



**Cambridge Assessment  
International Education**

**Cambridge  
International  
AS & A Level**

# **SYLLABUS**

**Cambridge International AS & A Level  
Travel & Tourism**

**9395**

For examination in June and November 2020, 2021 and 2022.

### Changes to the syllabus for 2020, 2021 and 2022

The latest syllabus is version 2, published October 2018

The details for submission of outline proposal forms (OPF) for the coursework component (9395/02) have been updated. The dates for submission of the OPF can now be found in the Cambridge Handbook.

### Changes to version 1, published September 2017.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

**Any textbooks endorsed to support the syllabus for examination from 2017 are still suitable for use with this syllabus.**

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## Welcome

Cambridge International AS & A Level Travel & Tourism encourages students to explore their subject in depth. The syllabus has been designed, in consultation with teachers and universities, to help students develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject.

All 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. Consultation is an important part of the way we develop our syllabuses.

### Consulting teachers

Teachers at Cambridge schools worldwide help us to shape our Cambridge International AS & A Level syllabuses. The feedback contributes to the development of syllabus content, assessments and support materials. Consulting teachers ensures that our materials are designed carefully around their needs and the needs of their students.

### Consulting universities

Like teachers, universities help to shape our Cambridge International AS & A Level syllabuses. We consult with leading higher education institutions to make sure the syllabuses encourage students to get a firm grasp of the subject's key concepts and develop the skills necessary for success at university.

### Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned. The key concepts that this syllabus is designed to develop are detailed on page [X].

### Teacher support

Our comprehensive teacher support will help you deliver the syllabus confidently and effectively. The support includes resources for teaching and learning as well as exam preparation. The teaching support package helps teachers integrate the key concepts into their teaching, showing how they fit into the overall syllabus and suggesting ways to teach them with each topic. Learn more on page 7.

“ Cambridge International AS and A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

## Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

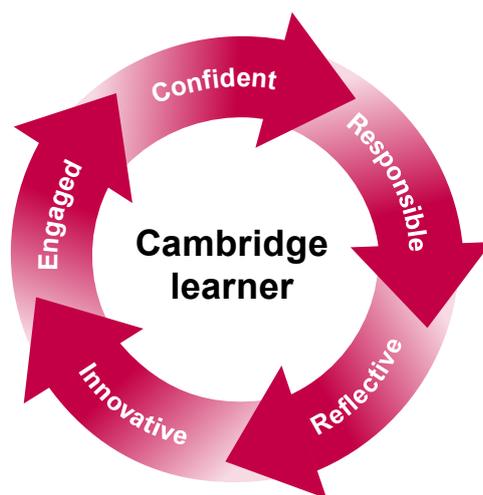
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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.



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cambridgeinternational.org/curriculumguide](http://www.cambridgeinternational.org/curriculumguide)

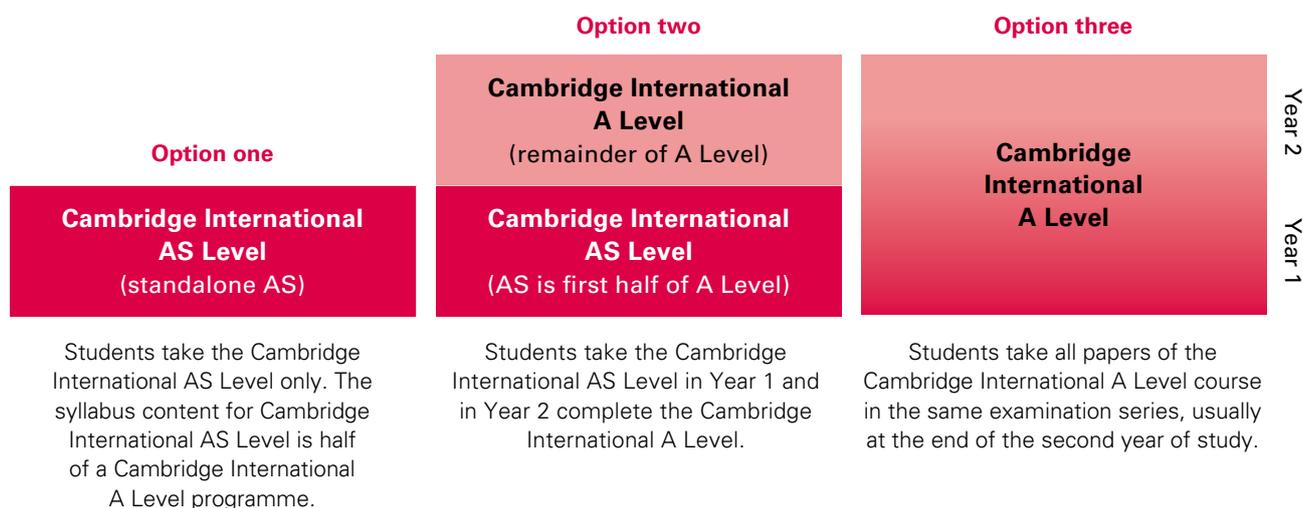
## Why Cambridge International AS & A Levels?

Cambridge International AS & 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 qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give students building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Why Cambridge International AS & A Level Travel & Tourism?

### About the syllabus

Through the study of the syllabus candidates:

- appreciate the scale and importance of the travel and tourism industry
- 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 information technology
- recognise the positive and negative impacts the industry may have on people, environments and economies.

### Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order to encourage learners to make links between topics and develop a deep overall understanding of the subject. The teaching support package gives teachers guidance on integrating the key concepts into their teaching. See page 7 for more information on our teacher support.

#### 1. Global and growing

The travel and tourism industry is a global industry. Changes in political and socioeconomic circumstances and technological developments contribute to the continuing growth of the travel and tourism industry and its importance to many national economies.

#### 2. Change and development

A key feature of the industry is its dynamic nature. The only constant is change. Exciting new enterprises, products or services are often developed in response to economic, political, social or technological change.

#### 3. Customer focus

Travel and tourism organisations provide products, services and facilities to meet customers' needs. In order for travel and tourism providers to be successful, they must adopt a strong customer focus. This means they must really understand who their customers are and how they can best meet their needs.

#### 4. Sustainability and responsibility

The travel and tourism industry has close links to destinations and so has a vested interest in ensuring environmental and sociocultural impacts are managed. Responsible management means that any developments must maximise the positive, and minimise the negative impacts of tourism.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

Students beginning this course are not expected to have studied travel and tourism previously.

## Progression

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

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

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level, see the 'Assessment' section of the syllabus overview.

We recommend students check the Cambridge International recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

### 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@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

#### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & 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 from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels will help teachers integrate key concepts into their teaching, showing how they fit into the overall syllabus and suggesting ways to teach them within each topic. It also gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge  
International  
AS & A Level  
support for  
teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

### Learn more

Find out more about support for this syllabus at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

Visit our online resource bank and discussion forum at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at [www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

# 1 Syllabus overview

## 1.1 Content at a glance

This table gives an overview of the syllabus content for Cambridge International AS & A Level Travel & Tourism.

### AS Level

Candidates for Cambridge International AS Level Travel & Tourism study the following topics:

- Features of the travel and tourism industry
  - scale of the travel and tourism industry
  - factors affecting tourism
  - structure of the travel and tourism industry
  - subsectors of the travel and tourism industry
- Principles of customer service in travel and tourism
  - customers and their needs
  - impacts of quality customer service
  - assessing the quality of customer service in travel and tourism organisations
- Planning and managing a travel and tourism event
  - working in a team
  - choosing the event
  - producing a business plan for a travel and tourism event
  - preparing for the event
  - running the event
  - evaluating the event and making recommendations

### A Level

Candidates for Cambridge International A Level Travel & Tourism study the AS topics (above) and the following topics:

- Defining the tourism market
  - market research and analysis
- Building a destination brand
  - establishing the destination identity
- Implementing the destination brand
  - communicating the destination brand
  - difficulties in implementing the destination brand
- Monitoring the effectiveness of the destination brand
- Organisations involved in destination management, their roles and priorities
- Destination management
  - objectives of tourism development and management
  - destination management activities
- Impacts of tourism development

## 1.2 Assessment

For Cambridge International AS & A Level Travel & Tourism, candidates can:

- take Papers 1 and 2 only leading to the Cambridge International AS Level qualification
- or**
- follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS Level qualification) in one examination series, then Papers 3 and 4 (for the Cambridge International A Level qualification) in a later examination series
- or**
- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level.

Component	Weighting	
	AS Level	A Level
<p><b>Paper 1 The industry</b> <b>2 hours 30 minutes</b></p> <p>Candidates answer <b>four</b> questions, each worth 25 marks. Each question is subdivided into four sub questions and may be based on stimulus material.</p> <p>Candidates answer <b>all</b> questions.</p> <p>Externally assessed. <span style="float: right;">100 marks</span></p>	67%	33%
<p><b>Paper 2 Planning and managing a travel and tourism event</b></p> <p>This is a coursework project which involves planning and managing a travel and tourism event. Candidates work in a team but present their project <b>individually</b>.</p> <p>Internally assessed, externally moderated. <span style="float: right;">50 marks</span></p>	33%	17%
<p><b>Paper 3 Destination marketing</b> <b>1 hour 30 minutes</b></p> <p>Candidates answer <b>two</b> questions, each worth 25 marks. Each of these questions is based on stimulus material and is subdivided into three sub questions.</p> <p>Candidates answer <b>all</b> questions.</p> <p>Externally assessed. <span style="float: right;">50 marks</span></p>	–	25%
<p><b>Paper 4 Destination management</b> <b>1 hour 30 minutes</b></p> <p>Candidates answer <b>two</b> questions, each worth 25 marks. Each of these questions is based on stimulus material and is subdivided into three sub questions.</p> <p>Candidates answer <b>all</b> questions.</p> <p>Externally assessed. <span style="float: right;">50 marks</span></p>	–	25%

## 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.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

The syllabus aims to enable candidates to develop:

- an understanding of the importance of the travel and tourism industry:
  - to host destinations
  - to communities
  - to the economy
  - globally, nationally and locally
- an understanding of the positive and negative impacts of travel and tourism and the importance of sustainability
- an appreciation of the importance of the customer in the travel and tourism industry
- an understanding of how the travel and tourism industry responds to change, including technological advances
- their own values and attitudes in relation to travel and tourism industry issues
- problem solving, decision making and communication skills.

### 2.2 Assessment objectives

#### AO1 Knowledge and understanding

Demonstrate knowledge and understanding of the travel and tourism industry.

#### AO2 Application

Apply knowledge and understanding to familiar and unfamiliar contexts in travel and tourism.

#### AO3 Analysis and research

Analyse travel and tourism-related issues and problems and use appropriate research techniques.

#### AO4 Evaluation and decision-making

Evaluate information to make judgements, draw conclusions and make recommendations about travel and tourism-related problems.

## 2.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

The table shows the assessment objectives (AO) as a percentage of each component.

Component	AO1 %	AO2 %	AO3 %	AO4 %
<b>Paper 1</b>	25–30	25–30	25–30	15–20
<b>Paper 2</b>	24	24	26	26
<b>Paper 3</b>	20–25	20–25	25–30	25–30
<b>Paper 4</b>	20–25	20–25	25–30	25–30

## 2.4 Relationship between assessment objectives and qualifications

The approximate weightings allocated to each of the assessment objectives are summarised below.

The table shows the assessment objectives (AO) as a percentage of each qualification.

Assessment objective	Weighting in AS Level %	Weighting in A Level %
<b>AO1</b>	25–28	23–27
<b>AO2</b>	25–28	23–27
<b>AO3</b>	25–28	25–29
<b>AO4</b>	19–22	21–25

## 3 Syllabus content

This section outlines the content of Papers 1, 3 and 4. Paper 2, the Coursework component, is covered in Section 4.

### 3.1 Paper 1 The industry

Candidates should be able to identify and provide examples of the main travel and tourism activities present in their **local** area and apply this knowledge and understanding in wider contexts. In this way it will be possible to evaluate and assess the appeal of the destination to different types of visitor.

1.1 Features of the travel and tourism Industry	
1.1.1 The nature of travel and tourism	
(a) Main types of tourism	<ul style="list-style-type: none"> <li>• Domestic</li> <li>• International</li> <li>• Inbound</li> <li>• Outbound</li> <li>• Mass</li> <li>• Specialised</li> <li>• Independent</li> <li>• Packaged</li> </ul>
(b) Types of destination	<ul style="list-style-type: none"> <li>• Resort: beach, purpose-built, integrated</li> <li>• Town, city, country</li> <li>• Urban, rural</li> <li>• Coastal, island</li> <li>• More Economically Developed Country (MEDC)</li> <li>• Less Economically Developed Country (LEDC)</li> </ul>
(c) (i) Main reasons why people travel	<ul style="list-style-type: none"> <li>• Leisure</li> <li>• Business</li> <li>• Visiting friends and relatives (VFR)</li> </ul>
(ii) Key specialised markets/ travel motivations	<ul style="list-style-type: none"> <li>• Medical tourism</li> <li>• Religious tourism</li> <li>• Adventure tourism</li> <li>• Cultural tourism</li> <li>• Ecotourism</li> <li>• Sports tourism</li> <li>• Health and spa tourism</li> <li>• Special interest, e.g. dark tourism, slum tourism, film tourism</li> </ul>

1.1.1 The nature of travel and tourism continued	
(d) Characteristics of destinations/ attractions which appeal to visitors	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Built and natural attractions</li> <li>• Climate</li> <li>• Culture: traditions, language, gastronomy, dress, handicrafts</li> <li>• Events: art, music, festivals, sporting events</li> <li>• History, architecture</li> <li>• Leisure activities</li> <li>• Range and type of accommodation, including grading</li> <li>• Religion</li> </ul>
(e) Challenges of the travel and tourism industry and how these are overcome	<ul style="list-style-type: none"> <li>• Seasonality</li> <li>• Intangibility</li> <li>• Perishability</li> </ul>
1.1.2 The scale of the travel and tourism industry	
(a) Key patterns in local, national and global tourism (including data interpretation and manipulation)	<ul style="list-style-type: none"> <li>• The number of tourist arrivals in key destinations</li> <li>• Key tourism generating areas and receiving areas</li> <li>• Visitor spending in travel and tourism</li> <li>• Number of people employed directly and indirectly in the industry</li> <li>• Trends in travel and tourism, including occupancy rates, duration of stay, method of transport</li> </ul>
1.1.3 Factors affecting tourism and their impact	
(a) Economic factors	<ul style="list-style-type: none"> <li>• Changes to national economy and GDP</li> <li>• Levels of disposable income</li> <li>• Change in distribution of wealth, e.g. growth in BRIC countries (Brazil, Russia, India and China)</li> <li>• Changes in employment opportunities</li> <li>• Changes in currency exchange rates</li> <li>• Infrastructure development and improvement</li> </ul>
(b) Social factors	<ul style="list-style-type: none"> <li>• Ageing populations</li> <li>• Decline in leisure time linked to raising the pension age in some countries</li> <li>• Rising middle classes in the East, declining in the West</li> <li>• New family structures: increased singles market, fewer families with children</li> <li>• Increased awareness of health: areas with associated health risks avoided, contaminated beaches, high levels of air pollution, increased risk of disease (e.g. SARS, H1N1, Ebola)</li> </ul>

1.1.3 Factors affecting tourism and their impact continued	
(c) Political factors	<ul style="list-style-type: none"> <li>• Terrorism, war, civil unrest, crime and other factors affecting social harmony</li> <li>• Changes to security measures, visa regulations and entry controls</li> <li>• Changes to legislation, including consumer protection, employment law, anti-discriminatory practices on tourism providers</li> </ul>
(d) Technological factors	<ul style="list-style-type: none"> <li>• Developments in transport technology: more choice, faster, cheaper, longer distance</li> <li>• Developments in information technology:               <ul style="list-style-type: none"> <li>– availability of information</li> <li>– online reservations and the impact on traditional tour operations and travel agencies</li> <li>– mobile technology</li> <li>– the role of social media</li> <li>– e-marketing and virtual tours</li> <li>– e-ticketing and self-check-in facilities</li> <li>– use of biometrics in passport control</li> </ul> </li> </ul>
(e) Ecological factors	<ul style="list-style-type: none"> <li>• Protection of the environment and conservation of natural/cultural heritage</li> <li>• The threat posed by climatic change, global warming and natural disasters</li> <li>• Diminishing oil reserves: seeking new travel forms</li> </ul>
(f) Changing consumer needs and expectations	<ul style="list-style-type: none"> <li>• Market-driven</li> <li>• Change in attitudes and tastes</li> <li>• Polarisation of demand for budget and luxury products</li> <li>• Specialised packages</li> <li>• Sustainable and responsible tourism</li> <li>• Product differentiation</li> <li>• Product line extension</li> <li>• Changing the cost/quality ratio of the product</li> </ul>
1.1.4 The structure of the travel and tourism industry	
(a) Business ownership <ul style="list-style-type: none"> <li>(i) Commercial organisations (for profit)</li> <li>(ii) Non-commercial organisations (not for profit)</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between business objectives, income generation and business activities for different types of organisations</li> </ul>
(b) Organisations and their influence on international travel and tourism	<ul style="list-style-type: none"> <li>• World Tourism Organization (UNWTO)</li> <li>• National tourism organisations (NTOs)</li> <li>• Regional and local tourism organisations</li> <li>• Consular service providers</li> <li>• Industry groups and trade associations</li> <li>• Destination management companies (DMCs)</li> </ul>

1.1.5 Subsectors of the travel and tourism industry	
(a) Transport	<p>Products/services that each of the following provide and their appeal to different visitor types.</p> <ul style="list-style-type: none"> <li>• Air <ul style="list-style-type: none"> <li>– scheduled</li> <li>– chartered</li> <li>– low cost flights/budget</li> </ul> </li> <li>• Sea <ul style="list-style-type: none"> <li>– cruise</li> <li>– ferry services</li> </ul> </li> <li>• Rail <ul style="list-style-type: none"> <li>– national</li> <li>– international</li> <li>– luxury train routes</li> </ul> </li> <li>• Road <ul style="list-style-type: none"> <li>– car hire</li> <li>– coach services</li> </ul> </li> </ul>
(b) Accommodation and catering	<p>Products/services that each of the following provide and their appeal to different visitor types.</p> <ul style="list-style-type: none"> <li>• Hotels</li> <li>• Hostels</li> <li>• Guesthouses</li> <li>• Campsites</li> <li>• Self-catering</li> <li>• Food and beverage outlets</li> </ul>
(c) Tour operations and travel agencies	<p>Products/services that each of the following provide and their appeal to different visitor types.</p> <ul style="list-style-type: none"> <li>• Tour operators and holiday representatives</li> <li>• Travel agents</li> </ul>
(d) Visitor attractions	<p>Products/services that each of the following provide and their appeal to different visitor types.</p> <ul style="list-style-type: none"> <li>• Natural attractions, e.g. national parks, coral reefs, wildlife reserves and landscape features (such as lakes, mountains, beaches, etc.)</li> <li>• Built attractions, e.g. zoos, aquariums, theme parks, galleries, theatres, museums, castles, gardens</li> </ul>
(e) Ancillary service provision	<ul style="list-style-type: none"> <li>• Currency exchange</li> <li>• Car hire</li> <li>• Tourist information and guiding services</li> <li>• Bookings/reservations</li> </ul>

1.2 Principles of customer service in travel and tourism	
1.2.1 Customers and their needs	
<p>(a) (i) Types of <b>external</b> customers of travel and tourism organisations</p> <p>(ii) Needs of <b>external</b> customers of travel and tourism organisations and how these are met</p>	<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Groups, including different age or cultural groups, educational groups and special interest groups</li> <li>• Families</li> <li>• Foreign visitors with language and cultural differences</li> <li>• People with specific needs: people with mobility and access difficulties, people with sensory disabilities, visitors with special dietary requirements</li> </ul> <ul style="list-style-type: none"> <li>• Travel and tourism products and services that meet specific needs of customers</li> <li>• Ancillary products and services</li> <li>• Information and advice</li> <li>• Assistance</li> <li>• Resolving customers' problems and complaints</li> </ul>
<p>(b) (i) Types of <b>internal</b> customers of travel and tourism organisations</p> <p>(ii) Needs of <b>internal</b> customers of travel and tourism organisations and how these are met</p>	<ul style="list-style-type: none"> <li>• Members of staff within an organisation, e.g. colleagues, managers and supervisors</li> <li>• An organisation's suppliers</li> <li>• Employees of other organisations, e.g. retail outlets at an airport are internal customers of the airport</li> </ul> <ul style="list-style-type: none"> <li>• Safe working environment</li> <li>• Training appropriate to their job role</li> <li>• Knowledge of procedures, routines and performance standards for carrying out specific duties</li> <li>• Job satisfaction</li> <li>• Incentives and rewards</li> <li>• Respect from colleagues and managers</li> </ul>
1.2.2 Impacts of quality customer service	
<p>For the customer:</p> <p>For the employee:</p> <p>For the organisation:</p>	<ul style="list-style-type: none"> <li>• Positive/negative customer experience</li> <li>• Satisfied/dissatisfied with organisation</li> <li>• Sense of gaining/not gaining value for money</li> </ul> <ul style="list-style-type: none"> <li>• Increased/decreased job satisfaction</li> <li>• Increased/decreased skill development and enhancement</li> <li>• Work as part of an effective/ineffective team</li> </ul> <ul style="list-style-type: none"> <li>• More efficient/inefficient workforce</li> <li>• Increased/decreased levels of customer satisfaction</li> <li>• Customer loyalty/disloyalty</li> <li>• More/less likelihood of repeat business</li> <li>• Increase in/loss of income</li> <li>• Positive/negative reputation of the organisation</li> </ul>

1.2.3 Assessing the quality of customer service in travel and tourism organisations	
(a) Techniques to assess the quality of customer service in travel and tourism organisations	<ul style="list-style-type: none"> <li>• Setting organisational, functional area and individual customer service standards</li> <li>• Performance management and appraisal procedures involving managers, supervisors and employees</li> <li>• General customer feedback, including response ratings on social media, suggestion boxes and customer comment cards</li> <li>• Specific market research, including surveys, customers acting as mystery shoppers, focus groups, observation of interactions between customer service staff and customers</li> </ul>

## 3.2 Paper 3 Destination marketing

The teaching and learning for Paper 3 will focus on how destinations are branded. The process of destination branding is a complex one but the overall aim is to create a destination brand which is unique, which communicates the overriding essence of the destination and which resonates with both tourism providers in the destination and customers. A successful destination brand is one which everyone remembers and which brings in new visitors as well as attracting back repeat visitors.

3.1 Defining the tourism market	
3.1.1 Market research and analysis	
(a) Aims of market research and market analysis To identify:	<ul style="list-style-type: none"> <li>• The market</li> <li>• Customer needs and wants</li> <li>• The competition</li> <li>• Travel trends and customer behaviours</li> <li>• Customer preferences for destinations</li> <li>• Popularity of destinations</li> <li>• Competition amongst destinations</li> <li>• Stage on the Butler 'Destination Lifecycle' model (exploration, involvement, development, consolidation, stagnation, decline or rejuvenation)</li> </ul>
(b) Market research: advantages and disadvantages of each research method	<ul style="list-style-type: none"> <li>• Primary research</li> <li>• Secondary research</li> <li>• Qualitative research</li> <li>• Quantitative research</li> </ul>

3.1.1 Market research and analysis continued	
(c) Market analysis tools and techniques	<ul style="list-style-type: none"> <li>• Statistical analysis of travel trends, customer behaviours and preferences for destinations, and the popularity of destinations</li> <li>• Analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis)</li> <li>• Analysis of Political, Economic, Social and Technological external influences (PEST Analysis)</li> <li>• Competition amongst destinations</li> <li>• Stage on the Butler 'Destination Lifecycle' model</li> <li>• The Ansoff Matrix</li> <li>• The Boston Matrix</li> </ul>
(d) Market segmentation (target customers)	<ul style="list-style-type: none"> <li>• By travel motivation</li> <li>• Demographic segmentation</li> <li>• Psychographic segmentation</li> <li>• Geographic segmentation</li> </ul>
(e) Visitor profiling	<ul style="list-style-type: none"> <li>• Length of stay</li> <li>• Accommodation preference</li> <li>• Spending power</li> <li>• Choice of products and activities</li> <li>• Media type</li> <li>• Booking method</li> </ul>
(f) 'Product' positioning	<ul style="list-style-type: none"> <li>• Visitor perceptions of destination through image/reputation</li> <li>• Relationship of destination to competitors through differentiation strategies</li> <li>• The importance of a Unique Selling Point (USP)</li> <li>• Communication and presentation of clear and attractive image/position</li> </ul>
(g) Review the marketing mix	<ul style="list-style-type: none"> <li>• Product (what the destination offers)</li> <li>• Price (approaches and strategies used to charge customers for using the products and services of the destination)</li> <li>• Place (distribution channels in making the destination accessible to customers)</li> <li>• Promotion (using a range of promotional methods to raise awareness of the destination with customers)</li> </ul>

3.2 Building a destination brand	
3.2.1 Establishing the destination identity	
(a) Reasons for branding a destination	<ul style="list-style-type: none"> <li>• Change the perception of unfavourable stereotypes of a destination</li> <li>• Create a common vision for the future of the community and its potential as a tourist destination</li> <li>• Provide a consistent representation of the destination</li> <li>• Enhance local, regional, national and/or global awareness of a destination</li> <li>• Make it more appealing</li> </ul>
(b) Characteristics of an effective destination brand	<ul style="list-style-type: none"> <li>• Memorable</li> <li>• Attractive</li> <li>• Matched to destination attributes</li> <li>• Consistent with destination's positioning</li> <li>• Easily understood by customers</li> <li>• Integrated into promotional activities at a local, national and global level</li> <li>• Sustained over a significant period of time</li> <li>• Reflective of customers' actual experiences</li> <li>• Targeted at both existing customers and at prospective visitors</li> <li>• Accepted by stakeholders</li> <li>• Credible</li> </ul>
(c) Creating a brand identity	<ul style="list-style-type: none"> <li>• Brand name</li> <li>• Slogan/tagline</li> <li>• Logo</li> <li>• USP</li> <li>• Use of colour</li> <li>• Price in association with image</li> <li>• Distinctive packaging</li> <li>• Corporate identity (uniforms, furnishings, etc.)</li> </ul>
(d) Marketing activities for launching the brand	<ul style="list-style-type: none"> <li>• Agree timing for action</li> <li>• Agree costs and resources</li> <li>• Decide upon 'guardians of the brand' and level of involvement of key personnel</li> <li>• Set objectives</li> <li>• Decide the communication methods and events</li> <li>• Design promotional materials</li> <li>• Agree the overall campaign</li> </ul>

3.3 Implementing the destination brand	
3.3.1 Communicating the destination brand	
(a) Interdependent stakeholders in the destination branding process and the role each plays	<ul style="list-style-type: none"> <li>• National Tourism Organisations (NTOs)</li> <li>• Regional tourism organisations</li> <li>• Local tourism organisations</li> <li>• Commercial travel and tourism organisations (for profit)</li> <li>• Non-commercial travel and tourism organisations (not for profit)</li> <li>• The local community</li> </ul>
(b) (i) Communication methods used to raise awareness of the destination's brand identity	<ul style="list-style-type: none"> <li>• Websites, especially that of the NTO</li> <li>• Publicity materials</li> <li>• Use of social media</li> <li>• Email marketing</li> <li>• Public relations</li> <li>• Advertising</li> <li>• Sales promotion</li> <li>• Word of mouth</li> <li>• Signage</li> <li>• Destination environment</li> </ul>
(ii) Considerations for selection of communication method/s	<ul style="list-style-type: none"> <li>• Costs</li> <li>• Global reach</li> <li>• 24-hour marketing</li> <li>• Lead times</li> <li>• Options for personalisation</li> <li>• Ability to track success/conversion rates</li> </ul>
(c) Different media used to communicate the destination's brand identity	<ul style="list-style-type: none"> <li>• Owned</li> <li>• Paid for</li> <li>• Earned</li> <li>• Shared</li> </ul>

3.3.2 Difficulties in implementing the destination brand	
(a) Challenges in branding destinations	<ul style="list-style-type: none"> <li>• A destination is made up of composite products, not just one product</li> <li>• Intangibility of the tourism offering</li> <li>• The destination's reputation and image are not created by the destination management organisations in charge of its marketing and promotion</li> <li>• Diverse range of organisations and partners involved in crafting and delivering the brand</li> <li>• Lack of funding for marketing efforts</li> <li>• Difficult to create a unique identity in the face of stiff competition</li> <li>• Destination image is affected by natural disasters, political unrest, acts of terrorism and other social, economic and political factors</li> </ul>

3.4 Monitoring the effectiveness of the destination brand	
(a) Methods used to monitor costs and marketing activities	<ul style="list-style-type: none"> <li>• Resources invested</li> <li>• Marketing activities, e.g. number of brochures distributed</li> <li>• Visitor surveys</li> <li>• Provider surveys</li> <li>• Website traffic</li> <li>• Search engine optimisation</li> <li>• Social media response rates</li> <li>• Attendance at trade fairs, take up for familiarisation trips, incentive tours, numbers of sponsors</li> </ul>
(b) Key Performance Indicators (KPIs)	<ul style="list-style-type: none"> <li>• Destination popularity ranking</li> <li>• Changes in arrival numbers</li> <li>• Changes in visitor spend</li> <li>• Changes in average length of stay</li> <li>• Changes in occupancy rates</li> <li>• Job creation within the tourism sector</li> <li>• Changes in market share</li> <li>• Brand awareness</li> <li>• Return on investments (ROI)</li> <li>• New/repeat business</li> </ul>

### 3.3 Paper 4 Destination management

The teaching and learning for Paper 4 will focus on how destinations are managed. The objectives of tourism management are many – but the overall aim is to minimise negative impacts of tourism and to maximise the positive impacts.

4.1 Organisations involved in destination management, their roles and priorities	
(a) Governments, Ministries, National Tourism Organisations (NTOs)	<p>Strategic development, including:</p> <ul style="list-style-type: none"> <li>• Environmental strategies, e.g. protect and manage the environment and natural areas</li> <li>• Marketing strategies, e.g. develop the country image (brand/specialised/mass market destination) through marketing and branding</li> <li>• Economic strategies, e.g. minimise leakages from the economy; set taxes</li> <li>• Research, funding and budgets</li> <li>• Setting priorities</li> </ul>
(b) Local authorities, regional tourism organisations, Destination Management Companies (DMCs)	<ul style="list-style-type: none"> <li>• Land use regulation at a local level</li> <li>• Planning control</li> <li>• Local infrastructure development and control</li> <li>• Regional and local promotion and marketing of, e.g. specialised markets; specialised tourism products</li> <li>• Visitor management</li> </ul>
(c) International development agencies, non-governmental organisations (NGOs)	<ul style="list-style-type: none"> <li>• Research, fund-raise, develop and finance projects</li> <li>• Specialist knowledge and expert staff to oversee projects</li> <li>• Guidance in regional planning for projects</li> <li>• Assistance in training and education of local communities</li> <li>• Promote awareness of political, environmental, sociocultural issues</li> <li>• Promote awareness of demand for specialised tourism products</li> </ul>
(d) Commercial organisations	<ul style="list-style-type: none"> <li>• Overseas travel agents, inbound, outbound and specialist tour operators serving the specialised markets <ul style="list-style-type: none"> <li>– select, package, market and sell products, services and tours</li> </ul> </li> <li>• Local businesses, e.g. accommodation providers, transport operators, attractions and guiding services <ul style="list-style-type: none"> <li>– develop and provide products and services</li> </ul> </li> </ul>

4.2 Destination management	
(a) Objectives of tourism development and management	<p>To develop sustainable practices through:</p> <ul style="list-style-type: none"><li>• Economic objectives, e.g.<ul style="list-style-type: none"><li>– maximisation of the retention of visitor spending at the destination</li><li>– investment of tourism income in public and social projects for local communities</li></ul></li><li>• Environmental objectives, e.g.<ul style="list-style-type: none"><li>– minimisation of the negative impacts of tourism</li><li>– preservation, conservation and regeneration of local environments and natural destinations, their flora and fauna</li><li>– sustainable use of resources</li></ul></li><li>• Sociocultural objectives, e.g.<ul style="list-style-type: none"><li>– protection of local culture</li><li>– community involvement and empowerment</li><li>– widened access for all to facilities and assets</li><li>– provision of employment and staff development opportunities in tourism and related sectors</li><li>– promotion of tourism education for the local population</li><li>– education of tourists to be environmentally and culturally aware</li></ul></li><li>• Political objectives, e.g.<ul style="list-style-type: none"><li>– enhanced image</li><li>– reputation of a country or destination</li></ul></li></ul>

4.2 Destination management continued	
(b) Destination management activities	<ul style="list-style-type: none"> <li>• Sustainable tourism policies and practices</li> <li>• Development of new products and services, including specialised products</li> <li>• Visitor and traffic management</li> <li>• Destination branding and marketing as mass/specialised market</li> <li>• Partnership of commercial and non-commercial organisations, the local community and visitors</li> <li>• Investment in long-term benefits for local community and tourism economy</li> <li>• Community involvement, community projects, education training and employment of locals</li> <li>• Planning control</li> <li>• Widening access to facilities</li> <li>• Regular environmental impact auditing</li> <li>• Communication and liaison with visitors and providers; provide visitor information</li> <li>• Monitoring and evaluation of how the destination is being managed</li> <li>• Encouraging responsible tourist behaviour               <ul style="list-style-type: none"> <li>– promote respect for local traditions and customs and the environment</li> <li>– support of the local economy and encourage the production of local produce</li> </ul> </li> </ul>

4.3 Impacts of tourism development	
4.3.1 Economic impacts	
(a) Positive economic impacts	<ul style="list-style-type: none"> <li>• Income generation</li> <li>• Increased foreign exchange</li> <li>• Job creation and training</li> <li>• Economic development</li> <li>• Development of the infrastructure</li> <li>• Multiplier effect</li> </ul>
(b) Negative economic impacts	<ul style="list-style-type: none"> <li>• Leakages</li> <li>• Low skills/low pay</li> <li>• Over-dependency</li> <li>• Seasonality of employment</li> <li>• Decline in traditional employment roles</li> <li>• Increased living costs</li> <li>• Increased taxes</li> </ul>

4.3.2 Environmental impacts	
(a) Positive environmental impacts	<ul style="list-style-type: none"> <li>• Improved assets</li> <li>• Conservation</li> <li>• Protection</li> <li>• Regeneration</li> <li>• Building regulations</li> </ul>
(b) Negative environmental impacts	<ul style="list-style-type: none"> <li>• Pressure on local resources</li> <li>• Traffic congestion</li> <li>• Erosion of natural resources</li> <li>• Pollution of air and water</li> <li>• Increased levels of litter</li> <li>• Noise, visual/aesthetic pollution</li> <li>• Destruction of natural wildlife systems and breeding patterns</li> </ul>
4.3.3 Sociocultural impacts	
(a) Positive sociocultural impacts	<ul style="list-style-type: none"> <li>• Preservation of customs and crafts</li> <li>• Provision of community facilities and public services</li> <li>• Cultural bonding</li> <li>• Strengthened cultural identity</li> <li>• Cultural understanding</li> <li>• Encouraging travel, mobility and social integration</li> <li>• Empowerment of local community in managing their own environment</li> </ul>
(b) Negative sociocultural impacts	<ul style="list-style-type: none"> <li>• Conflicts with the host community</li> <li>• Changes to family structure</li> <li>• Social problems, begging, prostitution, crime</li> <li>• Loss of cultural identity</li> <li>• The demonstration effect</li> <li>• Commodification and staged authenticity</li> <li>• Damage to artefacts and heritage sites</li> </ul>

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## 4 Paper 2 Coursework

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### 4.1 Introduction to Paper 2 Planning and managing a travel and tourism event

#### **50 marks, internally assessed, externally moderated**

This paper gives candidates the opportunity to work as part of a team to plan, run and evaluate a real project in the form of a travel and 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' evidence should include:

- research and analysis into the feasibility of at least two and up to four events
- a justification for the final decision on the chosen event
- an individual business plan of the event
- evidence of their individual involvement in the team planning, preparation and running of the event
- an evaluation of their own performance and that of the team
- recommendations for improvements.

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

## 4.2 Framework and content

Candidates must work as part of a team to plan, run and evaluate a real travel and tourism event. All coursework must be written up **individually** by each team member.

### Outline of content

2.1 Working in a team	
(a) Provide an overview of the team	<ul style="list-style-type: none"> <li>• Team structure (recommended 4–6 team members)</li> <li>• Roles and responsibilities within the team</li> <li>• Purpose of team work</li> <li>• Factors influencing the roles allocated to each team member</li> <li>• Factors affecting the likely success of team work</li> </ul>
<p>(b) Produce evidence of the team in operation through the different stages of the event (planning, running and evaluating the event)</p> <p>Records of meetings must be kept and <b>submitted</b> as part of the coursework.</p> <p>Witness statements must be submitted to Cambridge International. Please see Witnessing the Event subsection.</p> <p><b>Cross-reference to 2.5</b> The same photographs and witness statements may be used as evidence for both 2.1 (b) and 2.5</p>	<ul style="list-style-type: none"> <li>• Record of meetings</li> <li>• Team and individual logs (action taken, problems encountered, solutions employed)</li> <li>• Photographs</li> <li>• Witness statements (peer, tutor, customer, travel and tourism industry representative)</li> </ul>
2.2 Choosing the event	
(a) Working in a team, produce a feasibility study for <b>at least two</b> and <b>up to four</b> different travel and tourism events	<ul style="list-style-type: none"> <li>• Discuss a range of options with initial obvious 'pros and cons'</li> <li>• Produce a simple concept plan for each event</li> <li>• Identify the potential target customers for each event</li> <li>• Identify the likely needs and wants of the customers for each event</li> <li>• Research costings</li> <li>• Carry out SWOT analyses, carry out a simple risk assessment for each event</li> <li>• Identify the potential barriers for each event</li> </ul>
(b) Analyse the results of the feasibility studies to select the travel and tourism event to run	<ul style="list-style-type: none"> <li>• Give reasons for the final choice based on a comparison of the likely success of each event</li> </ul>

2.3 Produce a business plan for your travel and tourism event	
<p>(a) Each team member must produce an <b>individual</b> version of a business plan for the team. The business plan should include:</p>	<ul style="list-style-type: none"> <li>• An event summary</li> <li>• Aims and objectives of the event</li> <li>• A project time plan for the event (Gantt chart or action plan)</li> <li>• Resources:                             <ul style="list-style-type: none"> <li>– financial</li> <li>– physical</li> <li>– human</li> </ul> </li> <li>• A simple marketing plan describing how to market and sell the event</li> <li>• The team’s event risk assessment and contingency planning, including aspects of health, safety and security</li> <li>• Evaluation methods that will be used to assess the success or failure of the event (personal perception, team reflection, customer feedback, witness statements)</li> </ul>
2.4 Preparing for the event	
<p>(a) Prepare materials/resources Keep records of all documents used as evidence in an Appendix and clearly indexed.</p>	<ul style="list-style-type: none"> <li>• Prepare letters of information, payment requests, parental permission requests, financial recording documents</li> <li>• Prepare and distribute marketing materials</li> <li>• Produce a programme or itinerary for the event</li> </ul>
<p>(b) Make the necessary arrangements Keep records of all documents used as evidence.</p>	<ul style="list-style-type: none"> <li>• Seek appropriate permission (school principal, venue management, etc.)</li> <li>• Make bookings (transport, venue, equipment hire, staff availability)</li> <li>• Send out letters of information, copies of risk assessments, payment requests, parental permission requests</li> <li>• Collect and arrange payments</li> </ul>
2.5 Running the event	
<p>Provide evidence of the event taking place and the candidate’s individual contribution to running the event</p> <p><b>Cross-reference to 2.1 (b)</b> The same photographs and witness statements may be used as evidence for both 2.1 (b) and 2.5</p>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Witness statements (peer, tutor, customer, travel and tourism industry representative)</li> </ul>

2.6 Evaluation and recommendations	
<p>(a) Use a range of techniques to evaluate the success of the event in terms of:</p> <ul style="list-style-type: none"> <li>• personal perception</li> <li>• team reflection</li> <li>• customer feedback</li> <li>• witness statements</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the achievement of the original aims and objectives of the event</li> <li>• Evaluate the effectiveness of the business plan for the event</li> <li>• Evaluate the effectiveness of the materials and resources used in the event</li> <li>• Make recommendations for improvements</li> </ul>
<p>(b) Candidates must use a range of techniques to evaluate their role in the event through:</p> <ul style="list-style-type: none"> <li>• personal perception</li> <li>• team reflection</li> <li>• customer feedback</li> <li>• witness statements</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of excellent customer service skills</li> <li>• Ability to work effectively as part of a team</li> <li>• Demonstration of effective communication skills</li> <li>• Demonstration of other appropriate skills (initiative, problem solving, information technology, business and enterprise)</li> <li>• Recommendations for personal development</li> </ul>

### 4.3 The outline proposal form

The first stage of the coursework task is for candidates to discuss ideas for appropriate travel and tourism events that they could run. Once feasibility studies have been conducted and an event chosen it is highly recommended, particularly if you are new to teaching this syllabus, to submit an outline proposal form. Download outline proposal forms from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/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 on the form itself to complete it. Further information about submitting outline proposal forms can be found in the *Cambridge Handbook*.

### 4.4 Assessment criteria for coursework

There are 50 marks in total subdivided across **four** strands:

- Strand 1 Working in a team (12 marks)
- Strand 2 Choosing the event (13 marks)
- Strand 3 The business plan (12 marks)
- Strand 4 Running and evaluating the event (13 marks)

## Weightings of the assessment objectives across the strands

Assessment objective	Strand 1 Working in a team (marks)	Strand 2 Choosing the event (marks)	Strand 3 The business plan (marks)	Strand 4 Running and evaluating the event (marks)	Weighting
<b>A01</b>			12		<b>24%</b>
<b>A02</b>	12				<b>24%</b>
<b>A03</b>		13			<b>26%</b>
<b>A04</b>				13	<b>26%</b>
<b>Total</b>	12	13	12	13	<b>100%</b>

## Marking: general principles

1. You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
3. Above all else, be consistent in your marking.

## Mark scheme for Strand 1 Working in a team (12 marks)

<p>Provide an overview of the team:</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• roles/responsibilities</li> </ul> <p>Produce evidence of the team working:</p> <ul style="list-style-type: none"> <li>• record of meetings</li> <li>• logs</li> <li>• photographs</li> <li>• witness statements</li> </ul>	<p><b>Band 3 (9–12 marks)</b></p> <p>At the upper end (11 or 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 issues, displaying good interpersonal skills.</p> <p>At the lower end (9 or 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 and to cooperate with others to meet the aims and objectives.</p>
	<p><b>Band 2 (5–8 marks)</b></p> <p>At the upper end (7 or 8 marks), there will be clear evidence of contributing to effective planning, preparation and running of the group event.</p> <p>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.</p>
	<p><b>Band 1 (1–4 marks)</b></p> <p>At the upper end (3 or 4 marks), the record of the candidate’s contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; work will have several inaccuracies/omissions.</p> <p>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.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

## Mark scheme for Strand 2 Choosing the event (13 marks)

<p>Produce 2–4 feasibility studies, each should include:</p> <ul style="list-style-type: none"> <li>• a simple concept plan</li> <li>• potential customers</li> <li>• needs/wants of customers</li> <li>• resource needs</li> <li>• SWOT analysis</li> <li>• risk assessment</li> <li>• potential barriers</li> </ul> <p>Analyse results of feasibility studies and select an event*:</p> <ul style="list-style-type: none"> <li>• give reasons for the final choice</li> </ul> <p>* An outline proposal form can be submitted to Cambridge International for approval, this is recommended if you are new to teaching this course.</p>	<p><b>Band 3 (10–13 marks)</b></p> <p>At the upper end (12 or 13 marks), research into at least two and up to four feasibility studies provided, analysis of studies produced, decision as to which event to hold has been clearly justified.</p> <p>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.</p>
	<p><b>Band 2 (6–9 marks)</b></p> <p>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.</p> <p>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. At least two feasibility studies are considered.</p>
	<p><b>Band 1 (1–5 marks)</b></p> <p>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 analysis 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.</p> <p>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 in enough detail or are not considered at all.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

## Mark scheme for Strand 3 The business plan (12 marks)

<p>The plan presented has details of the following aspects of the chosen event:</p> <ul style="list-style-type: none"> <li>• aims/objectives</li> <li>• customers</li> <li>• marketing/promotion</li> <li>• resource needs</li> <li>• team roles</li> <li>• staffing</li> <li>• timescales</li> <li>• health, safety and security</li> </ul>	<p><b>Band 3 (9–12 marks)</b></p> <p>At the upper end (11 or 12 marks) the plan will show an understanding of purpose, some application of relevant skills (financial, marketing, risk assessment, customer service), understanding of team roles and functions. Timescales will be logical, achievable and realistic.</p> <p>At the lower end (9 or 10 marks), the plan presented provides clear details of all the listed aspects (detailed in the column to the left) with no omissions. Furthermore the evidence presented will reflect the consideration of all aspects of the event’s management.</p>
	<p><b>Band 2 (5–8 marks)</b></p> <p>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.</p> <p>At the lower end (5 or 6 marks), the plan has some omissions but only one or two of the listed aspects (detailed in the column to the left) will have been left out.</p>
	<p><b>Band 1 (1–4 marks)</b></p> <p>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; and the listed aspects (detailed in the column to the left) have been covered with some development.</p> <p>At the lower end (1 or 2 marks) the plan is brief and will have serious omissions and three or more of the listed aspects (detailed in the column to the left) will have been left out.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

## Mark scheme for Strand 4 Running and evaluating the event (13 marks)

<p>Provide evidence of the event:</p> <ul style="list-style-type: none"> <li>• photographs</li> <li>• witness statements</li> </ul> <p>Evaluate the success of the event:</p> <ul style="list-style-type: none"> <li>• achievement of original aims</li> <li>• effectiveness of business plan</li> <li>• effectiveness of resources</li> <li>• recommendations for improvement</li> </ul> <p>Evaluate self as part of team:</p> <ul style="list-style-type: none"> <li>• demonstrated excellent customer service skills</li> <li>• worked effectively as part of a team</li> <li>• good communication skills</li> <li>• other appropriate skills</li> <li>• recommendations for personal improvement</li> </ul>	<p><b>Band 3 (10–13 marks)</b></p> <p>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.</p> <p>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.</p>
	<p><b>Band 2 (6–9 marks)</b></p> <p>At the upper end (8 or 9 marks), the work includes valid recommendations. The candidate presents materials suitably with appropriate use of terminology and work will show good understanding.</p> <p>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.</p>
	<p><b>Band 1 (1–5 marks)</b></p> <p>At the upper end (4 or 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 and accuracy in content.</p> <p>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.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

### Recording candidates’ marks

Candidates’ marks for the Coursework component must be recorded on the Individual Candidate Record Card produced by Cambridge International. This form, and the instructions for completing it, may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/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.

The teacher must mark each candidate’s coursework portfolio out of a total of 50, in line with the assessment criteria in Section 4.4.

### Witnessing the event

A Witness Statement Form witnessing the candidate completing the event must be submitted to Cambridge International alongside the Individual Candidate Record Card. An example of this form may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## 4.5 Moderation of coursework

### Internal moderation

If more than one teacher/examiner is used within a centre, the centre **must** make arrangements for the marks for **each** of the four strands of the assessment criteria to be moderated internally for the whole centre. This means that the marks awarded to all candidates within a centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator). If the marking of any teacher is found to be lenient or severe, it should be adjusted to bring it in line with the rest of the centre's marking.

Once the centre assessments have been internally moderated, they will then be externally moderated by Cambridge International.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/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 each form.

### External moderation

External moderation of internal assessment is carried out by Cambridge International.

Centres must submit the internally assessed **marks of all** candidates to Cambridge International.

Centres must also submit the internally assessed **work** of a **sample** of candidates to Cambridge International. The *Cambridge Handbook*, 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 Handbook* available on our website.

### Resubmission and carrying forward of internally assessed marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Handbook*.

## 5 Glossary of command words

This glossary should prove helpful to candidates as a guide, although it is not exhaustive and it has deliberately been kept brief. The number of marks allocated for any part of a question is a guide to the depth required for the answer.

Command word	What it means
Calculate	Work out using the information provided
Define	Give the exact meaning of
Describe	Give a description of, explain the main features of
Identify	Name the key knowledge point
Illustrate	Give examples, use a diagram
Outline	Describe the key points without detail
State	Give a concise answer with little or no supporting argument required
Analyse	Explain the main points in detail, examine closely, separate into parts and show how all the parts connect and link
Compare	Explain the similarities and differences between
Explain/how	Give clear reasons or make clear the meaning of, use examples and explain the theory behind the question. This command word requires 'Knowledge and Understanding' as well as 'Application'
Assess	Show how important something is, give your judgement on
Comment upon	Give your reasoned opinion on, with explanations
Criticise	Give an opinion but support it with evidence
Discuss	Give the important arguments for and against, often requires a conclusion. This command word requires 'Analysis' and 'Evaluation'
Justify	Explain why the arguments for an opinion are stronger than the arguments against
Evaluate	Discuss the importance of, judge the overall worth of, make an attempt to weigh up your opinions
To what extent	Give reasons for and against, come to a conclusion with a justification of which arguments are strongest and which are weakest

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## 6 Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have 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.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/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 result) 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 result) 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 the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

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

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

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