SYLLABUS

Cambridge International AS and A Level
Travel and Tourism

9395

For examination in June and November 2016

Contents

1.   Introduction

1.1   Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at **www.cie.org.uk/recognition**

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support for teachers

A wide range of support materials and resources is available for teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at **www.cie.org.uk/teachers**

Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at **www.cie.org.uk/examsofficers**

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cie.org.uk/ISO9001**

1.2   Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects, and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

Through our professional development courses and our support materials for Cambridge International AS and A Levels, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3   Why choose Cambridge International AS and A Level Travel and Tourism?

Cambridge International AS and A Level Travel and Tourism is suitable for both Cambridge International A Level candidates and for those seeking a more specialised study of this subject.

This syllabus encourages candidates to appreciate the scale and importance of the travel and tourism industry in the world and recognise the positive and negative impacts the industry may have on people, environments and economies.

Candidates learn that the travel and tourism industry is dynamic in nature and how the industry responds to change, e.g., external factors such as changing consumer needs and expectations and developments in ICT.

The syllabus encourages candidates to learn practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

Prior learning

Candidates beginning this course are not expected to have studied Travel and Tourism previously.

Progression

Cambridge International A Level Travel and Tourism provides a suitable foundation for the study of Travel and Tourism or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in the industry, or as part of a course of general education.

Cambridge International AS Level Travel and Tourism constitutes the first half of the Cambridge International A Level course in Travel and Tourism and therefore provides a suitable foundation for the study of Travel and Tourism at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Travel and Tourism or some other subjects. It is also suitable for candidates intending to pursue careers or further study in the industry, or as part of a course of general education.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

Travel and Tourism (9395) is in Group 3, Arts and Humanities.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at **www.cie.org.uk/qualifications/academic/uppersec/aice**

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/alevel** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

Cambridge International AS Level candidates take only Papers 1 and 2. Papers 1 and 2 must be taken in the same examination series.

Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all four papers together. Candidates who want to get the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Papers 3 and 4 in order to complete the Cambridge International A Level.

Cambridge International AS Level

Paper 1 2 hours 30 minutes	Paper 2
This is a written paper testing the core content of the syllabus. There are four structured questions which require short and extended answers. Each question is based on original stimulus material.	This is a coursework project which involves planning and managing a travel and tourism event. Candidates work in a team but present their project individually.
A maximum of 100 marks is available. 70% of total marks.	A maximum of 50 marks is available. 30% of total marks.

Cambridge International A Level

Paper 1 2 hours 30 minutes	Paper 2
Paper 1 for Cambridge International A Level is the same as Paper 1 for AS Level.	Paper 2 for Cambridge International A Level is the same as Paper 2 for AS Level.
35% of total marks.	15% of total marks.
Paper 3 1 hour 30 minutes	**Paper 4** 1 hour 30 minutes
This is a written paper testing syllabus content on international business and leisure travel services. There are four structured questions which require short and extended answers. Each question is based on original stimulus material.	This is a written paper testing syllabus content on specialised tourism. There are two structured data response questions. Each question is based on original stimulus material.
A maximum of 100 marks is available. 25% of total marks.	A maximum of 50 marks is available. 25% of total marks.

Availability

This syllabus is examined in the June and November examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

4. Syllabus aims and assessment objectives

4.1 Aims

The aims of the Cambridge International AS and A Level Travel and Tourism syllabus are to enable candidates to develop:

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

4.2 Scheme of assessment

Paper 1: Core paper

This core section of the syllabus 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.

In Paper 1, candidates answer four structured questions. For each question there is at least one piece of original stimulus material which is relevant to the syllabus content. The structured questions gradually become more difficult, and the instructional language in the questions usually progresses from easier to more difficult, as follows:

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

Paper 2: Planning and managing a travel and tourism event

This is a coursework project which teachers at the Centre assess, and Cambridge moderates. Candidates have to work as a team to plan, carry out and evaluate a travel or tourism event. They work together but present their written project work individually. They must produce a plan for the project and a record of their involvement, including an evaluation of their work.

Paper 3: International business and leisure travel services

In this paper, candidates answer four structured questions. For each question there is at least one piece of original stimulus material which is relevant to the syllabus content. The structured questions gradually become more difficult, and the instructional language in the questions usually progresses from easier to more difficult, as follows:

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

Assessment of the more open-ended questions, which require candidates to respond to a problem or issue, is by level of response criteria. These questions assess several assessment objectives.

Paper 4: Specialised tourism

In this paper candidates answer two structured data response questions. The questions explore links between parts of the syllabus content and require candidates to synthesise relevant knowledge, understanding and skills learned in Papers 1, 2 and 3. For each question there is at least one piece of original stimulus material which is about specialised tourism. The structured questions gradually become more difficult, and the instructional language in the questions usually progresses from easier to more difficult, as follows:

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

4.3 Assessment objectives and their weighting in the exam papers

There are four assessment objectives in Cambridge International AS and A Level Travel and Tourism:

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

Candidates should be able to evaluate information to make judgements, draw conclusions and make recommendations about vocationally-related issues and problems.

Assessment objective	Paper 1	Paper 2	Paper 3	Paper 4
Demonstration of knowledge, understanding and skills	25–30%	20–25%	25–35%	20–25%
Application of knowledge, understanding and skills	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%

The weighting of the assessment objectives indicates their relative importance. It does not indicate exactly how many marks assessors can give for each assessment objective in each paper.

5.   Syllabus content

Candidates study the travel and tourism industry within the local and international context. They do not need to have studied the subject previously. This section outlines the content of Papers 1, 3 and 4. Paper 2, the Coursework component, is covered in Section 6.

5.1   Paper 1: Core paper

This paper gives candidates 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 and learn why it is described as 'the world's biggest industry'. They learn that the international travel and tourism industry consists of a wide variety of commercial and non-commercial organisations that work together to supply products and services to tourists. During their studies, candidates will develop an appreciation of the values and attitudes of different organisations and the significance of travel and tourism to the economy of many countries.

5.1.1 Features of the industry

5.1.1.1 The nature of travel and tourism
Candidates need to understand what is meant by the terms 'travel' and 'tourism'. This includes people travelling away from home, for business or for leisure, and the industry that supports this. 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.

Candidates should be able to:

- identify the main types of tourism
   - o   domestic
   - o   inbound
   - o   outbound
- describe the main reasons why people travel
   - o   leisure
   - o   business
   - o   visiting friends and relatives
- explain the unique characteristics of the travel and tourism industry
   - o   seasonality
   - o   perishability
   - o   intangibility
- give relevant, up-to-date examples from the industry and use appropriate language and terms associated with travel and tourism
- demonstrate their ability to use a range of information relating to the nature of travel and tourism to draw conclusions about the industry.

5.1.1.2 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 statistics, including:

- consumer spending on travel and tourism

- the number of people employed in the industry

- the number of tourist arrivals in key destinations

- the number of people taking holidays in your country (domestic tourists) and outside your country (outbound tourists).

Candidates should be able 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

- analyse trends.

5.1.1.3 The development of the modern travel and tourism industry

To understand the modern travel and tourism industry, candidates need to recognise and explain recent major developments. 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:
    - o changes in car ownership
    - o increase in leisure time
    - o increase in disposable income
    - o impact of the national economy
- technological developments:
    - o developments in transport technology
    - o developments in ICT
- product development and innovation
- changing consumer needs and expectations
- external factors:
    - o legislation such as the EU Directive on Package Travel
    - o the role of local authorities and government in travel and tourism
    - o fluctuations in currency
    - o climatic change and natural disasters
    - o war, civil unrest, terrorism and crime.

Candidates should be able to:

- give relevant examples and explanations for the rapid development of the industry

- 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.

5.1.1.4 The structure of the travel and tourism industry

The structure of the travel and tourism industry is complex because it consists of a wide range of interrelated commercial and non-commercial organisations. Most of these organisations are in the private sector, and are small or 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 different organisations.

- 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 understand how:
  - o they meet and define their objectives
  - o they get funding and generate revenue
  - o they meet stakeholder or shareholder expectations.

- 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 need to investigate at least one public and one voluntary sector organisation to understand how:
  - o they meet and define their objectives
  - o they get funding and generate revenue
  - o they meet stakeholder or shareholder expectations.

- Agencies delivering travel and tourism products and services

  Candidates need to investigate at least one tourist destination. They need to understand, explain and give examples of the major features of the following components:
  - o tourist attractions – built; natural; events as attractions and the facilities which these take place in
  - o accommodation and catering – to include accommodation grading schemes
  - o tourism development and promotion – locally, regionally and nationally
  - o transportation – by air; by land; by water
  - o travel agencies
  - o tour operators and the components of a package holiday

  Candidates need to understand how these components depend on each other, and that no single 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 want to organise tours to the new attraction) and the local or regional tourism development and promotion organisations.

Candidates should be able to:

- give relevant examples of the current structure of the industry
- explain key organisations that make up the structure and their products, services, values and objectives
- analyse information and data relating to the structure of travel and tourism
- make appropriate judgements about the relationships between organisations within the industry.

5.1.2 The management and development of tourist destinations

Destinations are places where there is tourism. Social, cultural, environmental, economic and political conditions influence tourist destinations. The people who are responsible for destination management have to try and ensure that tourism development integrates with other social and economic activities of the particular area so that it can sustain future development.

5.1.2.1 Objectives of tourism development

Candidates need to understand what is meant by 'tourism development' and why it occurs in both the more economically-developed countries (MEDCs) and less economically-developed countries (LEDCs) 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 get involved in tourism development for any of the following reasons:

- economic – examples include:
  - o employment creation, both direct and indirect
  - o increasing foreign currency earnings to contribute to the balance of payments and GDP
  - o bringing in tourists who spend money locally and contribute to the multiplier effect
  - o increasing income for commercial operators
  - o economic development and regeneration to develop the infrastructure and improve the local area and conditions for local people
- environmental – examples include:
  - o habitat preservation for wildlife in an area
  - o regeneration and conservation of the built and natural environment
  - o environmental education of the local population and/or of tourists visiting the area
  - o stimulating environmental improvements of benefit to local people and wildlife as well as tourists
- socio-cultural – examples include:
  - o promoting understanding between the cultures of tourists and those of the local population
  - o improving 'quality of life' for the local population
  - o providing community facilities, as well as facilities for tourists
  - o revival of traditional activities, festivals and ceremonies to celebrate culture and develop a 'sense of pride' in one's own identity
- political – examples include:
  - o 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
  - o creating a regional or national identity to boost domestic morale and encourage visitor numbers.

Candidates should be able to:

- apply their knowledge and understanding of the objectives of tourism development to a selection of case studies
- synthesise information from these case studies to demonstrate a deeper understanding of the connections between different aspects of tourism development.

5.1.2.2 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	• increased incomes • increased foreign exchange • increased employment • improved infrastructure • multiplier effect	• decline of traditional employment opportunities • seasonality of employment • increased living costs • leakages • increased taxes
Socio-cultural	• preservation of customs and crafts • provision of community facilities and public services • aiding of international understanding • encouraging travel, mobility and social integration	• 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	• improved assets • landscaping • conservation • regeneration • building regulations	• 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 should be able to:

- understand the principles of successful destination management including:
    - o maximising the retention of visitor spending at the destination
    - o investing tourism income in public and social projects for local communities
    - o widening access to facilities and assets
    - o staff training and development
    - o training and employment of local people in tourism and related activities
    - o tourism education
- recognise the significance of the values and attitudes of different stakeholders in tourism development in particular regions
- understand current issues and consumer trends impacting on tourism development
- understand how destination management can minimise tourism's negative impacts:
    - o planning control
    - o using the principles of sustainable tourism
    - o visitor and traffic management
    - o assessing environmental impact
- understand how the rapid, unplanned development of tourism in a destination could spoil what tourists originally travelled to see.

5.1.2.3 Changes in the evolution of destinations

In 1980 the Canadian geographer R W Butler was the first person to compare the development of tourist destinations with a product passing through the various stages of the product life cycle. There will not be any questions on the product life cycle in the exam, but candidates should study and apply 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 reinvent itself – a process known as 'rejuvenation'.

Candidates will analyse reasons why particular destinations are in one of the following stages of the model:

- exploration
- involvement
- development
- consolidation
- stagnation
- decline or rejuvenation.

Candidates who want to study the product life cycle further can read Chapter 5 of *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 in the table below which determine how selected locations have evolved as tourism destinations:

Evolution	Factors
Key features of destination	- 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	- young people - singles - families - DINKY - grey market - special needs - business tourists

Visitor statistics	• recent trend
	• projection for future
	• stage in evolution – using life cycle model
Factors influencing popularity	• 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.

5.1.3 The principles of customer service

The travel and tourism industry is highly competitive because a large number of organisations provide very similar products and services. It is often the quality of customer service that distinguishes one organisation from another. Customers expect 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.

5.1.3.1 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.

Candidates should recognise that the needs and expectations of internal and external customers will vary according to the organisation and the situation. The organisation and its staff should show 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 are an organisation's visitors or users. They 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 that they experience first-hand at the theme park is just one aspect of the customer service that organisation provides, as a great deal goes on behind the scenes to ensure that customers' experiences are good ones.

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

- 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. This 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.

5.1.3.2 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 look at **three** different types of staff within this **one** organisation, and determine how they deliver quality service. Quality service is likely to be the result of the following:

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

If candidates chose to investigate different staff roles which have to deliver quality service to visitors within a hotel, e.g., they could study:

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

Candidates should 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 everyone has sat down
- never let 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 while working.

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, having an excellent telephone manner and dealing with customer complaints, e.g.:

- 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 and tell the customer that somebody will investigate the matter fully and put it right.

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

5.1.3.3 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 called 'benchmarking', which involves setting standards of quality, and then measuring performance against these standards. 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 they could improve levels of customer service.

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 necessary. 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, e.g.:

- 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 travel and tourism organisations use these techniques in order to develop their customer-service provision while still reflecting the organisation's values and attitudes.

5.2   Paper 3: International business and leisure travel services

The number of international arrivals has increased from 25 million in 1950 to over 700 million in 2002, which corresponds to an average annual growth rate of 6.6%. Europe and the Americas were the main tourist-receiving regions between 1950 and 2000. Both regions represented a joint market share of over 95% in 1950, of 87% forty years later and of 76% 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, leisure travellers made up 52% of international tourist arrivals, business travel accounted for 16% and 24% were for other reasons, such as visiting friends and relatives (VFR), religious purposes/pilgrimages, and health treatment. The remaining 8% in the survey of international arrivals did not specify the purpose of their visit. 45% of international tourists reached their destination by road, 4% by rail, 44% by air transport and 7% by water transport.

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.

Candidates need 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.

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 should know that transport providers aim certain types of product at passengers with specific needs and expectations (leisure, business, special needs, etc.). Furthermore, candidates need to be aware that the seasonal nature of travel and tourism affects all products and services.

5.2.1 International transport products and services
Candidates need to 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 which provide differing levels of service as well as different types of ticketing arrangements
- coach services:
  - different services and ticketing arrangements at different times of the year.

Candidates do 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, available to both leisure and business international travellers.

5.2.2 Other international travel service providers

Many other products and services are available to meet the needs of both leisure and business international travellers, besides those involving international transport. 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 both depend on, and affect, each other. They need to understand that each of the listed types of provider is able to offer a range of ancillary services to both leisure and business international travellers. They should be able to describe how providers make the following available and use ICT to provide 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 now offer even more services to their customers in an attempt to boost their incomes and to remain competitive. It is much more common for them to offer more specialised services 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.

5.2.3 Organisations and regulations influencing international travel

A range of bodies and organisations 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 how **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 who supply 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 legislation covers several important aspects of service provision. 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 there is now legislation to provide customers with protection and the right to compensation if they have problems with key aspects of their international travel arrangements.

5.2.4 Factors influencing international travel

Candidates will evaluate the current major factors that influence international travel. These factors operate at local, national, international and global levels, and they 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 should 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 that transport providers offer, which increases 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 the services they offer 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 reveals many advertisements for special travel offers such as:

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

Transport providers are introducing new routes and services all the time and these products are available from a wider range of distribution channels. Competition is strong and consumers of international travel products and services have many options available to them. Candidates should be able to express valid opinions as to why these trends are developing. They should give full consideration 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 business trips have increased by 53%, exceeding the overall tourism growth rate. The industry predicts that conference and incentive travel segments will grow at a faster rate than any other tourism sector to the year 2010. Revenues from international business tourism will account for an estimated 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 is worth an estimated £165 million annually
- corporate hospitality is worth an estimated £700 million annually
- individual business travel is worth an estimated £6 billion annually.

5.3   Paper 4: Specialised tourism

This paper requires candidates to make clear links with ideas and information from Papers 1, 2 and 3. They should demonstrate the ability to apply knowledge, critical understanding and decision making to unfamiliar contexts. There are important links between this paper and other sections of the syllabus, e.g.:

Paper 1

- The nature of travel and tourism – section 5.1.1.1 (above)
- The scale of the travel and tourism industry – section 5.1.1.2 (above)
- The development of the modern travel and tourism industry – section 5.1.1.3 (above)
- The structure of the travel and tourism industry – section 5.1.1.4 (above)
- Objectives of tourism development – section 5.1.2.1 (above)
- Impacts of tourism development – section 5.1.2.2 (above)
- Changes in the evolution of destinations – section 5.1.2.3 (above)
- Needs of internal and external customers – section 5.1.3.1 (above).

Paper 2 – Resource needs

- Tour operators, accommodation providers and ancillary service provision.

5.3.1 Ecotourism

Candidates need to clearly understand what the term ecotourism means, and what its role and function is 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.

Candidates should study:

- the aims and objectives of ecotourism
- the roles of organisations which raise 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 developers built an all-inclusive resort on the sacred site of the first inhabitants of the island.

Candidates need to become familiar 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 as a result of the climate.

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 it might be possible to solve or reduce these complex problems at particular destinations using a case study approach.

Candidates must study 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.

5.3.2 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 want 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, a host population or way of life has adapted as a result of tourism. 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 can explain:

- the growth of cultural and heritage tourism: from poetry and painting trips to cookery tours
- cultural events which tourists support, 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 therefore 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, such as:

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

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

Candidates should also explore the importance of accepted behaviour within certain situations, such as:

- 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 a 'responsible tourist'.

5.3.3 Adventure tourism

'Adventure holidays' are those that include vigorous or extreme activities such as climbing, watersports, scuba diving, mountain biking, surfing or whitewater rafting.

In the USA, adventure travel is growing at a rate of 10% per year. More than 50% of the US 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 taken part in 'hard' adventure activities like whitewater rafting, scuba diving, and mountain biking. An additional 25 million took part in both 'hard' and 'soft' adventure activities. The most common adventure holiday activities are camping (85%), hiking (74%), skiing (51%), snorkelling or scuba diving (30%), sailing (26%), kayaking or whitewater rafting (24%) and biking trips (24%).

It is clear that most adventure tourism activities are outdoor leisure activities that 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. There may be 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 coasteering
*   **Caving**, which includes pot-holing and mine exploration
*   **Non-motorised watersports** such as dinghy sailing, windsurfing, kitesurfing, canoeing, kayaking, whitewater 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, such as: income generation; job creation; economic development; development of the infrastructure; dependency
- environmental impacts, such as: erosion of natural vegetation and soils; visual and noise pollution; trespass; loss of habitats; litter; water contamination; wildlife conservation
- socio-cultural impacts, such as: loss of privacy; visitor congestion; demonstration effect; greater understanding between cultures
- investigating how the positive impacts can be maximised, such as: revenue maximisation; staff training and development; local community involvement
- investigating how the negative impacts can be minimised, such as: the principles of sustainability; carrying capacity; pricing mechanisms; tourist education.

Additional guidance

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

A local tour operator, Andina Travel, has pioneered the Inca Trail and Quechua Community Trek. Local communities have been closely involved with the opening up of this region for tourism from the very beginning. National and international protection agencies and a handful of trekking companies collaborated with these local communities to put together a plan 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, tourist protection agencies adopted the following strategies:

- 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 gives an indication of the case study material that is in Paper 4. Candidates will need to consider the material from several perspectives, which reflects the synoptic nature of the paper.

6.   Coursework

6.1   Paper 2: Planning and managing a travel and tourism event

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. Candidates can set the event in a variety of contexts 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. They should 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. They should develop the plan as a group but present it 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 they will use 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	Candidates should identify the range of possible events. At this stage tutors should encourage idea storming (either as a group or individually) so that the team propose a variety of different travel and tourism related events. The group can carry out the feasibility studies together, but candidates should record their individual contribution. Candidates should carry out a **minimum of two** and **maximum of four** feasibility studies to enable them to narrow down the choice of event, based on a comparison of the likely success of each one.
Discuss the feasibility studies and select **one** event	Candidates need to select an appropriate type and size of travel and tourism event, which is within the capabilities of the group. They can do this by group discussion of the results of the feasibility studies. *Candidates must record the discussion and decision making process (written, audio or video), e.g. candidates could record their presentations or tutors could complete witness statements for them.* Tutors should guide the selection process to ensure the chosen event is suitable. It would be more vocationally relevant to involve external customers in the event, but some centres might want to hold internal events (e.g. a travel and tourism careers conference), which can be appropriate if candidates need to contact and make plans with representatives from the travel and tourism industry. Events could include a day trip to a visitor attraction for a local charity or school, an exchange visit with candidates from another country, an overseas visit by a group of candidates, or a promotional event for a new or existing travel or tourism product.

Set the aims and objectives for the chosen event and devise and implement a realistic plan for the event	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.
	Tutors and candidates may be able to obtain templates and guidance on producing formal business plans from a variety of agents who support new businesses.
	Candidates must work as part of a team (whether with peers or colleagues in employment). This will give them valuable experience of teamwork, which will aid 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.
	Teams need to meet regularly in order to fulfil the requirements for planning, working to deadline and monitoring targets. Tutors should teach candidates how to plan and run informal and formal meetings, including the use and production of agendas and minutes.
	These will contribute to the important documentary evidence of candidate performance within this unit. Candidates should also record group (or team) contributions throughout and each candidate should keep a detailed individual log, recording activities undertaken, problems and how they resolved them, to support the candidate's final analysis and evaluation of their involvement in running this event.
	Candidates can also submit this log as evidence in their coursework.
	Candidates need knowledge and understanding of different promotional techniques and materials, in order to select the most appropriate techniques and materials for the chosen event. They should provide justification for the promotional techniques and materials selected, and should include them in the plan for the event.
	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.
Produce appropriate materials for the selected event	Candidates must produce appropriate materials in support of the chosen event. For example, candidates might produce pieces of promotional material for their event such as posters and programmes and they must include these as part of their coursework.

Demonstrate excellent customer service skills during event planning and implementation	Colleagues or tutors need to complete witness testimonies to provide evidence of the demonstration of excellent customer services skills. *This could be in the form of a detailed observation record which those involved produce, or a video showing the performance of the candidate. It should include details of the types of skills used (e.g. telephone skills, sales skills, or face-to-face communication). Candidates should include any written material (e.g. letters, memos, minutes of meetings) in the coursework.*
Carry out the event according to the plan	The event should 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), there must be a full explanation of this in the evaluation.
Use appropriate resources to evaluate the travel and tourism event	Candidates have already set the evaluation methods as part of the plan for this event. These may include feedback forms which participants, staff and peers complete at or after the event. Candidates should use the data from the various methods to form their analysis and evaluation. *Candidates must develop skills in producing suitable evaluation forms (e.g. questionnaires, which different groups involved in the event could use), 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. Evaluation may be formal and/or informal, but candidates should ideally demonstrate the use of both types of evaluation. They must include copies of completed evaluation tools within their coursework to support their own personal evaluation of the event.

6.2   Teacher guidance

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 to market the event
- physical resource needs (e.g. 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 to review and evaluate the event.

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.

There will be a close link between the success of the event and the group's ability to work together effectively as part of a team.

Having investigated the **feasibility** of their chosen event, the candidates 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) that the team has allocated them
- 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 team has achieved the objectives that they set at the planning stage. 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?
• Did we meet key deadlines?
• 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 should give helpful feedback on how others performed as well as receive comments on their own performance.

The following example outlines the level of work expected of candidates within this coursework module. The example involves 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, as follows.

Each candidate must decide on the purpose of the activity and its objectives. At this planning stage candidates 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.

The individual 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.

They should also take into consideration the following factors at the planning stage:

• characteristics of group members (such as age, special needs, and special skills)
• the purpose for undertaking the activity
• length of time the activity will last (including travelling time)
• travelling distance, transportation and destination
• activities they will undertake 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? Does the price include this?
• 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 candidate'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. They should apply this assessment to all the component parts which the activity requires, 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 you can't achieve the main objectives?
4.   What information will you provide for participants?
5.   What consent or permissions do you need to seek?
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 should 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 teacher 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 they actually adhered to the plans
- 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, candidates could ask participants 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

They could then ask participants:

- 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 candidates should use 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 here is a second example 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 which addresses the following issues.

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 the production of a report that addresses each of these aspects will involve.

In terms of initial planning, candidates should 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.

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

It is very simple to obtain the risk level – multiply the likelihood of occurrence by the severity of outcome. A value of 6 is acceptable in outdoor activities although it may be easy to reduce this value with appropriate instruction, warning and advice. A risk value of 8 would require detailed warnings and the close monitoring of all instruction given. If the risk value is above 8 it is necessary to reduce it or terminate the activity. 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.

Candidates should apply this risk assessment to all the component parts that the guided tour activity requires, including transport to and from the site as well as time at the site itself.

It is possible to judge the success of the tour in a number of ways:

- candidates can give participants a customer comment card to fill in (see below)
- individuals will offer feedback during the course of the tour
- there may be some written feedback, such as a letter of complaint
- candidates can self-evaluate each tour in terms of time taken, sticking to the itinerary and whether or not the visitors seemed to enjoy the experience
- candidates can compare the actual tour 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 is useful 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.

- name of candidate
- 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.

6.3   Assessment of coursework

This is a summary table showing the assessment criteria, maximum marks awarded for each, and the weighting for each assessment criteria. See the following pages for more details.

Marking criteria	Assessment objective	Mark Band levels	Total marks	Weighting
Demonstration of knowledge, skills and understanding	AO1	3	12	20–25%
Application of knowledge, skills and understanding in terms of the candidate's contribution to the planning, preparation and running of the group project	AO2	3	12	20–25%
Evidence of analysis and research when assessing the feasibility of the selected group project and when managing the project	AO3	3	13	25–30%
Evaluation and decision-making to make judgements, draw conclusions and make recommendations about key issues and problems	AO4	3	13	25–30%

Total marks are out of 50. The mark is then adjusted to be worth 30% of the total mark for the Cambridge International AS Level or 15% for the Cambridge International A Level qualification.

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

Recording candidates' marks

Candidates' marks for Paper 2: Planning and managing a travel and tourism event must be recorded on the Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 9395) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

AO1 – Demonstration of knowledge, skills and understanding	maximum 12 marks
The plan presented has details of the following aspects of the chosen event: • aims • objectives • customers • marketing • resource needs • team roles • staffing • timescales • legal requirements	**Mark Band 1 (1–4 marks)** • 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. **Mark Band 2 (5–8 marks)** • 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. **Mark Band 3 (9–12 marks)** • 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

maximum 12 marks

Mark Band 1 (1–4 marks)

- 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.

Mark Band 2 (5–8 marks)

- 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   **maximum 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   **maximum 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.

Staff at the Centre assess the completed individual pieces of coursework, and Cambridge organises external moderation.

6.4   Moderation of coursework

Internal moderation

When several teachers in a Centre are giving internal assessments, the Centre must make arrangements so that the assessment of all candidates is to a common standard.

The Centre must moderate the marks for each skill assigned within different teaching groups (e.g. different classes). The Centre assessments will then be moderated externally.

The internally moderated marks for all candidates must be recorded on the Summary Coursework Assessment Form. This form, and the instructions for completing it, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 9395) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

External Moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centres must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

7.   Appendix

7.1   Paper 1 resources

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

A Rowe, J D Smith, S Stewart, F Warburton & R Demaine, *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 English Heritage National Trust Tourism Concern UNESCO Voluntary Service Overseas World Wildlife Fund World Travel Tourism Council	**www.english-heritage.org.uk** **www.nationaltrust.org.uk** **www.tourismconcern.co.uk** **www.unesco.org** **www.vso.org.uk** **www.worldwildlife.org** **www.wttc.org**
Publications	Travel Trade Gazette Travel Weekly	**www.ttglive.com** **www.travelweekly.co.uk**
Textbooks	P Burns & A Holden, *Tourism: a new perspective,* Financial Times Prentice Hall, 1995, 0131915525 D Harrison, *Tourism and the less Developed World,* Cabi Publishing, 2004, 9780851998305 J Connell & S Page, *Tourism – A Modern Synthesis,* Thomson Learning, 2006, 3rd Revised Edition,1844801985 J Rodgers, *AVCE Advanced Travel and Tourism,* Pearson Education, 2001, 0435455923 K Blanchard & S Bowles, *Raving Fans: A Revolutionary Approach To Customer Service,* Harper Collins, 1998, 0006530699 D Blohowiak & R Karr, *The Complete Idiot's Guide to Customer Service,* Penguin Group, 1997, 0028619536 R Branson & R Craven, *Customer is King: How to Exceed Your Clients' Expectations,* Edbury Press Virgin Books, 2005, 0753509687 C Holloway, R Davidson and C Humphreys, *The Business of Tourism,* 8th Ed., FT Prentice Hall, 2009, 02737103 C Shaw et al, *Building Great Customer Experiences,* Palgrave Macmillan, 2002, 0333990137 S Smith & J Wheeler, *Managing the Customer Experience: Turning Customers into Advocates,* FT Prentice Hall, 2002, 0273661957

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

- You can obtain a complete Video Arts catalogue by emailing **info@videoarts.co.uk**
- You can contact TV Choice by email: **tvchoiceuk@aol.com**
- Details of English heritages educational resources are available on **www.english-heritage.org.uk/** or by email **education@english-heritage.org.uk**

7.2   Paper 2 resources

The suggestions below are useful resources for delivering the course. They are neither prescriptive nor exhaustive, and teachers should encourage candidates to get information from a variety of sources.

Books	J Allen, *The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events,* John Wiley and Sons, 2002, 047083188X P Appleby, *Organising a Conference: How to Run a Successful Event,* How to books, 2005, 1845280644 G Bowden, *Events Management,* Butterworth-Heinemann Ltd, 2006, 0750665335 T Rogers, *Conferences and Conventions: A Global Industry,* Butterworth Heinemann, 2003, 0750657472
Publications	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)

7.3   Paper 3 resources

Books	J Rodgers, *AVCE Advanced Travel and Tourism,* Pearson Education, 2001, 0435455923
Websites: examples of online booking	British Airways **www.ba.com** EasyJet **www.easyjet.com** BMI **www.bmibaby.com** Go **www.gofly.com** Ryanair **www.ryanair.com**
Websites: searching for scheduled flights	**www.expedia.co.uk** **www.travelocity.co.uk** **www.opodo.co.uk** **www.cheapflights.com**
Websites: charter flight availability and package holidays	**www.teletextholidays.co.uk** **www.bargainholidays.com** **www.latedeals.com**
Websites: hotel discounts	**www.discountcityhotels.com** **www.lastminute.com** **www.uk.laterooms.com** **www.wotif.com** **www.gothotel.com** **www.hoteldiscounts.com** **www.orlandoinfo.com**

Websites: villas and self catering	www.holidayrentals.com
Websites: other travel-related sites	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.towd.com www.travelchannel.co.uk www.world-tourism.org
Websites: cruises	www.celebritycruises.com www.crystalcruises.com www.cunard.co.uk www.fredolsencruises.co.uk www.hollandamerica.com www.hurtigruten.co.uk www.orientlines.com www.orient-express.com www.pocruises.com www.pageandmoy.com www.princess.com www.seabourn.com www.swanhellenic.com www.windstarcruises.com
Websites: coach holidays	www.contiki.com www.shearings.com
Websites: airport information	www.london-luton.co.uk www.manchesterairport.co.uk www.baa.co.uk/main/airports/glasgow

Websites: useful list of resources	American Airlines	www.aa.com
	Continental Airlines	www.flycontinental.com
	Lufthansa	www.lufthansa.com
	Qantas	www.qantas.com.au
	Singapore Airlines	www.singaporeair.com/
	Virgin Atlantic	www.virgin-atlantic.com
	Airlines of the world	www.air.findhere.com
	Worldwide Airport Database	http://worldaerodata.com
	IATA	www.iata.org
	Amtrak (USA)	www.amtrak.com
	Eurostar	www.railpass.com
	Rail Europe	www.raileurope.co.uk
	Time Zones	www.timezoneconverter.com/
	Mexico	www.mexonline.com
	USA	www.conventionbureaus.com
	Caribbean	www.wheretostay.com
	International Tourism	www.armchair.com/travel/travel.html
Websites: promote themselves to the travel trade and encourage agency staff to take advantage of specialised destination training	Malta Tourist Office (020 8877 6990)	www.visitmalta.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.tourismireland.com
	Kiwi Specialist Programme (020 7389 0155)	www.newzealand.com/travel/trade
	Jordan Tourism Board (020 7371 6496)	http://uk.visitjordon.com
	Tourism Australia (0870 50 22 000)	www.aussiespecialist.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)	http://discoverlosangeles.com
	Bahamas Tourist Office (020 7355 0800)	www.bahamas.co.uk
	Visit USA Association (020 8649 7233)	www.visitusa.org.uk
	Canadian Tourism Commission (0870 1615151)	http://en-corporate.canada.travel

7.4   Paper 4 resources

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

Organisations	Earthwatch
	The Ecotourism Society
	Friends of Conservation
	Survival
	Tourism Concern
	Tribes Travel
	UNESCO
	World Heritage Organisation
	World Wildlife Fund
Publications	*Eco Club* – monthly publication is free online to members and is a very useful resource
	Travel Trade Gazette
	Travel Weekly
Textbooks	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:
	J Connell & S Page, *Tourism – A Modern Synthesis,* Thompson Learning, 2006, 9781408009161
Websites	**www.ecoclub.com**
	www.ecotour.org
	www.ecotourism.org
	www.gdrc.org
	www.planeta.com
	www.uneptie.org
	www.unwto.org
Websites: adventure tourism operators	These websites promote responsible tourism and management of impacts:
	Amazonas Explorer **www.amazonas-explorer.com/**
	Dragoman **www.dragoman.com/**
	Explore **www.exploreworldwide.com/**
	Frontier **www.frontier.ac.uk/**

Other websites:	www.aala.org
	www.cnp.org.uk
	www.conservation.org
	www.coralcay.org
	www.ctc.org.uk
	www.greenstop.net
	www.ibike.org
	www.icimod.org
	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	*British Heritage Tours*
	Brochures and leaflets from individual countries
	Tourism Concern
	Travel Trade Gazette
Textbooks	Many travel and tourism textbooks are on the market and many sources will be of use, e.g. J Krippendorf, *The Holiday Makers: Understanding the Impact of Leisure and Travel,* 1999, Butterworth Heinemann, 0750643481

Resources are also listed on Cambridge's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the Cambridge Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered Cambridge Centres.

8.   Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk/examsofficers**

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

2654487270

A DIVISION OF
CAMBRIDGE ASSESSMENT