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<b>Cambridge Career Awards in Travel and Tourism - Advanced</b>
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# TRAVEL AND TOURISM CORE MODULE

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Paper 5261

## General comments

The entries for the October 2002 Advanced Travel and Tourism Core Module were submitted from a wide range of International Centres. All papers produced a good range of results with the majority of questions answered successfully. It was clear that the underpinning knowledge and skills' criteria had been taught well in the majority of cases. Many candidates however, are learning the knowledge and assessment criteria too well, or by rote and are using this as a base for their answers in some cases.

Centres should note that the format for the exam paper was similar to the previous exams and will be in a similar format in the future as follows:

<b>Question 1</b>	Based on Module A	Travel and Tourism Development
<b>Question 2</b>	Based on Module B	Marketing and Promotional Techniques
<b>Question 3</b>	Based on Module C	Destination Management
<b>Question 4</b>	General questions based on the above 3 modules with the opportunity for candidates to relate their answers to their previous destination knowledge.	

This format was generally followed however, there continues to be much emphasis placed on the use of regular phrases which were used out of context e.g. positive economic impact, improve visitor spending, create improved infrastructure. Candidates should ensure that the uses of such statements are in context with the stimulus material provided. Despite these comments appearing on previous reports candidates are still not applying these stock phrases in context with the question.

Many candidates were unable to give details of a destination which they had studied (see **Question 4 (d)**) the responses to this were too generic and candidates lost the opportunity to score marks.

Overall, it is pleasing to note that some candidates had learned the subject well and were able to give responses in a fluent and coherent style.

The main strengths of the paper were that candidates had prepared well and had a good concept of travel and tourism issues. The main weaknesses were that candidates relied too heavily on general knowledge of the subject and did not use the stimulus material provided in sufficient context. In addition questions carrying few marks were sometimes answered at length, whilst questions with up to 9 marks (level of response) were answered briefly.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) Well answered, the majority of candidates were familiar with the objectives of tourism development but did not relate the answer from the tour operators point of view.
- (b) Many repeats of **Question 1** and in many cases benefits were not to South America.
- (c)(i) Well answered, examples were in the text.
- (ii) Most candidates gained full marks for this question.

- (d) Generally well answered.
- (e) This question was answered very poorly. The question begins with 'Read Figures 2a and 2b, which describe the natural feature.....etc'. Lengthy answers were provided about economic and social advantages and disadvantages. Candidates must read the question thoroughly and understand the terminology.

### Question 2

- (a) Answered very well in most cases.
- (b) The term 'public relation' is an accepted marketing term but there was misunderstanding of this and candidates were not able to distinguish public relation activities from the text provided. Very few gave examples from the article.
- (c) Any appropriate marketing strategy was accepted for this question in addition to the ones published in the mark scheme. Some very good answers provided.
- (d) Most candidates were able to state the marketing methods used but were unable to analyse the effectiveness of the campaign. Data was provided in Figure 3c but there was little analysis of this.
- (e) This question seems to have been enjoyed by most candidates with some outstanding and original answers given. This was by far the best-answered question on the paper with many examples of individual analysis of the AIDA principle. Most candidates favoured the Ethiopian Airlines advert (Perhaps the airlines would be interested in the candidates' results!)

### Question 3

- (a) Some candidates gave three natural features, although the question stated different feature. A specific attraction was accepted as an answer (not on mark scheme). Many candidates only gained three marks because they did not give a reason for the appeal.
- (b) Limited responses given to this question. Many thought that July and August were 'off season'.
- (c) Excellent response with most candidates gaining full marks.
- (d) The answer to this question was in the text, however this was an example of a question that was answered far too generally about economic objectives with little reference to the given examples.
- (e) As above, very little reference to the text. Generic answers given which in some cases did not apply to the case in question. Candidates must make use of the text and answer in context.

### Question 4

- (a) A general lack of ability to extract examples from the supplied case study. Most gave generic objectives of the public and voluntary sectors that bore little reference to the project in Brazil. Many candidates wrote the assessment objectives in detail e.g. water, communications, electricity. This had nothing to do with the project.
- (b) Generally well answered with many candidates being able to recognise and link economic impacts to the case study.
- (c) A very well answered question with some good interpretations of the use of teenagers.
- (d) This was the least well-answered question on the paper. The question was awarded 9 marks with the key word 'discuss'. Many candidates submitted a list of strategies to maintain tourism, which could have been in any destination. There was limited examples of destinations that had been studied or which candidates had knowledge of. Very little evidence of any initiatives in given destinations was submitted. In addition there was no evidence of any evaluative comments given.

# ECOTOURISM

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<b>Paper 5262</b>
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## General comments

The assignments submitted by the majority of candidates were approached in a manner, much different from the one suggested in the tutor support pack. The tasks were covered in the main, however there were some issues that had not been addressed fully:

- The assessment criteria are clearly identified in section 5 page 9 of the Advanced Tutors Support Pack. It would help future candidates if this was issued to them prior to commencement of the project in the form of a 'Project Brief' so that candidates can use it as a check list of all assessment criteria, subject content etc. It would help future Examiners if this were included with the project. This is a project requirement.
- Page 21 of the Advanced level syllabus is a copy for Centre use of the Student Assessment Record. This should be given to the candidates prior to commencement of the project work so that candidates and Teachers are clear of what the competence criteria entails. It is imperative that this is signed by both candidate and Tutor and submitted to CIE, with the project.
- Some candidates illustrated their project effectively and others used photographs of their intended destination. Although established Ecotourism projects are acceptable, downloading information straight from web-sites and presenting them without analysis or discussion is unacceptable.
- The use of a questionnaire/survey was effective only if the results were collated and analysed. Not all candidates did this, which negated the effort in producing this evidence.
- Very few candidates are investigating how Ecotourism can contribute to social and cultural issues. (see 2.2 on Student Assessment Record). Many candidates presume that Ecotourism is only affected by environmental issues.
- Use of educational and training methods not referred to.
- By far the weakest section of all projects submitted in 2002 were assessment objective 4:1 and 4:2. (Identify and evaluate likely trends and demonstrate future prospects for Ecotourism). It is mainly in this section that the candidates' own perception and understanding of their chosen destination can be measured. In many cases therefore, the assessment criteria was not always fully met as general reports on given destinations were submitted.
- There seemed to be an overall conflict in the candidate's perception of increasing revenue against conservation and preservation. These indeed are the issues surrounding Ecotourism and the candidate's personal evaluation or opinion of this was not clear. Many candidates are of the opinion that increasing visitor numbers and revenue are the main objectives of Ecotourism projects. Although these factors are important for success they must be in keeping with the fundamental objectives of conservation and preservation.
- A lack of clear conclusions, analysis or evaluations from candidates point of view.

# BUSINESS AND EXECUTIVE TRAVEL

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Paper 5263

## General comments

There were comparatively very few entries for this module during the course of the year. Of the small number of entries that were received, most candidates tended to write quite well and various pieces of work contained good information and appropriate illustrative detail. However, the majority of candidates did not include an assignment brief and the usual end product was a piece of work that did not meet all the assessment criteria for this module.

It is important that the structure provided on page 26 of the syllabus is followed and that candidates undertake an investigation that meets these guidelines. Furthermore, Centres should use the completed Student Assessment Record (SAR) as an opportunity for individual Tutors to judge whether or not a particular candidate is on course for a successful outcome.

It is suggested that all candidates undertake an investigation into the provision of Business and Executive Travel within a readily identifiable area that may be at either the national or the local scale. Information from secondary sources can always be used to supplement the study. It is therefore very important that an appropriate investigative procedure is always followed. The outline of what is expected is included on pages 26 and 28 of the syllabus. It is suggested that the following aspects be included:

- *Aim* – the work has a specific title and can, if desired, follow a particular assignment brief
- *Methods* – there is a system of data collection/information gathering that the candidate fully understands and can then justify/evaluate (i.e. how and why was certain information collected and with what consequences)
- *Data presentation* – (tables, graphs etc as appropriate)
- *Write-up/analysis* – the results of the investigation considered and explained as appropriate
- *Conclusion* – what has the investigation shown about the provision of Business and Executive Travel in the area under investigation.

The above plan will allow for comment to be made about provision in the area chosen with the “theory” studied in connection with Assessment Objectives A to D. Candidates often had excellent information about particular locations but this was not used to best effect in terms of this module’s specific requirements.

## Conclusion

It is suggested that all future candidates need to be given clearer instruction and advice about the presentation and organisation of their material in order to meet *all* the assessment criteria clearly itemised on page 29 of the syllabus.

# EVENT PLANNING AND PROMOTION

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Paper 5264

## General comments

The number of entries for this module has risen from previous years and generally the work is more appropriately presented and bound with evidence of authentication from both the candidate and the Tutor. However, some problems have arisen as not all Centres have used the correct Student Assessment Record when submitting the work. Please ensure that you use the Student Assessment Record which operates with the current syllabus as this clearly directs candidates to the criteria to be addressed within their work, and failure to use the correct assessment record could lead to candidates not meeting the specific criteria of the unit.

There was a marginal improvement in achievement rates for this module with evidence that certain Centres had addressed the individual feedback to that Centre before resubmitting candidate assignments. However, if Centres ensure candidates clearly address the criteria as set out on the Student Assessment Record, the need for re-submissions should be reduced.

Very few candidates achieved Distinction for this module, but this number had increased gradually over the past two years and if Centres note the points in this report, it is hoped that achievement rates will increase in future.

Candidates' work demonstrated their understanding of the principles of event planning and promotion, but some evidence presented made it difficult to establish that the event had actually taken place. This resulted in assignments which may have covered the theory but not related that theory to the organisation of a specific event. Candidates need to present written evidence to meet the requirements for A1 and A2 of the syllabus, where a clear statement of the aims and objectives of the proposed event are explained and the key processes involved in staging a successful event are described. These should relate to the event they are organising, rather than general theory of event planning, but be in sufficient detail to demonstrate they have considered

- the type, availability and suitability of the venue chosen
- a planning schedule with interim and final deadlines and targets, ideally with identified personnel identified as responsible for meeting specific targets
- identification of resources, such as budget, materials, equipment, staffing, required and how these will be obtained and utilised
- details of any restraints and how these will be addressed, such as health and safety, security, environmental (litter, pollution, noise) issues
- proposals for the evaluation of the event and the methods to be used to obtain feedback on the performance of the event.

Candidates would be well advised to include a planning schedule, a budget statement or cash-flow statement and possibly a final balance sheet in order to confirm their understanding of these. It was evident that candidates did need clearer advice and guidance on the types of income and expenditure to include in their budget plans, but they should identify their source(s) of income – whether from sponsors or others – and items of expenditure. If the event runs at a loss, they should be able to clearly indicate how this loss is to be financed. These documents could be added in the form of an appendix, but evidence must be presented with the completed work.

In order to meet the requirements of Section B of the syllabus (2 of the Student Assessment Record), candidates need to explain why specific promotional methods and materials were used for their chosen event in preference to other possible materials which they could use. Samples of promotional materials, such as event brochure, publicity leaflets or press releases, advertisements etc would have supported any written evidence presented by candidates and these could then be examined as to suitability for the purpose, appropriateness and valid judgements made as to their function.

There needs to be evidence of selling skills (Section C of the syllabus, 3 on the Student Assessment Record) both when promoting the event initially and during the event itself. Candidates should include evidence of how this section of the syllabus is being addressed at their event and an appreciation of the importance of selling skills (including personal contact, dress, the three A's) in the success or otherwise of the event.

Though assignments usually included a proposed evaluation sheet, its purpose and target market were not always considered. It may be that there are different forms of evaluation used with different groups – informal with the organising group, a questionnaire with delegates or participants, attendance figures or participation rates – but the assignment should indicate which methods have been used and why, and some analysis of the results of this review and evaluation. Candidates should not include every returned questionnaire, but demonstrate understanding by using some analysis of the results of their findings in order to support their evaluation statements as to the success of the event and how future events could be improved. Section 4 of the Student Assessment Record clearly states the activities candidates should do in order to meet the requirements of this criterion.

A clear index of contents of the assignment would assist the marking process, and candidates may find it easier to prepare the written report summarising the process, understanding of promotion and selling skills and how these were applied to their own particular event, final evaluation and analysis, with supporting documents added as an appendix at the back of the work. However, Centres do need to consider how much evidence should be presented due to the costs of postage, etc. but there must be sufficient to confirm the candidate's understanding of the requirements of the module and performance of the criteria. If the event is undertaken within a candidate's normal job role, evidence tended to be more appropriate, but the event should actually have taken place prior to the submission of the assignment, as evaluation would be a theoretical rather than a practical exercise. Centres need to consider this when advising candidates on evidence to be presented for examination purposes to ensure that the work is realistic and has actually been undertaken by the candidates.