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# TRAVEL AND TOURISM ADVANCED LEVEL

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Paper 5261

Travel and Tourism Core Module

## General comments

The entries for this exam showed a good improvement in the understanding of the exam paper. Candidates are now more familiar with the layout of the exam and what is expected from them. Some new Centres have shown evidence of excellent teaching and learning of the syllabus and have been able to apply knowledge and understanding in an effective manner. Candidates are writing fluently on many theories of tourism development; however they should be made aware that the 'quantity' of theory does not always relate to maximum marks if this is not set in context with the question.

With the exception of one or two candidates, most 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.

Candidates are now more familiar with **Question 2** which is the Marketing question, however, in this paper in particular, Marketing answers were given in **Questions 1, 3, and 4**. This format will not change and candidates should be aware of this in advance of the exam and ensure that they only answer the Marketing responses in **Question 2**.

For future reference please note that the format for the examination will continue 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> | A general question based on any of the above three modules giving candidates the opportunity to relate to destinations they have studied. |                                      |

As in the previous exam the decision was taken to reduce the amount of stimulus material that candidates had to read and study. This would appear to have benefited many candidates. In previous examinations there has been a lack of study of the given material with candidates answering the questions from their own knowledge rather than referring to the examples given. It must be stated that candidates must make use of the stimulus material when answering questions and the fact that this has now been reduced should benefit candidates now and in the future.

## Comments on specific questions

### **Question 1**

This question was based on based on Thailand and the expansion of Bangkok Airways services to Indo-China. The question was answered very well on the whole and there was evidence of good candidate understanding.

- (a) Excellent responses, most candidates are familiar with tourism objectives.
- (b) Most candidates responded with very good economic objectives and benefits of Bangkok being a major gateway, however, relatively few were able to quote international benefits.
- (c) Again, very well answered with many candidates achieving maximum marks.
- (d) The most popular responses were Marketing and Promotion and some candidates took this theme too far and described a range of marketing principles. These were not credited. The correct responses of tourism development were awarded maximum marks.
- (e) Quite disappointing overall. Although the question stated culture, scenery and cultural identity many candidates gave economic objectives of income and employment. There was relatively little reference to the text, especially as there were frequent references to all the crafts available in Thailand and in particular the Unesco World Heritage site at Sukhotai.

## Question 2

This question, as always, was based on Marketing and Promotion, specifically on Marketing Communication methods. The candidates who knew these were able to score quite high marks in this series. The last question was worth 8 marks and was based entirely on the AIDA principle. Unfortunately, not all Centres were familiar with this concept and this led to a loss of 8 marks.

- (a) Excellent response with many candidates achieving maximum marks. Some candidates did not give examples of methods and were awarded 2 marks maximum for each method.
- (b)(c) No problems.
- (d) As mentioned above, the candidates who were familiar with the AIDA principle were able to compare the two advertisements quite effectively.

## Question 3

This question was based on the North African country of Morocco and how it is being redeveloped as a destination.

- (a) The question asked for three natural features – this was underlined in the question. Many candidates quoted built attractions e.g. Marrakesh and Fez and also cuisine.
- (b) Excellent responses to this question with most candidates achieving maximum marks.
- (c) This was a level of response question worth 8 marks. Very few candidates managed to gain higher than Level 2 due to the fact that they were unable to link their well-learned theories to the text. Paragraphs of theory are not credited unless they are related to the question. Candidates must learn to apply their knowledge in context and use the methods which in this case were clearly evident in the text.
- (d)(i) This was well-answered.
  - (ii) Little evidence in this response to the benefits of a partnership between sectors and again with little reference to the text. Many candidates gave lengthy responses of the roles of public and private sectors but not how they could help in the case of Tangier.

## Question 4

This question was quite different from previous papers as it was based on the theory of responsible tourism, now being practised by a number of commercial providers of tourism products. It was especially pleasing to see that many candidates were able to fluently respond to this question and answer most parts successfully.

## Summary

All questions were attempted by all Centres and there appeared to be very little difficulty with any aspect of this subject. Well done to all Centres!

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

The work was appropriately presented and bound with evidence of authentication from both the candidate and the tutors. 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, which 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 for this module.

Many candidates demonstrated their understanding of the principles of Ecotourism simplistically. Some had used standard definitions but did not demonstrate that they understood the meanings of key terms. Data presented related, generally, to the characteristics of the destination rather than to the concepts and principles of Ecotourism. This should be avoided and candidates should be encouraged to produce work that demonstrates an understanding of Ecotourism.

Candidates should be encouraged to address the various organisations that are involved in raising awareness and responding to Ecotourism issues (AO, A2). Simply listing organisations should be avoided as this allows the candidates to offer no form of justification or evaluation. Where evidence was good, candidates had demonstrated appreciation of the role of Ecotourism organisations and made reference to the roles of Ecotourism organisations. However, it was too often the case that the contribution of tourism to social, cultural and environmental issues received little or no attention.

Many candidates identified tourism projects but did not focus sufficiently on the Ecotourism aspect of the project. Little or no attention was given to trends in Ecotourism. Candidates must avoid placing too much emphasis on tourism development as opposed to principles and concepts of Ecotourism if success is to be achieved.

Candidates need to address and meet all of the assessment objectives. It was sometimes the case that candidates lost sight of the assessment objectives and included unnecessary information. Clear assignment briefs provided by tutors to candidates would avoid this being repeated for future submissions. Although individual written reports had been produced, candidates had relied heavily on secondary sources and had often used the sources poorly by quoting inappropriate information from them. Candidates should understand that work provided directly from websites is often found to be irrelevant to the criteria objectives. The work researched from websites needs to be interpreted and applied appropriately by candidates.

Conclusions are required to demonstrate analysis or evaluation from the candidates' point of view and such conclusions must relate to the assessment objectives.

Candidates should be advised to include a comprehensive list of *all* sources used. This was evident in better work.

Assignment briefs should be included with all projects.

**Paper 5263**

**Business and Executive Travel**

**General comments**

Throughout 2004, comparatively few entries for this module were received 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, many candidates did not include an assignment brief and the usual end product was a comparatively unstructured piece of work that did not meet all the assessment criteria for this module. Several individuals were let down because of their inability to provide an investigative framework to the chosen study and such candidates are encouraged to re-submit the assignment once the appropriate changes have been made.

It is important that the structure provided on page 15 of the syllabus is followed and that candidates undertake an investigation that meets all the suggested guidelines. Furthermore, Centres should use both the completed Student Assessment Record (SAR) and pages 1 and 2 of the Assignment Cover Sheet for candidates as opportunities for individual Tutors to judge whether or not a particular candidate is on course for a successful outcome. These two items are to be found on pages 28, 29 and 30 of the 2005 Advanced Syllabus.

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 on page 15 of 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, which are clearly itemised on pages 25 and 26 of the syllabus. Candidates often have excellent information about particular locations but this is not always used to best effect in terms of this module’s specific requirements. Candidates are expected to show the extent to which their study area conforms to the conditions currently found within the global Business and Executive Travel marketplace. Far too many assignments fail to comment about the state of their chosen area’s Business Travel facilities, usually only offering a description rather than attempting any evaluation.

### **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.

**Paper 5264**

**Event Planning and Promotion**

### **General comments**

The work submitted was appropriately presented and bound with evidence of authentication 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, 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 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 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 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, when explaining features, when selling a product or service, and when 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 importance 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. 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 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 candidates' evaluation results and consolidate knowledge and understanding of these criteria.

Most Centres produced a clear index of contents of the assignment, this 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 of the criteria. The event being planned and promoted should have actually taken place before the submission of the assignment, as evaluation would be a theoretical rather than a practical exercise.