRIDGE
International Examinations

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Enter the mark awarded for each Assessment Criterion in the appropriate box.
- 4 Add together the marks for the Assessment Criteria to give a total out of 50. Enter this total in the relevant box.
- 5 Sign and date the form.

Please read the instructions printed overleaf before completing this form.

Centre Number													Centre Name
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Candidate Number	Candidate Name	Teaching Group/Set	AO1 Demonstration of Knowledge, Skills and Understanding	AO2 Application of Knowledge, Skills and Understanding	AO3 Evidence of Analysis and Research	AO4 Evaluation and Decision Making	Total Mark (max 50)	Moderated Mark (max 50)

Name of teacher completing this form		Signature		Date					
Name of Internal moderator		Signature		Date					



A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet at a later stage (i.e. in candidate index number order, where this is known).
3. Enter each candidate's marks on this form as follows:
 - a) In the individual skills columns, enter the marks awarded.
 - b) In the column headed 'Total Mark', enter the total mark awarded.
4. Ensure that the addition of marks is independently checked.
5. Both the teacher completing this form and the internal moderator should check the form and complete the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet to each centre showing the name and index number of each candidate. Transfer the total internally moderated mark for each candidate from this Coursework Assessment Summary form to the computer-printed Coursework mark sheet.
2. Despatch the top copy of the computer-printed Coursework mark sheet (MS1) to the Ministry or CIE, as appropriate in time to allow external moderation to take place. The deadline for receipt of this completed document is 30 April for the June examination and 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range, together with this form and the second copy of MS1 by 30 April for the June examination and by 31 October for the November examination.
4. If there are 10 or fewer candidates submitting Coursework, send all the Coursework that contributed to the final mark for every candidate.
5. If there are more than 10 candidates, send the Coursework that contributed to the final mark for the number of candidates as follows. The marks of the candidates' work selected should cover the whole mark range with marks spaced as evenly as possible from the top mark to the lowest mark.

number of candidates entered	number of candidates whose work is required
11-50	10
51-100	15
above 100	20

6. If different teachers have prepared classes, select the samples from the classes of different teachers.
7. CIE reserves the right to ask for further samples of Coursework.

PAPER 3: INTERNATIONAL BUSINESS AND LEISURE TRAVEL SERVICES

The number of international arrivals shows an increase from 25 million international arrivals in 1950 to over 700 million in 2002, corresponding to an average annual growth rate of 6.6 per cent. Europe and the Americas were the main tourist-receiving regions between 1950 and 2000. Both regions represented a joint market share of over 95 per cent in 1950, of 87 per cent forty years later and of 76 per cent in 2000.

International tourist arrivals reached an all-time record of 763 million in 2004. The number of international tourist arrivals worldwide increased in 2004 by 73 million.

In 2004, 52% of international tourist arrivals were made by leisure travellers. Business travel accounted for 16% of all international visits and 24% covered travel for other reasons, such as visiting friends and relatives (VFR), religious purposes/pilgrimages, health treatment and so on. The remaining 8% of international arrivals did not specify the purpose of their visit when surveyed. 45% of international tourists arrived over land to their destination by road and 4% by rail. Air transport represented 44% of arrivals and transport by water accounted for 7%.

This paper requires candidates to develop key vocational skills such as researching the features of particular types of travel, matching the needs of potential customers with potential providers and evaluating suitability. It also allows candidates to consider the importance of selected organisations, the effects of legislation and the range of factors that influence the increasing numbers of international travellers that enter and depart from the world’s major travel gateways.

This Advanced Level paper has the assessment objectives weighted as follows:

Assessment Objective	Weighting
AO1 Demonstration of knowledge, understanding and skills	25-35%
AO2 Application of knowledge, understanding and skills	20-30%
AO3 Research and analysis	20-30%
AO4 Evaluation	15-25%

The external assessment will involve candidates answering four structured questions in 1 hour 30 minutes. Each question will be based around a piece of original vocationally-related stimulus material, selected specifically to reflect key aspects of the paper content. A specimen question paper is available to assist in preparing candidates for the assessment.

The structured questions based on each of the four pieces of stimulus material will show an increase in degree of difficulty and the following command verb hierarchy will be customarily used:

- identify/name/list;
- describe briefly/state;
- describe fully/explain;
- explain fully;
- compare;
- contrast/justify;
- analyse/evaluate.

The more open ended questions, inviting candidates to respond to a problem or issue, will be assessed by level of response criteria. These questions are designed to examine several assessment objectives. Candidates are expected to learn about:

- different types of international transport and major routes to/from their country;
- different transport products to/from major destinations;
- ancillary products and services provided to international travellers;
- organisations that influence international travel;
- consumer issues influencing the provision of international travel;
- factors influencing international travel.

Content

All international transport providers offer a range of product options. Candidates need to identify the key features of the major types of product currently available. In particular, they are expected to know that certain types of product are aimed at passengers with specific needs and expectations (leisure, business, special needs etc.). Furthermore, candidates need to be aware that all products and services are affected by the seasonal nature of travel and tourism.

3.1 International transport products and services

It is important that candidates have a clear understanding about the following international transport products and services:

- **air services**
 - these can be either scheduled or charter flights and may offer different classes (First, Business, Economy and Premium cabins), baggage allowances, lounge access, variations of in-flight service, as well as ‘no-frills’ options, all at different costs;
- **sea services**
 - both ferry and cruise services offer different levels of seat/cabin service and availability;
- **rail services**
 - offer different classes of travel with differing levels of service provided, as well as different types of ticketing arrangements;
- **coach services**
 - different services and ticketing arrangements at different times of the year.

Candidates will undertake research to identify details of transport products currently available and evaluate the appeal of such products to particular groups of international travellers. Candidates must be able to identify major transport routes and interpret information about their relative popularity and suitability for different passengers with different needs and requirements, such as leisure travellers, business travellers and those visiting friends and relatives.

For this section, candidates investigate at least **one** international airport and at least **one** major port and they should be able to explain the full range of products and services, including security, that are currently made available to both leisure and business international travellers.

3.2 Other International Travel Service Providers

There are many other products and services, besides those involving international transport, that are currently made available to meet the needs of both leisure and business international travellers. Candidates should understand how providers of each of the following cater for different types of visitor at different times:

- major transport terminals;
- hotels and other types of accommodation provider;
- destination venues;
- travel agencies;
- Tourist Information Centres;
- tour operators.

Candidates should also appreciate how changes in demand for ancillary products and services affect international transport, and how these changes are interdependent on, and can affect each other. They need to understand that each of the listed type of provider is able to offer a range of ancillary services to both leisure and business international travellers. They should be able to describe the ways in which the following are made available and the use that is made of ICT in providing these services:

- travel insurance;
- foreign exchange;
- excursions;
- car hire;

- airport transfers;
- passport and visa information;
- coach and rail tickets;
- hotel bookings;
- tickets to theme parks/theatres/other attractions;
- guide books and guiding services;
- sight-seeing tours;
- special event information.

For example, an investigation into the product and service range of a large high street travel agency would identify the following pre-bookable extras:

- return taxi transfers to point of arrival;
- car hire;
- crèches;
- welcome packs for apartments (including special occasion packs with flowers, champagne or cake and kids' beach packs);
- hotel accommodation for the night before the journey;
- theme park tickets;
- pre-booked seats, upgraded meals, increased baggage allowances;
- travel insurance;
- hotel vouchers for fly-drive customers;
- VIP airport lounges before departure in the UK and elsewhere;
- chauffeur-driven car to airport;
- airport parking or 'meet and greet';
- city break excursions, dinners, theatre trips;
- coach tickets;
- rail tickets;
- foreign exchange.

Travel agents are now offering even more services to their customers in their attempt to boost their incomes and to remain competitive. It is becoming increasingly common to see more specialised services being offered to clients, such as:

- balloon flights and helicopter rides;
- Ibiza club passes;
- swimming with dolphins/manatees;
- spa days and massage packages;
- diving packages;
- wedding planner services;
- Broadway show tickets;
- USA cell phone hire.

3.3 Organisations and Regulations influencing International Travel

There are a range of bodies and organisations that can regulate and influence many aspects of international travel. Candidates need to research the main functions of their **own country's** equivalent of the following:

- Foreign and Commonwealth Office (FCO);
- Civil Aviation Authority (CAA);
- Passenger Shipping Association (PSA);

- Association of British Travel Agents (ABTA).

In particular, they need to recognise the ways in which **each** organisation can have a direct impact on international travellers, e.g. the FCO provides travel information and advice, as well as offering important services to British nationals overseas; the CAA sets civil aviation standards, as well as regulating many aspects of air transportation; other organisations have a different focus.

Candidates also need to understand the significance of the values and attitudes of these organisations and be fully aware of the work of the World Tourism Organisation (WTO).

Providers involved with the supply of goods and services to the international travel market within the UK, for example, have to comply with a variety of regulations. Some of these may reflect industry codes of practice but several important aspects of service provision are covered by legislation. All travel and tourism employees have to understand how legal requirements can have an effect on work-related activities, particularly those which involve dealings with consumers. In particular, candidates should understand that legislation has been introduced to provide customers with protection and the right to compensation, should problems arise in key aspects of their international travel arrangements.

3.4 Factors influencing International Travel

Candidates will evaluate the current major factors that influence international travel. These factors operate at all scales of provision, from the local through to the national and then to the international and global level. These factors help to determine which regions of the world become tourism generators and which regions evolve into major tourist-receiving areas. The flows of international visitors that develop help to sustain local and national economies and can generate a variety of positive economic impacts.

Candidates will be expected to have a clear understanding of the following:

- changes in consumer taste and demand for leisure travel – the trend for an increasingly adventurous travelling public who constantly demand alternative destinations;
- increased variety of products available to the leisure market, such as: new long-haul destinations, city breaks, adventure tourism packages, sports tourism packages, ecotourism packages, youth-market and grey-market products and services;
- new routes and services offered by transport providers, thereby increasing the accessibility of different destinations;
- changes in the channels of distribution for international travel services, such as: Internet booking, telesales, e-ticketing and other applications of new technology;
- economic trends in tourism generating areas, such as: increases in leisure travellers' disposable income, business travel market profitability, exchange rates;
- competition between providers in terms of services offered and their value for money and convenience;
- ways in which the seasonal, tangible and perishable nature of travel and tourism influence the provision and uptake of international travel.

Candidates should appreciate how these factors interact to create a climate for international travel. For example, a quick look at the tourism promotional materials will reveal a stream of advertisements for special travel offers such as:

- Business and Economy flights to various worldwide destinations;
- Round the world offers.

New routes and services are being introduced all the time and these products are being made available via ever widening distribution channels. Competition is strong and consumers of international travel products and services have many options available to them. Candidates will be expected to be able to express valid opinions as to why these trends are developing. Full consideration should be given to the needs and importance of the international business travel market.

In the UK, business tourism is the most lucrative, highest growing, highest quality and highest yielding component of overall tourism. It is worth over £15 billion annually, nearly a quarter of all tourism, of which £4 billion is inbound and £11 billion domestic. Business tourism represents 29% of all inbound tourism visits and 32% of inbound expenditures. However, the UK global market share is declining as international competition grows.

Business tourism is resilient, sustainable and creates quality employment opportunities. It regenerates urban and resort areas – 40% of business visitors return with their families on leisure trips. It stimulates inward investment and facilitates significant export earnings. Over the last ten years there has been a 53% growth in all business trips, exceeding the overall tourism growth rate. The conference and incentive travel segments are predicted to grow at a faster rate than any other tourism sector to the year 2010. Revenues from international business tourism are estimated to account for approximately 36% of total international tourism revenue by 2010. Currently in the UK:

- Congresses and conferences are worth £6.6 billion annually;
- Exhibitions and trade fairs are worth £1.8 billion annually;
- Incentive travel estimated to be worth £165 million annually;
- Corporate hospitality is estimated to be worth £700 million annually;
- Individual business travel is estimated to be worth £6 billion annually.

Resources for Paper 3

Rowe A, Warburton F, GCE A2 Travel and Tourism for OCR Double Award, 2006, Heinemann Educational, 9780435463557

Blackman H, Rowe A, Smith J & Stewart S, GCE AS Travel and Tourism for OCR Double Award, 2005, Heinemann Educational, 043544641X

The following websites provide leading examples of the current trend for bookings and reservations to be made over the Internet.

British Airways @ www.ba.com
EasyJet @ www.easyjet.com
BMI @ www.bmibaby.com
Go @ www.gofly.com
Ryanair @ www.ryanair.com

The following sites search for scheduled flights:

www.expedia.co.uk
www.travelocity.co.uk
www.opodo.co.uk
www.cheapflights.com

The following sites deal with charter flight availability and package holidays:

www.teletextholidays.co.uk
www.bargainholidays.com
www.latedeals.com

Hotel discounts are usually available at the following:

www.discountcityhotels.com
www.lastminute.com
www.uk.laterooms.com
www.wotif.com
www.gothotel.com
www.hoteldiscounts.com
www.orlandoinfo.com

Villas and self-catering options may be researched on the Internet, for example:

www.villaclick.com
www.holidayrentals.com

Other travel-related sites containing useful information include:

www.about.com
www.tourist-offices.org.uk
www.whatsonwhen.com
www.musee-online.org
www.unmissable.com
www.worldclimate.com
www.tripprep.com
www.fco.gov.uk/travel
www.viamichelin.com
www.oanda.com/convert/cheatsheet
www.travelknowledge.com
www.americanexpress.com
www.staruk.org.uk
www.towd.com
www.travelchannel.co.uk
www.world-tourism.org

Details of the cruise market can be explored on the Internet, for example:

www.celebritycruises.com
www.crystalcruises.com
www.cunard.co.uk
www.fredolsencruises.co.uk
www.hollandamerica.com
www.islandcruises.com
www.norwegiancoastalvoyage.com
www.orientlines.com
www.orient-express.com
www.pocruises.com
www.cruisecollection.com
www.peter-deilmann-river-cruises.co.uk
www.princess.com
www.seabourn.com
www.swanhellenic.com
www.windstarcruises.com

Coach holidays can be researched on the Internet, for example:

www.contiki.com
www.wallacearnold.com
www.shearingsholidays.com

Airport information can be obtained on the Internet, for example:

www.london-luton.co.uk
www.manchesterairport.co.uk
www.baa.co.uk/main/airports/glasgow

The textbook written to support an international tourism qualification provides a list of resources. The following websites are listed as being of use:

American Airlines @ www.aa.com
Continental Airlines @ www.flycontinental.com
Lufthansa @ www.lufthansa.com/ehome.htm
Qantas @ www.qantas.com.au
Singapore Airlines @ <http://www.singaporeair.com/>
Virgin Atlantic @ www.virgin-atlantic.com
Airlines of the world found @ www.air.findhere.com
Worldwide Airport Database @ <http://worldaerodata.com>
IATA @ www.iata.com
Amtrak (USA) @ www.amtrak.com
Eurostar @ www.railpass.com/eurostar
Rail Europe @ www.raileurope.com
Time Zones @ <http://www.timezoneconverter.com/>
Mexico @ www.mexonline.com
USA @ www.conventionbureaus.com
Caribbean @ <http://www.where2stay.com>
International Tourism @ <http://www.armchair.com/travel/travel.html>

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The following destinations currently actively promote themselves to the travel trade and encourage agency staff to take advantage of specialised destination training. Centres may find the following details of help when teaching this unit.

Malta Tourist Office (020 8877 6990)
www.maltawiz.com

Singapore Tourism Board (020 7437 0033)
www.singa-pro.co.uk

Hong Kong Tourism Board (020 7533 7200)
www.discoverhongkong.com

South African Tourism
www.southafrica.net

Caribbean Tourism Organisation (020 8948 0057)
www.caribbean.co.uk

Jamaica Tourist Board (020 7224 0505)
www.visitjamaica.com

Tourism Ireland (020 8469 7233)
www.irelandexpert.co.uk

Kiwi Specialist Programme (020 7389 0155)
www.newzealand.com/travel/trade

Spanish Tourist Office (020 7317 2022)
www.tourspain.co.uk

Jordan Tourism Board (020 7371 6496)
www.jordanambassador.com

Tourism Australia (0870 50 22 000)
www.specialist.australia.com

Jersey Tourism (01534 500733)
www.jersey.com/trade

Dubai DTCM (020 7839 0580)
www.dubaitourism.ae

Seychelles SMART (020 7202 6363)
www.aspureasitgets.com

Bermuda Tourism (020 7202 6378)
www.bermudatourism.com

LA Travel Academy (020 7318 9555)
www.seemyLA.com

Bahamas Tourist Office (020 7355 0800)
www.bahamacademy.co.uk

Visit USA Association (020 8649 7233)
www.visitusa.org.uk

Canadian Tourism Commission (0870 1615151)
www.canada-counsellors.co.uk

PAPER 4: SPECIALISED TOURISM

The assessment of this paper is in the form of two questions designed to explore links between the different parts of the syllabus content. Candidates are required to synthesise relevant knowledge, understanding and skills learned in papers 1, 2 and 3 in the context specialised tourism.

The content of this paper requires candidates to make clear links with ideas and information from the other papers. They are required to demonstrate the ability to apply knowledge, critical understanding and decision making to unfamiliar contexts. There are important links to be made in this paper with, for example, the following sections of the syllabus:

- 1.1.1 The nature of travel and tourism
- 1.1.2 The scale of the travel and tourism industry
- 1.1.3 The development of the modern travel and tourism industry
- 1.1.4 The structure of the travel and tourism industry
- 1.2.1 The objectives of tourism development
- 1.2.2 The impacts of tourism development
- 1.2.3 Changes in the evolution of destinations
- 1.3.1 The needs of internal and external customers

Paper 2 Resource needs

3.2 Tour operators, accommodation providers and ancillary service provision.

This Advanced Level paper has the assessment objectives weighted as follows:

Assessment Objective	Weighting
AO1 Demonstration of knowledge, understanding and skills	20-25%
AO2 Application of knowledge, understanding and skills	20-30%
AO3 Research and analysis	20-30%
AO4 Evaluation	20-30%

The external assessment will involve candidates answering two structured data response questions in 1 hour and 30 minutes. Each question will be based around pieces of original vocationally-related stimulus material, selected specifically to reflect key aspects of the paper content itemised below. A specimen paper is available to assist in preparing candidates for the assessment.

The structured questions based on each of the four pieces of stimulus material will show an increase in degree of difficulty and the following command verb hierarchy will be customarily used:

- Identify/Name/List
- Describe briefly/State
- Describe fully/Explain
- Explain fully
- Compare
- Contrast/Justify
- Analyse/Evaluate

Content

4.1 Ecotourism

Candidates need to clearly understand what is meant by the term ecotourism, and its role and function within the travel and tourism industry. They must appreciate why travel to, and tourism in, natural areas must respect the culture and ecology of an area.

Specific areas of study include:

- the aims and objectives of ecotourism;
- the roles of organisations involved in raising awareness of ecotourism.

Candidates need to understand and appreciate the global and dynamic nature of the travel and tourism industry. They need to show how the values and attitudes of the local population and organisations influence decision-making in tourism. Many organisations from the public, private and voluntary sectors support ecotourism projects and issues.

Candidates should be aware of the ways in which ecotourism focuses attention on, and contributes to, a variety of cultures and beliefs, including:

- language
- traditions
- gastronomy
- history
- religion
- education
- dress
- handicrafts
- arts and music
- local work
- architecture
- leisure activities.

Attention focused on these cultures and beliefs may be positive or negative. In the positive sense, there may be society-wide improvements, such as in infrastructure. On the negative side, there may be a threat posed to traditional social values, e.g. the right to dignity and respect. An example of this is St. Lucia, where an all-inclusive resort development was built on the sacred site of the first inhabitants of the island.

Through their studies, candidates will familiarise themselves with recent ideas, methods and approaches used to sustain the principles of ecotourism and to enable a global balance to develop between tourists and hosts.

Candidates need to understand the ways in which ecotourism can focus attention on, and contribute to, the importance of the environment as a tourism resource, including the management of:

- ancient and historical sites;
- marine and coastal environment;
- inland environment and habitats;
- biodiversity and endangered species;
- energy systems;
- water supplies;
- waste disposal.

Attention focused on the above may be positive or negative. In the positive sense, there may be conservation and preservation schemes in progress. On the negative side, there may be a threat posed to the integrity and composition of the natural environment, e.g. tourist activities have had an impact on whales and dolphins through oil pollution from tourist boats and disruption of breeding patterns. Water shortages have affected local people while tourists in luxury hotels have fresh water. There will also be issues related to the seasonal nature of ecotourism, e.g. activities such as whale-watching, or created by climatic influences.

Candidates must familiarise themselves with recent ideas, methods and approaches used to sustain the principles of ecotourism, and also appreciate the complexity of the issues involved and how these complex problems may be solved or reduced at particular destinations using a case study approach.

Candidates must have made a study of at least **one** ecotourism project and be fully familiar with:

- aims and objectives of the project;
- features of the project;
- organisations involved in the management of the project;
- effectiveness of the project in environmental, social and cultural terms;
- significance of planning and education to sustain the future management of the project;
- an analysis of the effectiveness of the project, in terms of visitor numbers and local, national or international involvement.

4.2 Cultural Tourism

This topic explores the exciting and dynamic role of culture within tourism. Every country attaches cultural importance to places, buildings and artefacts which give meaning to its heritage and achievements. Culture is important to tourism and is the reason why many tourists are drawn to visit people and places. There is, therefore, a need to appreciate the diverse range of cultural characteristics that exist. This part of the paper offers the opportunity to appreciate the significance of cultural backgrounds, and of the needs and expectations of visitors in a variety of tourist destinations worldwide.

Culture and tourism are intrinsically linked. Inevitably, tourism will affect host cultures and populations in either positive or negative ways, or both. In some instances, tourism has caused a host population or way of life to be adapted. Some customs may be lost whilst new lifestyles and behaviour may be introduced. Some cultural and heritage sites have been lost, or indeed in some instances redeveloped, in order to meet a new or evolving market. Candidates need to consider such links by exploring examples of:

- **redevelopment/restaging of traditional cultural/heritage**, examples include: re-enactments of historic events, dances, redevelopment of industrial heritage sites;
- **altering the tourism product specifically for the benefit of tourists**, examples include: the anglicising of areas such as Costa del Sol, Spain and Ayia Napa, Cyprus in music, food, drink, restaurants etc.;

- **positive cultural impacts**, examples include: preservation of local customs, crafts, education, etc.;
- **negative cultural impacts**, examples include: inappropriate behaviour, e.g. Falaraki, Rhodes etc, crime, loss of local customs.

Candidates must investigate the importance of cultural attractions. Many tourists specifically choose to visit a cultural or heritage site. Cultural heritage frequently contributes greatly to the attractiveness of a country or destination to tourists. It is important that candidates are able to explain:

- the growth of cultural and heritage tourism: from poetry and painting trips to cookery tours;
- cultural events which are supported by tourists, examples include: battlefield re-enactments, film festivals;
- religious tourism, pilgrimages, examples include: Amritsar, Lourdes, the Vatican, the Wailing Wall, Jerusalem, the River Ganges;
- the growth and success of cultural and heritage sites: redefining museums, renaming and redeveloping sites of cultural and historic significance.

Candidates thus need to explore the importance and growth of heritage attractions and their cultural significance on a national and international scale, examples include:

- Rome's Colosseum;
- Parthenon in Athens;
- Leaning Tower of Pisa;
- Angkor Wat in Cambodia;
- Tokyo's Meiji Shrine;
- Chichen Itza in Mexico;
- London's Westminster Abbey.

They also need to be able to assess the significance of cultural activities, examples include:

- the Passion Play in Oberammergau, Germany;
- Mexico's Dia de Los Muertos;
- Rio de Janeiro's Carnival;
- New Orleans Mardi Gras;
- National Eisteddfod of Wales.

Some destinations have a wide variety of cultural and heritage attractions, which in turn serve the desires and expectations of a multitude of visitors, e.g. Edinburgh for its architecture, writers and annual festival.

Candidates should also explore the importance of accepted behaviour within certain situations, examples include:

- within buildings of religious importance, such as mosques, temples, churches;
- within common public areas, such as restaurants, shops, bars.

They also need to explain the importance of codes of good tourist behaviour, how respecting customs, laws, traditions and cultures make for a 'responsible tourist'.

4.3 Adventure Tourism

Holidays that include vigorous or extreme activities such as climbing, watersports, scuba diving, mountain biking, surfing or white-water rafting, are sometimes referred to as 'adventure holidays'.

In the USA, adventure travel is growing at a rate of 10% per year. More than 50% of the U.S. adult travelling population, or 147 million people, have taken an adventure trip in their lifetime, 98 million in the past five years. Thirty-one million adults have engaged in 'hard' adventure activities like white water rafting, scuba diving, and mountain biking. An additional 25 million engaged in both 'hard' and 'soft' adventure activities. The activities most commonly participated in during adventure vacations are camping (85%), hiking (74%), skiing (51%), snorkelling or scuba diving (30%), sailing (26%), kayaking or white water rafting (24%), and biking trips (24%).

It is clear that most adventure tourism activities are outdoor leisure activities that will generally take place in an unusual, exotic, remote or wilderness setting, often involving some form of unconventional means of transportation, and tending to be associated with low or high levels of physical activity. The activity may entail some element of risk. It is this risk that helps to produce the 'white knuckle' and/or the 'adrenaline rush' effects of this type of holiday.

Candidates should become familiar with their **local** area before examining the growth and development of adventure tourism in wider destinations. However, the starting point for this unit should be a consideration of what is actually involved in terms of the main adventure tourism activities:

- **Climbing activities** such as mountaineering, rock climbing, sport climbing, abseiling, bouldering, sea-level traversing, and coastering;
- **Caving** which includes pot-holing and mine exploration;
- **Non-motorised watersports** such as dinghy sailing, windsurfing, kitesurfing, canoeing, kayaking, white-water rafting, surfing;
- **Motorised watersports** such as personal watercraft use, water-skiing, ribbing, wakeboarding and scuba diving;
- **Motorised land sports** such as 4x4 driving, Enduro biking, motocross, rally driving and quadbiking;
- **Airsports** such as hang-gliding, paragliding, microlighting, gliding, parachuting;
- **Mountain biking** – trail riding, downhill riding;
- **Hill walking/trekking**;
- **Other land-based adventure activities** such as orienteering, gorge walking/canyoning, skiing, snowboarding, land yachting, parakarting, bungee jumping, and rope courses.

Many adventure activities take place in fragile environments and amongst people whose culture and traditions are different to that of the tourist. The increasing number of people participating in adventure tourism can create pressures on the environment and communities of the areas they visit. It is important to remember, however, that not all impacts are negative; indeed, the revenue from tourists can often bring real benefits, creating employment and helping to make local communities more viable.

Candidates should be able to explain the main positive and negative impacts associated with adventure tourism, including:

- economic impacts, examples include: income generation; job creation; economic development; development of the infrastructure; dependency;
- environmental impacts, examples include: erosion of natural vegetation and soils; visual and noise pollution; trespass; loss of habitats; litter; water contamination; wildlife conservation;
- socio-cultural impacts, examples include: loss of privacy; visitor congestion; demonstration effect; greater understanding between cultures;
- investigating how the positive impacts can be maximised, examples include: revenue maximisation; staff training and development; local community involvement;
- investigating how the negative impacts can be minimised, examples include: the principles of sustainability; carrying capacity; pricing mechanisms; tourist education.

Additional guidance

To illustrate the issues raised by this unit, it is useful to briefly consider an example. The following case study illustrates one way in which adventure tourism can be managed sustainably for the long-term benefit of both the environment and the local population.

The Inca Trail and Quechua Community Trek in Peru has been pioneered by a local tour operator, Andina Travel. Local communities have been closely involved with the opening up of this region for tourism from the very beginning. In collaboration with national and international protection agencies and a handful of trekking companies, a plan was put together with these local communities to promote tourism in the area following the guidelines of sustainable tourism. This recent introduction of tourism to the region has brought some very valuable economic development to the local communities.

The local population are remote Andean farming communities with traditions dating back to the Incas. They are primarily Quechua-speaking, with some Spanish, and they have very little contact with the general population of Peru. Their daily lives consist of potato cultivation, weaving, and the herding of llamas, alpacas and sheep. In order to minimise disruption to local traditions and culture, the following tourism development strategies have been adopted:

- the establishment of campsites to avoid the contamination of existing local community areas;
- the use of local community animals and personnel on organised treks;
- the training of local community members through workshops on camp maintenance, hygiene and client services to enhance their economic viability;
- environmental conservation;
- the introduction of fixed payments for local products.

In this way the impact of tourism causes little disruption and will allow the local communities to develop hand in hand with future visitor growth.

This example is indicative of the case study material that will be used as a stimulus for the Paper 4 examination. Candidates will be expected to consider the material from several perspectives reflecting the synoptic nature of the paper.

Resources for Paper 4

Rowe A, Smith J D, Stewart S, Warburton F, Demaine R, GCE A2 Travel and Tourism for OCR Double Award, 2006, Heinemann, 0435463551

Organisations	<p>Earthwatch</p> <p>The Ecotourism Society</p> <p>Friends of Conservation</p> <p>Survival</p> <p>Tourism Concern</p> <p>Tribes Travel</p> <p>UNESCO</p> <p>World Heritage Organisation</p> <p>World Wildlife Fund.</p>
Publications	<p><i>Eco Club</i> – monthly publication is free on-line to members and is a very useful resource <i>Travel Trade Gazette</i></p> <p><i>Travel Weekly</i>.</p>
Textbooks	<p>There are some travel and tourism textbooks available that refer to ecotourism in sections, such as tourism development and investigating the travel and tourism industry:</p> <p>Dale G & Oliver H <i>Travel and Tourism for Advanced GNVQ</i>, Hodder Arnold H&S, 2000, 0340781998</p> <p>Page, Brunt, <i>Tourism: A Modern Synthesis</i> Busby & Connell, 2001, 1 86152 640 7</p>
Websites	<p>www.ecoclub.com</p> <p>www.ecotour.org</p> <p>www.ecotourism.org</p> <p>www.gdrc.org</p> <p>www.planeta.com</p> <p>www.uneptie.org</p> <p>www.world-tourism.org.</p>

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There are many commercial adventure tourism operators who promote responsible tourism and management of impacts, for example:

- Amazonas Explorer <http://www.amazonas-explorer.com/>;
- Dragoman <http://www.dragoman.com/>;
- Explore <http://www.exploreworldwide.com/>;
- Frontier <http://www.frontier.ac.uk/>;

www.aala.org;
www.cnp.org.uk
www.conservation.org
www.coraleay.org
www.ctc.org.uk
www.greenglobe21.com
www.greenstop.net
www.ibike.org
www.icimod.org/index.htm
www.mountain.org
www.nationaltrust.org.uk
www.nepaltrust.org
www.responsibletravel.com
www.travelmole.com

Organisations	National tourist boards, e.g., Spanish Tourist Board; Embassies based in London for other countries; Regional tourist boards; World Tourism Organisation; WTTC.
Publications	<i>British Heritage Tours</i> ; brochures and leaflets from individual countries; <i>Tourism Concern</i> ; <i>Travel Trade Gazette</i> .
Textbooks	Many travel and tourism textbooks are on the market and many sources will be of use: Krippendorf J <i>The Holiday Makers</i>