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Cambridge Career Awards in Travel and Tourism - Advanced

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TRAVEL AND TOURISM CORE MODULE

Paper 5261

General comments

The entries for this exam continue to show that candidates have a general understanding of tourism development and destination management. Candidates have become more familiar with the layout of the exam and what is expected from them. Most candidates are able to complete the exam in the given time and have shown evidence of wide ranging revision techniques and underpinning knowledge of the Syllabus.

As in previous sessions, the question that seems to give the most problems is **Question 2**. As previously stated, this question relates to Marketing and Promotion and candidates are often unfamiliar with it and as a result score least marks. It is essential for Centres to emphasise the structure of the Paper and for candidates to be aware of the underpinning knowledge required for **Question 2**. All too often candidates are not applying marketing principles to this section of the Paper.

For reference purposes please note that the format for the examination will continue as follows:

Question 1	Based on Module A	Travel and Tourism Development
Question 2	Based on Module B	Marketing and Promotional Techniques
Question 3	Based on Module C	Destination Management
Question 4	A general question based on any of the above three modules giving candidates the opportunity to relate to particular destinations they have studied.	

As in the last examination, there was a reduction in the amount of stimulus material that candidates had to read and study. It was hoped that candidates would have a time advantage which would benefit them. This appears to have been the case; there were very few instances in which candidates did not complete the examination.

Candidates, however, are still answering the questions from their own knowledge rather than referring to the examples given. It must be stated the candidates must make use of the stimulus material when answering questions and the fact that the amount of stimulus material been reduced should benefit candidates now and in the future. General answers without specific reference to the case studies have not been credited accordingly.

Comments on specific questions

Question 1

This was based on the Republic of Croatia and this section was answered with confidence and accuracy with many candidates scoring good marks.

- (a) There were some good responses. The objective of tourism development is a fundamental issue and most candidates are able to give an appropriate response to this question.
- (b) This was less well answered than the first question. Many general economic benefits were given without reference to international organisations.
- (c) A well answered question for those candidates who had read the case study and made reference to UNESCO and the eight National Parks.
- (d) As above, some responses were excellent, demonstrating a good knowledge and understanding of the roles of many national organisations. Examples from the text were necessary to score high marks. Candidates who did not use the text, or who did not make reference to international organisations, did not achieve higher than Level 1.

Question 2

This question was based on the Marketing and Promotional techniques used in Singapore. This question was by far the least well answered on the Paper. Many candidates seem unable to focus their responses on this subject and often lost marks as a consequence.

- (a) Some very poor responses. Candidates had failed to read the 'stem' of the question and had used the questionnaire as the basis for their response. This was taken into account when marking the answers; however, candidates must ensure that they read the question fully.
- (b) As above, candidates had difficulty with this question. The response should have referred to the collection and evaluation of the data. For those candidates who understood the question, they responded well and scored maximum marks. Many referred to the role of the Singapore Tourist Board.
- (c) This question was answered very well and most candidates gained both marks.
- (d) The responses to this question were mostly general information with regard to the role of public and private sector organisations. There was limited response to the advantages in marketing terms. Very few candidates addressed the incentives of a partnership, which was to share costs and promote the destination to the benefit of both parties.
- (e) A good response to this question. Two methods were usually chosen and compared effectively. Candidates who did not compare but described methods did not achieve higher than 4 marks.

Question 3

This question was based on the island of Antigua and most candidates wrote detailed and knowledgeable responses to these questions. As in previous questions, candidates may sometimes get too involved in long written answers and make scant reference to the information and examples provided in the stimulus material. Whilst it is commendable that candidates wish to express their knowledge, it must be stressed that reference to the articles is essential.

- (a) Very well answered. Many responses referred to political safety after September 11th. This was accepted as a response.
- (b) In this question candidates made limited use of the stimulus. Many candidates referred at length to general economic benefits; however the article clearly gave many specific examples, such as \$100 million investment, improved infrastructure and transport system, that candidates should have used. Candidates should have referred to these as a basis for their answer.
- (c) Very well answered. Many candidates achieved full marks for this question.
- (d) A short question with a poor response. The question asked for economic impact; however the majority of answers gave environmental or social-cultural impact. Candidates must read questions thoroughly and highlight key words to prevent misunderstanding.
- (e) This question was answered with a good understanding of the role of the sectors. Many candidates wrote about all three sectors individually, making references to the text and completed their responses with a good conclusion. These candidates scored the higher marks. For brief descriptions of up to three sectors without a summary regarding destination management, marks up to Level 2 were awarded.

Question 4

This question related to an article concerning social issues in Tobago and their impact on sustainable tourism development.

- (a) Many candidates answered this question with the information that was required for **Question 4 (b)**. This was another example of candidates not reading and understanding the question fully.
- (b) If candidates had understood **Question 4 (a)** then they usually gave a good response to **Question 4 (b)**. Some candidates repeated the same answer as **Question 4 (a)** and were not credited. Teachers should encourage candidates to pay attention to key words in questions to help overcome any language or interpretation difficulties.

- (c) A well answered question.
- (d) There was a very mixed response to this question. The whole article was based on social issues and how the three sectors, public, private and voluntary should work together to develop a good relationship with the host population for mutual benefit. There was very little reference to the important role that tour operators have to play when organising travel to destinations that have a strong social/cultural background. Evaluative comments were rarely presented.

ECOTOURISM

Paper 5262

General comments

It is pleasing to report that the assignments submitted by the majority of Centres over the past year have shown greater evidence of understanding, resulting in a much improved standard of work. In particular, the use of the Student Assessment Record (SAR) has enabled both candidates and Tutors to address the necessary criteria to cover all the competences required for completion of the projects to a pass standard.

Candidates are now approaching this assessment in a more consistent format that meets the assessment objectives. The work is generally of a very good standard, particularly from Centres who issue an assignment brief prior to commencement of the tasks. Some of these were of a very high standard and as a result, the candidates' work reflected the quality of the tasks set. Centres are advised to follow this example, as the assignment brief in conjunction with the SAR clearly gives candidates the opportunity to meet the assessment criteria.

Many of the assignments submitted by the candidates showed originality and creativity. A wide diversity of destinations has been investigated and these have shown extensive research on the part of the candidates.

There are however some issues that are still not being addressed fully, some of which were referred to in this report last year.

- The assessment criteria are clearly identified in the Advanced Level Tutor Support Pack and in the Advanced Syllabus. It would help future candidates if this information 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.
- The Syllabus includes a copy of the Student Assessment Record. This should be given to the candidates prior to commencement of the project work so that candidates and Tutors are clear of what the competence criterion entails. This SAR must be signed by both candidate and Tutor and be submitted to CIE, with the project.
- As happened last year, some candidates illustrated their project effectively and others used photographs of their intended destination. The use of established Ecotourism projects is acceptable; however, downloading information straight from web-sites and presenting them without analysis or discussion is unacceptable and will result in a failure to meet all the competence criteria. Candidates must comment and give their own opinions of their understanding of their chosen destinations along with some evaluation and judgement.
- As in the previous report 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 and meant that not all the competence criteria were met.
- Again few candidates are investigating how Ecotourism can contribute to social and cultural issues (see 2.2 on student assessment record). Many candidates think that Ecotourism is only affected by environmental issues and as a result their findings only address 2.1. Candidates must ensure that reference is made to 2.2 when writing their assignments.
- As reported previously the weakest section of all projects submitted were assessment objectives 4:1 and 4:2 (Identify and evaluate likely trends and demonstrate future prospects for Ecotourism). This is the section where candidates' own perception and understanding of their chosen destination can be measured. As before, the assessment criterion was not always fully met as general reports on given destinations were submitted. Candidates must address this section. It can be done in their conclusion quite effectively. In many cases this was the deciding factor in awarding a pass or distinction grade. Greater emphasis must be placed on the overall conclusions given by the candidates, in many instances this is only a few lines or a paragraph.

- There continues to be an overall conflict in candidates' perception of increasing revenue against conservation and preservation. These are the issues surrounding Ecotourism and candidates' personal evaluation or opinion of this was not clear. Many candidates think 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.

BUSINESS AND EXECUTIVE TRAVEL

Paper 5263

General comments

There were comparatively few entries for this module during the course of the year. Of the entries that were received, most candidates tended to write quite well and the 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 an unstructured piece of work that did not meet all the assessment criteria for this module.

It is important that the structure provided in the Syllabus is followed and that candidates undertake an investigation that meets these guidelines. Furthermore, Centres should use both the completed Student Assessment Record (SAR) and pages 1 and 2 of the Assignment Cover Sheet for students as opportunities 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 page 1 of the Assignment Cover Sheet for Students as well as in the Syllabus document. It is suggested that the following aspects be included in the assignment:

- *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 the investigation has 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 1 to 4. Candidates often have excellent information about particular locations but this is not used to best effect in terms of this module’s specific requirements.

Conclusion

It is suggested that in future all 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. There was evidence to support the view that when candidates are given a particular assignment brief to follow, a more structured piece of work results. However, it must be clear how each candidate has gone about their investigations and due consideration must be given to the above points.

EVENT PLANNING AND PROMOTION

Paper 5264

General comments

The work submitted was appropriately presented and contained evidence of authenticity from both the candidate and the Tutor. It was pleasing to see that Centres submitted work with the inclusion of the correct Student Assessment Record. Centres are reminded to ensure they use the Student Assessment Record that operates with the current Syllabus, as this clearly directs candidates to the criteria to be addressed within their work. Failure to use the correct assessment record could lead to candidates not meeting the specific criteria of the unit.

There was an improvement in achievement rates for this module but very few candidates achieved Distinction level. If Centres note the points in this report it is hoped that achievement rates will continue to increase and more candidates will attain Distinction level.

Most candidates' work demonstrated their understanding of the principles of event planning and promotion, and generally the evidence presented made it clear that an event had actually taken place. This resulted in assignments that had attempted to cover the theory, and related that theory to the organisation of a specific event. Candidates need to present written evidence to meet the requirements of AO1.0 and AO1.2 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, which should demonstrate knowledge and understanding of the general theory of event planning. Evidence should be included to demonstrate candidates have met all of AO1.2 objectives sufficiently by giving consideration to:

- The type, availability and suitability of the venue chosen
- A planning schedule with interim and final deadlines and targets, ideally with identified personnel named 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.

Generally candidates included a planning schedule, a budget statement or cash-flow statement and a final balance sheet, which confirmed their understanding. However, some candidates still need clearer advice and guidance on the types of income and expenditure to include in their budget plans. They should also 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 AO2 candidates need to demonstrate understanding of the use of different printed materials. Too many Centres simply included an exemplar of the promotional materials used for their event with no supporting evidence or evaluation as to the effectiveness and benefits of different types of printed material.

Evidence of selling skills is required to meet AO3. Generally, candidates met AO3.1 and were able to explain the importance of personal contact. Appreciation of the importance of personal contact (face to face) when providing advice, explaining features, selling a product or service, dealing with objections described was evident. However candidates need to meet all of the AO3 criteria - AO3.2 and AO3.3 are of equal importance. Candidates should include evidence of how these sections of the Syllabus are being addressed at their event and an appreciation of the significance of selling skills (including personal contact, dress and the three A's) in the success or otherwise of the event.

There was some improvement in the structure of evaluation sheets. The better assignments included an evaluation sheet with supporting evidence of its purpose and target market. Weaker assignments simply included a proposed evaluation sheet without its purpose and target market being considered. Candidates should demonstrate an understanding of the benefits of using one or more of the following forms of evaluation:

- Informal with the organising group
- A questionnaire with delegates or participants
- Attendance figures or participation rates.

Evidence of analysis of results would support the candidates' evaluation of the event and consolidate knowledge and understanding of these criteria.

Most Centres produced a clear index of the contents of the assignment, which assisted the marking process. Candidates might find it easier to prepare the written report summarising the process, understanding of promotion and selling skills, and how these are applied to their own particular event, final evaluation and analysis, with supporting documents added as an appendix at the back of their work. There must be sufficient evidence presented to confirm the candidate's understanding of the requirements of the module and performance criteria. The event being planned and promoted should have actually taken place before the submission of the assignment, as otherwise the evaluation would be a theoretical rather a practical exercise. It is important for the candidates to demonstrate a good understanding of both the practical and theoretical aspects to event planning.