

Coursework Handbook

Cambridge
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Cambridge
O Level

**Cambridge IGCSE[®] and O Level
Travel and Tourism**

0471 and 7096

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Introduction

The purpose of this guidance booklet

This guidance booklet provides a guide to the coursework option (Paper 3) of the Cambridge IGCSE/O Level Travel and Tourism (0471).

Its purpose is to give advice and clarification on:

- The content of the coursework portfolios
- The extent and nature of teacher involvement
- How to plan and carry out the work in a department with more than one teacher
- How to prepare candidates for assessment
- The assessment and moderation requirements

This booklet contains samples of marked coursework with accompanying examiner comments to help clarify the application of the mark scheme. Justifying comments have been included to illustrate why marking decisions have been made.

Section 1: The syllabus requirements

The IGCSE Travel and Tourism qualification offers flexibility to both schools and learners in the study options it provides. All candidates must sit the mandatory, externally set and marked examination Paper 1 which covers the subject content of Units 1 - 4 from the syllabus. Schools can then elect to enter learners for:

either Paper 2 – a written examination which is set and marked by Cambridge covering Unit 5 on marketing and promotion in the travel and tourism industry generally

or Paper 3 – a coursework investigation which is marked by Centres themselves covering Unit 6, specifically on the marketing and promotion of visitor services.

These two options carry equal weighting (40%) within the overall qualification.

In this section we identify the benefits of taking the coursework investigation option from the perspective of both the school and the learner, as this may help in forming a decision on options.

1.1 Why choose coursework?

Undertaking and completing a coursework investigation allows learners to work in a very different way to the traditional, didactic teaching and learning style often adopted in preparation for an external assessment. Coursework investigation is particularly relevant when studying the travel and tourism industry as the industry is customer-centred, requiring a high level of practical skill. It offers variety and can be highly motivating for teachers and learners.

1.2 Benefits of coursework from a Centre's perspective

Coursework:

- allows teachers to direct student learning to enable a specific focus on localised and familiar examples
- provides a vehicle for the assessment of practical and/or vocationally-specific skills
- allows schools to offer a less tightly constrained curriculum
- creates an opportunity for teachers to utilise their creative skills in designing a motivating coursework brief that reflects the learning styles of their own learners and takes account of available resources.

1.3 Benefits of coursework from a learner's point of view

Coursework:

- allows students to take control of their own learning and credits them for initiating tasks and assuming responsibility in managing their own work
- encourages creativity and independent learning
- enhances independent research skills
- develops communication skills
- improves learners' time management skills

- provides a less formally controlled environment in which to work
- helps prepare candidates for the demands of study within Further or Higher Education
- creates a more realistic vocational setting within which learners can work
- enables learners to understand the context of their vocational study within the wider world – i.e. taking their learning beyond the classroom
- allows learners to be practically engaged – using skills and applying knowledge for a specific purpose
- offers a vehicle through which candidates can express a thought or an idea freely.

Learners following the coursework route are still required to gain a good understanding of the theoretical concepts covered by the syllabus content for Unit 6. A programme of study which addresses the assessment objectives set out by the syllabus should therefore be planned and delivered before learners embark on the coursework investigation itself. Learners will also need to make use of certain, related skills and knowledge that will have been covered in Unit 5; in particular, the use of marketing research techniques, the 'product' element and the 'promotion' element of the marketing mix.

1.4 Outline of the investigation

Once learners have gained a real understanding of the provision of visitor services and how marketing and promotion are central to this function within the tourism industry, they are ready to undertake the coursework investigation.

The investigation itself can be broken down into two stages:

- collecting the evidence
- writing the report.

It is a requirement that candidates use a range of investigative techniques within their coursework, using at **least three** primary research methods **and at least two** sources of secondary information to collect evidence of the provision of visitor services within a selected tourist destination. Representation and analysis of this evidence will form the basis of the final written report.

Learners therefore need to fully understand the differences between primary and secondary research and ultimately how these can be used to both effect and demonstrate analysis. This forms part of the expected learning within Unit 5, so it would be useful for teachers to incorporate the syllabus content for assessment objective 5 (b) (i) into the programme of study for the coursework component. (More detail about the suggested methods for collecting evidence of visitor service provision through primary and secondary means can be found within Section 4 of this guide).

Candidates must produce a written report of their findings which must be an individual piece of work, even if some data collection and collation tasks are conducted through a groupwork approach.

1.5 Project length and format

The report should be no longer than 3000 words. However, it may be useful to provide the guideline of 2500 to 3000 words, to ensure that candidates submit sufficient evidence to access all of the assessment criteria for the coursework component.

The syllabus also provides an indication of the expected format that the written report should take, namely to include each of the following sections:

- **a brief introduction** – within this section candidates should clearly identify the chosen destination or visitor service provider upon which the investigation focuses. It would be useful to provide some justification for the choice of the focus of the study at this stage, particularly if the destination or provider is not of national or international significance.
- **an account of the methods used for the collection of the evidence** – this means candidates should describe in detail the data collection techniques employed. They should identify at this stage whether they have worked independently or with other members of the teaching set to collect data. If this task is undertaken as a groupwork exercise, they must fully explain their role within the task and provide a clear justification as to why the groupwork approach was taken. Candidates should clearly differentiate between the primary methods used and the secondary sources of information that have been accessed.
- **representation of the evidence collected, in the form of graphs, diagrams, etc.** – candidates should use this section of their report to present the statistical evidence they have gathered (as well as any other illustrative forms of data) to support their investigation, for example, locational maps, photographs etc. Greater detail about the range of skills and techniques candidates could use in this section of their report is given within Section 3 of this guide.
- **detailed analysis and interpretation of the evidence** – candidates should use this section of their report to demonstrate their understanding of the importance of visitor service provision and customer satisfaction through the evidence they have presented. This section requires the use of higher order learning skills such as inference and evaluation and carries the greatest number of marks within the coursework investigation.
- **an evaluation of the investigation** – candidates have the opportunity here to demonstrate their understanding of the limitations of their research or the difficulties encountered in interpreting the results.
- **a conclusion, summarising the findings of the whole investigation** – this should reflect the value of the investigation in terms of what has been learnt from carrying out the coursework. Recommendations should be made as to how visitor service provision in the chosen destination or for the selected organisation could be improved.
- **bibliography, sources and acknowledgements** – a list of textbook, journal and other printed source materials that have been used to complete the coursework investigation should be provided. Standard Harvard referencing should be used in presenting this information. (For more detail on this, please see Section 4 of this guide.) Internet resources must be accurately cited and example printouts of downloaded information should be included. Please note that it is not appropriate for a candidate to submit an entire document from the internet in hard copy. Personal contacts, forming an important information source through interviews, should also be acknowledged.

There is more detailed coverage of each of these sections of the written report within Section 3 of this guide.

Section 2: Teacher involvement and authentication

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the candidate's own work. This is particularly important as some of the data collection tasks may be carried out as a group. However, the written assignment must be a candidate's individual work.

One of the main issues in delivering the coursework module remains the role that teachers play in helping candidates produce the written report.

It is not expected that candidates will be left to undertake the coursework without guidance and support from their teachers. Discussion with the whole class and with individuals, as well as one-to-one and whole class supervision, should take place at all stages of the coursework production.

This section aims to clarify exactly what teachers can do to support the production of the coursework evidence, and also to identify actions that teachers clearly should not take.

Teachers are expected to:

- prepare learners fully to undertake the investigation. This means that teachers should deliver the prescribed subject content specified in the syllabus for Unit 6 through a planned programme of study and should explain carefully what the coursework investigation will entail
- guide learners in the choice of topic for individual study. It may be more realistic in some larger Centres for a more prescriptive approach to be taken in selecting the coursework topic. It is expected that all learners from one Centre work on the same coursework title, but that they conduct their own investigation around this title
- raise learners' awareness of the exact requirements of the coursework investigation; for example, stipulating the minimum use of **three** primary research methods and **two** sources of secondary information
- consider the assessment criteria with learners to ensure that they are familiar where marks can be gained; for example using a range of graphical presentation techniques
- review progress towards meeting the assessment criteria and the deadline for completion of the written report
- discuss problems encountered and offer possible solutions in completing the investigation.

Teachers should also:

- select the coursework title taking into consideration the level of ability of their learners and the availability of information
- plan an appropriate range of resources for learners to access, including study visits and secondary data sources
- write a coursework brief before teaching the syllabus content for the component. Teachers can then ensure that relevant information is covered in lessons and can build up a bank of essential resources to support learners in the completion of their investigations. More information about how to write an assignment brief follows in Section 3
- organise learners to undertake groupwork in the collection and collation of primary data, to reduce the burden on visitor service providers. It is unwise, for example, to allow a class of 30 learners each to arrange to interview the Tourist Information Centre manager. It would be better practice to invite the relevant personnel into the Centre to answer a pre-planned set of interview questions in front of the class

Section 2: Teacher involvement and authentication

- teach a wide range of appropriate statistical representation techniques to allow learners to interpret results graphically.

Teachers may also:

- read the work of learners to monitor progress and offer encouragement, to help motivate learners to complete work to deadline
- suggest alternative strategies that learners may take towards the final outcome
- recommend possible sources of information.

Teachers must not:

- provide all of the information for learners so that they do not need to undertake any research themselves
- analyse and interpret the results of the investigation for learners
- write or correct the report for learners
- allow learners to produce a collaborative report with other members of the class
- encourage plagiarism from secondary sources. The issue of plagiarism is covered in more detail within Section 3 of this guide.

The role of the teacher in the assessment process will be covered in detail within Sections 3 and 4 of this guide.

Section 3: Organising the coursework

There are **four** distinct stages to the process through which learners are able to produce high quality coursework. It is crucial that staff who are involved in delivering this component are familiar with the demands that these four stages will place upon them (within their facilitation role) while learners complete their investigations.

3.1 Stage 1: Designing an appropriate coursework brief and setting the title

As mentioned previously, the choice of coursework title is very important. When making a decision about offering this coursework option, teachers must consider the visitor service provision within their immediate locality. This will enable them to judge how effectively learners will be able to research and report upon this aspect of the travel and tourism industry. Key issues to consider at this planning stage include the number of visitor service providers, their location in relation to the school and the scale of their operation. It is important to establish links with key workers from organisations associated with the provision of visitor services, in order to ascertain the viability of visits to the organisation or the willingness of staff at travel and tourism organisations to participate in the coursework investigations.

Please bear in mind that the size of the cohort of learners may influence an organisation's response to your request for a contribution to the primary research for the investigations. Too large a number of individual requests for information may become cumbersome. Try to co-ordinate the requests for information by arranging for a visiting speaker to come to the school to answer questions. Learners will still be able to claim this as a form of primary research, providing they maintain a record of their own personal involvement in asking the questions.

It is important to have a specific title for the investigation. As stated in the syllabus, it is strongly advised that the title should take one of two forms – either:

- a question which the investigation attempts to answer

OR

- a statement which the investigation then goes on to test (a hypothesis).

When selecting the title that you set your learners to work towards, please ensure that they can easily access sufficient relevant information sources which support the actual coursework investigation.

The syllabus provides a range of suggested titles, some of which will be considered here. It is important that you study these suggestions carefully to ensure that your final choice meets the assessment requirements for this component.

Suggested Titles

Question types:

- *To what extent does the marketing and promotion of leisure tourism differ from that of business tourism by providers in your area?*
- *How effective is the marketing and promotion of visitor services by (Named Local Company)?*

- *To what extent has the increased marketing and promotion of visitor services within (Named Local Destination) influenced recent visitor numbers to the destination?*

Note that questions include a quantifiable element – ‘to what extent’ ‘how effective’ – this enables learners to undertake statistical research.

Statement types:

- *Assess customer awareness of the marketing and promotion of tourism products and services at (Named Local Destination).*
- *Analyse the importance of marketing and promotion in the increase in specialised tourism at (Named Local Destination).*
- *Compare and evaluate the roles of the Tourist Board and the Tourist Information Office in marketing visitor services within (Named Local Destination).*

Note that the use of ‘command verbs’ (assess, analyse, evaluate) directs learners towards the type of investigation they must carry out, but no direct reference is made to the quantifiable element. Therefore, teachers must use the coursework brief to guide learners towards the inclusion of quantitative data, as well as the more obvious qualitative data, for these types of investigation.

Once you have finalised the title, it is important to break down the investigation for learners into a series of discrete tasks through the coursework brief you give them. An example of how you may do this is included within Appendix 1.

3.2 Stage 2: Preparation of learners

Learners will need to be fully briefed on the expectations of the coursework investigation. They need to be clear which organisations are deemed to provide ‘visitor services’ and which would be inappropriate examples to choose.

Where reference is made to ‘the local area’, teachers must ensure learners share an understanding of the area upon which they should focus.

Learners must be made aware of the sensitive nature of some of the information within this people-focused industry, and should avoid asking inappropriate questions. They must also understand that dealings with ‘adults other than teachers’ must be carried out politely and appropriately at all times.

Learners must become familiar with the assessment criteria that they must meet through the coursework investigation. As mentioned previously, one way in which to engage learners with individual assessment objectives is through a break down of tasks within the coursework brief.

It would be beneficial to run sessions on essential communication skills, independent research skills, statistical representation skills and evidence generation with learners prior to them carrying out their coursework investigation. Learners may benefit from keeping a log of intended action and noting any difficulties encountered as they progress through the investigation.

3.3 Stage 3: Collecting the evidence

The type of research that learners undertake will vary depending on the investigation they are carrying out. However, the syllabus clearly states that all learners must include a 'range of suitable investigative techniques containing at least **three** methods of primary evidence collection and the collection of at least **two** sets of secondary information.'

Learners must therefore appreciate the difference between primary and secondary research and have a clear understanding of the various techniques available in collecting research evidence, prior to them undertaking the investigation.

Primary Evidence

This is often also referred to as 'field research' as it refers to data collection at first hand, i.e. involving direct communication with targeted respondents. There are many forms that primary research can take, many of which can lead to the collection of large data sets from within a chosen sample.

Questionnaires and surveys are one of the most common techniques used to obtain first hand information. An effective questionnaire is designed to combine both qualitative and quantitative results through the use of both open and closed questions. A good questionnaire should comprise between 8 to 12 questions, each of which has been carefully chosen to provide relevant information relating specifically to the investigation.

Choosing respondents within a survey is important; questionnaires should only be completed by people who are representative of the market. For example, a questionnaire on visitor service provision in a specific destination would best be answered by visitors who have accessed the information services offered at that destination. The number of people to include within a survey is also important; for example, too few respondents may not provide a reliable set of results while too many respondents may produce an overload of data that learners then find impossible to interpret.

If a survey is chosen as one of the three primary data sources for the investigation, it is important for teachers to oversee the design of the questionnaire, in order to ensure its suitability for the purpose of the investigation. One questionnaire can be used with the whole cohort of learners from the school, providing that teachers can assure themselves that each learner has been fairly involved in the actual collection of data, i.e. each learner plays a part in the survey. For example, it may be decided to survey a total of 100 visitors to the chosen destination so each learner assumes responsibility for surveying 10 visitors.

Learners should then be supervised collating the data from the survey in the classroom. One way in which this could be done would be using interactive whiteboard technology, if this is available. The teacher could nominate one learner to input the data into a computer software programme such as Microsoft Excel or Access whilst other learners observe. A copy of the database created could then be distributed amongst learners in order for them to each carry out their own individual interpretation and analysis of the results.

Carrying out a **Personal interview** is often very motivating and provides learners with detailed and vocationally specific information. This technique is best used with staff employed within the visitor services sector of the travel and tourism industry, and as previously mentioned, may best be carried out as a classroom exercise. This would entail teaching staff liaising with representatives from the travel and tourism industry in advance, outlining the purpose of the investigation and providing sample questions. Learners would then prepare the series of questions to pose, and would each play an active role in asking questions during the interview. The interviewee should then be asked to sign individual witness statements for each learner as evidence of this primary research. An example of the type of witness statement that could be used is included in Appendix 3.

Visual observation surveys can provide useful statistical information as part of the investigation. These can take many forms, including counting the number of visitors to the Tourist Information Office, carrying out an assessment of the number of visitor service providers in a locality through a land use survey or other environmental assessments. This could also include traffic and pedestrian counts. Teachers may wish to seek advice from colleagues in the geography department about the accurate use of these survey techniques as they are used extensively in practical studies of human geography.

Photographs and sketch diagrams can be used to supplement the primary research conducted through other means. When taking personal photographs, it is first important to obtain permission from the relevant personnel from any focus organisation or from visitors who may feature in the photograph. This is particularly important for photographs taken in public places which might include children, as there are strict data protection laws prohibiting the photographing of minors in many countries.

If staff are unsure of which primary research techniques to employ for a particular investigation, they may wish to consult a textbook such as the 'A-Z Geography Coursework Handbook' by Skinner, Redfern and Farmer, or 'Tackling Geography Coursework' by Bowen and Pallister, as referenced in the resource list at the end of the syllabus.

Secondary Evidence

There is an almost overwhelming abundance of sources of secondary research evidence that learners might access in support of their investigations. The internet alone can provide a huge array of different information sources.

Common sources include published government statistics: census type information, visitor arrivals and average visitor spend for named destinations, etc. Local, regional and national tourist authorities may provide a wide range of information, including brochures and leaflets, but also reports of tourist surveys that have been conducted in the destination. Libraries offer an extensive collection of secondary information sources, including maps and guidebooks. Learners should keep abreast of tourism issues and trends reported in the local and national press. It may also be useful to search newspaper archives via the internet for past articles, relevant to the investigation.

The list of potential sources of secondary information is limitless. However, teachers must ensure that candidates choose secondary or 'desk research' sources carefully to maintain total relevancy to the investigation. Learners cannot be credited with appropriate research skills if their chosen sources have no bearing on their investigation.

Another issue of concern around the use of secondary information is the issue of plagiarism. Learners need to be briefed on what is considered an acceptable use of secondary information and what constitutes plagiarism.

According to the Oxford Advanced Learner's Dictionary of Current English (1995), plagiarism is the 'action of taking someone else's ideas or words and using them as if they were one's own.' Learners are expected to access secondary sources of information and to use skills of assimilation and synthesis to demonstrate their understanding of the ideas and theories of others. There has to be evidence that they have '**processed**' the information.

Learners must be taught to provide detailed references for any information sources they use within their investigation, whether they come from the internet or from other printed sources. The standard Harvard referencing model should be adopted for textbook and journal sources. Full URL's should be provided for documents taken from the internet. Learners should also make it clear exactly from where passages have been taken, if they are quoted directly.

All of these details should be included in the bibliography and resource list included at the end of the investigation.

3.4 Stage 4: Producing the report

The syllabus provides a 9-point list of the format that the candidate's final report should take. Every report should comprise the following:

A title page. This should include the Centre name and number, the candidate's name and number as well as the title of the investigation.

List of contents. This will include page numbers for each section of the report. There should also be a list of illustrative materials (tables, graphs, photos, sketches, etc.) within the report and any appendices used. Page numbering helps the assessor, the internal moderator and the external moderator cross reference evidence within their assessment documentation. Assessors should refuse to accept any coursework investigation submitted for assessment, until page numbering and an accurate list of contents is produced.

Introduction. This provides the reader with a brief synopsis of the investigation as well as providing background information about the destination under investigation and a justification for the choice of this area. The introduction will also outline the basic plan of action that the investigation will follow. The introduction will help the assessor, internal moderator and external moderator identify how each candidate's approach to the investigation differs from other candidates' approaches in the same class.

Statement of the hypothesis and a list of the main aims. The purpose of the investigation should be made apparent within this section, and candidates should identify specific aims linked to each of the five research sources they have chosen. Specific reference should also be made here to the quantifiable element of their research – i.e. 'to survey 30 visitors and to interview representatives from three visitor service organisations'.

Methods for the collection of evidence. Candidates should clearly state their approach to the data collection aspect of their investigation. They should specify which elements will be tackled independently and which, if any, form part of a groupwork approach, with a full justification for taking this approach. Candidates should then monitor their progress through the data collection process, outlining the limitations of the methods chosen and any difficulties that were encountered during the collection of the data, i.e. validity and relevance of internet web pages, author bias of written reports, reliability of personal interviews and questionnaire responses. Candidates should also use this section to provide details of how collaborative data was shared and collated upon collection.

Representation of data. As previously mentioned, candidates are expected to use a wide range of techniques to present the data they have collected in their investigations. This is much more than simply including copies of the completed questionnaires as an appendix and making vague references to the 'majority of people surveyed'. Candidates must be able to apply a range of different skills and techniques in the presentation of data, including:

- Tables, diagrams, sketches and photos, frequency tables, tally charts, locational and land-use maps etc.
- Graphical representation: vertical and horizontal bar charts and line graphs, pie charts, pictograms, histograms, Venn diagrams, frequency polygons, scattergraphs, radial charts, dispersion graphs, cumulative frequency graphs (ogives), etc. All graphs and charts should be clearly and appropriately labelled using standard conventions. (It is not necessary for candidates to use all of these forms of representation – this list is given for illustrative purposes of the types of representation that could be included)
- Statistical methods: mean, median, mode, range, etc.

Candidates will gain credit for choosing a range of presentation techniques **appropriate** to the data they have collected. The syllabus clearly states that computer technology can be used to represent evidence,

but that candidates can equally gain maximum marks in this section if they use hand drawn graphs. The main focus of the assessment in this section is the demonstration of skill in using representation techniques accurately and appropriately.

Analysis and interpretation of the data. As previously mentioned, this section of the report carries the highest number of marks as it reflects the most complex demands made on candidates by the coursework investigation. Analysis, interpretation, evaluation and conclusion are the highest levels of learning skill that candidates can demonstrate. This allows an assessor, internal moderator or external moderator to assess how well a candidate understands the purpose of the investigation and to what extent they can manipulate and utilise data to prove or disprove their original hypothesis. Reference should be made to all graphs, charts, etc. in justification of their inclusion and the contribution they make to the overall investigation.

Evaluation and conclusion. This provides further evidence of the candidate's ability to make use of the results they have obtained from their investigation. Here, the candidate is expected to comment upon what has been learned from the investigation, as well as discussing how successful the investigation has been when judged against its original aims and intentions. Better candidates will be able to make specific recommendations for further investigations or for the improvement of visitor service provision in the destination, as a direct result of their findings.

Bibliography, sources and acknowledgements. As mentioned in the section on collecting evidence, candidates must provide a full bibliography of printed sources of information used in compiling the report, using the standard Harvard referencing model. An example of this is:

Smith, John D and Warburton, Fiona: Cambridge IGCSE Travel and Tourism (Completely Cambridge series. (2012). Cambridge University Press. New Delhi.

An example of an internet web address is as follows:

www.australia.com/things_to_do/Art_and_culture/Dance_and_music/ Accessed on (04/05/12)

It would be beneficial for the candidate to include the date of access to the web-based source for authentication purposes.

Section 4: Assessment and moderation

It is important that staff responsible for delivering the coursework component fully understand the entire process of assessment, including the internal and external moderation processes, all of which will be covered in this section.

4.1 Assessment

The teacher marks the assignment using the marking criteria provided in the Assessment of Coursework section of the syllabus booklet, after which moderation takes place according to Cambridge procedures. When assessing candidates' work, the teacher must make annotations throughout the assignment and, where appropriate, show evidence of the candidate moving through the mark boundaries.

All assessment decisions must be made objectively against only the listed criteria. Teachers must consciously steer away from any element of subjectivity, based on their knowledge of the candidate and their expectation of how well the candidate should perform.

The summary table of marks and assessment criteria from the syllabus provides a useful starting point in understanding the assessment process.

Marking Criteria		Assessment Objectives	Criteria	Levels	Total Marks
Knowledge with understanding		1A-1C	3	3	9
Investigative skills and representation of evidence	A. Observation and collection of evidence	2A.1-2A.3	3	3	9
Analysis and interpretation of evidence	B. Organisation and representation of results	2B.1-2B.3	3	3	9
Evaluation and conclusions		3A-3G	7	3	21
		4A-4D	4	3	12
					60

This table denotes the four main strands against which candidates are assessed. Within each of these strands, candidates are judged to have performed at one of three levels in meeting the specific assessment criteria.

Teachers are then provided with a detailed breakdown of each strand, so that the coursework evidence is judged against the specific criteria at each level.

The next section will look at each assessment strand in turn, with examples of how the criteria should be applied to the evidence presented. The number of marks available for each criterion is shown in brackets within the table. Also included is an example of how the Individual Candidate Record Card should be

completed to record the assessment decisions made. (The relevant section of the Record Card has been extracted for this purpose. Please refer to the whole document in the syllabus to see the section in its full context).

In order to illustrate the application of the assessment criteria, references are made to each of three exemplar pieces of coursework (which have been included in the appendices at the end of this guide) throughout the explanation.

Assessment Strand 1

Knowledge with understanding (9 marks)

Assessment Objective	Criteria	Level One	Level Two	Level Three
1A	General application of knowledge with understanding.	Very limited throughout the investigation. (1)	Some basic knowledge and understanding is evident at several stages of the investigation. (2)	Sound basic knowledge and understanding is evident throughout the investigation. (3)
1B	Connection between key ideas of the course and the aims of the investigation.	Very few, if any, links between the purpose of the investigation and key ideas of the course. (1)	Some links between the purpose of the investigation and key ideas of the course. (2)	Clear, well-developed links between the purpose of the investigation and key ideas of the course. (3)
1C	Use of appropriate terminology and understanding of concepts and principles.	Poor use of terminology, which is sometimes inappropriate. Limited understanding of relevant concepts and principles. (1)	Wider use of terminology, with more accuracy. Most relevant concepts and principles understood. (2)	Full explanation and good, accurate use of terminology. Full understanding of relevant concepts and principles. (3)

Assessment Objective 1A relates to how well the candidate is able to **demonstrate their overall understanding of the key learning objectives** for the coursework component through their investigation. The key learning objectives for the component focus on visitor service provision and marketing and promotion of these services in a specified tourist destination.

Carefully consider the coursework evidence in light of the descriptions within the table. Award marks as specified in the table; for example, if the investigation **shows an understanding of these objectives consistently**, the maximum 3 marks should be awarded and entered on the record card against the Assessment Objective (AO) 1A.

Assessment Objective 1B builds on the previous objective, in allowing candidates to demonstrate how well they understand the connection between the vocational learning for the module and the investigation they have undertaken. If the evidence presented shows some links but these are not particularly well developed, 2 marks should be awarded and entered on the record card against AO 1B.

Assessment Objective 1C considers how effectively the candidate can use appropriate vocational terminology to demonstrate their understanding of the principles and concepts of marketing and promoting visitor services. Where the evidence shows limited understanding and poor use of vocational terminology, a mark of 1 should be awarded and entered on the record card against AO 1C.

In this example, the candidate scored a total of 6 out of a possible 9 marks for this assessment strand.

Individual Candidate Record Card Extract for Strand 1: Knowledge with understanding

Knowledge with understanding			
Mark	Max	AO	
3	3	1A	General application of knowledge with understanding
2	3	1B	Connection between key ideas of the course and the aims of the investigation
1	3	1C	Use of appropriate terminology and understanding of concepts and principles

Section 5.1 (p. 36) of this guide shows an example of a candidate scoring well in knowledge with understanding. This candidate (**Candidate 1**) demonstrates knowledge of the visitor services sector of the travel and tourism industry and is able to propose a realistic hypothesis based upon the knowledge they have of the region of Andalusia in southern Spain. Marketing terminology is used competently throughout the coursework and Candidate 1 has a good grasp of the issues facing tourism destinations in trying to attract greater visitor numbers. This candidate scores a mixture of Level 1 and Level 2 marks in this section.

The example given in Section 5.2 (p. 63) shows a candidate (**Candidate 2**) who scores consistently across Level 2 for Assessment Objective 1: Knowledge with understanding. This piece of coursework shows a sound knowledge of the concepts of marketing and promotion through the contextualised example of Jamaica in the Caribbean.

Section 5.3 (p. 83) contains the work of **Candidate 3**, who also scores consistently across Level 2 for Assessment Objective 2: Knowledge with understanding. This candidate demonstrates a sound knowledge of the marketing mix as well as being able to offer contextualised definitions of the different forms of tourism offered in Phuket, in Thailand.

Assessment Strand 2A

Investigative skills: Observation and collection of evidence (9 marks)

Assessment Objective	Criteria	Level One	Level Two	Level Three
2A.1	Collection of evidence from both primary and secondary sources under guidance or independently.	Limited range of evidence collected, either from mainly primary, or mainly secondary sources. Considerable guidance needed throughout, and work is limited to the obvious area of enquiry. Independent enquiry very weak. Little initiative shown. (1)	Wider range of evidence collected but still mainly from either primary or secondary sources. Guidance needed but some attempt made to extend the investigation beyond the obvious area of enquiry. Independent enquiry better developed but has limited relevance to the original work done. Some initiative is shown. (2)	Wide range of evidence with a good balance between primary and secondary sources. Little guidance needed and problems encountered solved independently. Good attempt to extend the investigation beyond the obvious area of enquiry. Independent enquiry is well done and compliments the original work. A high level of initiative is shown. (3)
2A.2	Awareness of limitations of methods used to collect evidence.	Limited awareness of the limitations of methods used. (1)	Some awareness of the limitations of the methods used. (2)	A sound awareness of the limitations of the methods used. (3)
2A.3	Evidence recorded, classified and organised.	A poor, limited attempt is made. Rough work is disorganised or incomplete. (1)	Some attempt is made but there are some omissions. Rough work is partially organised but still incomplete. (2)	Well-organised in a clear, coherent form. Accurate observations and records. Rough work is organised and complete. (3)

Assessment Objective 2A.1 is multi-faceted. Candidates are required to use both primary and secondary research sources. However, not all candidates are able to meet these exact requirements and the assessor must judge whether the research evidence is predominantly primary or secondary in nature. If candidates have been able to work with little guidance from the teacher to obtain research evidence, this automatically brings the level of performance beyond Level 1. In this instance, a candidate should be awarded 2 marks and these marks should be entered on the record card in the same way as for Assessment Strand 1.

Assessment Objective 2A.2 examines how aware a candidate is of the limitations of their research. If a candidate shows no awareness of this issue at all, it is possible to award a score of 0, as the candidate is operating below Level 1. This mark is transferred to the record card in the same way as Assessment Strand 1.

Assessment Objective 2A.3 assesses the way in which the candidate organises the data collection aspect of the investigation and the presentation of rough work. If the candidate makes some attempt to organise the evidence and includes some rough work, a mark of 2 should be awarded and recorded.

Individual Candidate Record Card Extract for Strand 2A: Investigative skills: Observation and collection of evidence

Investigative skills: Observation and collection of evidence			
Mark	Max	AO	
2	3	2A.1	Collection of evidence from both primary and secondary sources under guidance or independently
0	3	2A.2	Awareness of limitations of methods used to collect evidence
2	3	2A.3	Evidence recorded, classified and organised

Candidate 1 (Section 5.1, p. 36) scores well across the three objectives for the assessment of this strand. The candidate uses both primary and secondary sources of information in 2A.1. Data obtained through desk research via the internet is referenced throughout the report. The candidate also includes a photograph of herself outside the Tourist Information Centre in Fuengirola in Spain, prior to carrying out a human traffic audit. The candidate also shows some awareness of the limitations of the research methods selected on page 49, towards achieving objective 2A.2. This is predominantly restricted to the issue of time. The data collected from both primary and secondary sources is recorded effectively, is well organised and is appropriately classified. This allows the candidate to be credited for objective 2A.3

Candidate 2 (Section 5.2, p. 63) does not score as highly in this strand as they do when organising and presenting the results of their research. Data has been collected from primary and secondary sources towards achieving objective 2A.1. The majority of this information was obtained from interviews with the owners/customers of the focus organisations, with strong input and guidance by the teacher. The candidate raises very limited awareness of the research methods used in 2A.2. There has been some attempt made by the candidate to record, classify and organise the evidence collected in 2A.3.

Candidate 3 (Section 5.3, p. 83) does not score well across this strand. Information was obtained from the internet and from a group interview conducted with the owners of the focus organisations. The teacher indicates through the Level 1 mark awarded that the candidate required considerable guidance in carrying out the research associated with objective 2A.1. The candidate appears completely unaware that using only personal interviews with the organisations' owners and through their websites might bring inappropriate levels of bias to the investigation, hence this candidate is not awarded credit in 2A.2. The limitations of the data collected prevents this candidate from scoring beyond Level 1 in the objective of recording, classifying and organising evidence for 2A.3.

Assessment Strand 2B

Representation of evidence: Organisation and representation of results (9 marks)

Assessment Objective	Criteria	Level One	Level Two	Level Three
2B.1	Evidence displayed accurately and using appropriate skills and techniques.	Some inconsistencies in the accuracy of the evidence displayed. At least one skill or technique is inappropriate.	Wider range of evidence collected but still mainly from either primary or secondary sources. All skills and techniques used are appropriate.	Wide range of evidence with a good balance between primary and secondary sources. All skills and techniques used are appropriate and some awareness of the validity or reliability of at least one of them is shown.
		(1)	(2)	(3)
2B.2	Data displayed effectively, with a degree of neatness and good annotation.	Some of the evidence collected is displayed effectively and neatly. Limited labelling of graphs and diagrams.	Most of the evidence collected is displayed effectively and neatly. Most of graphs and diagrams have titles, keys, scale, etc.	All of the evidence is displayed effectively and neatly. All of the graphs and diagrams have titles, keys, scale, etc.
		(1)	(2)	(3)
2B.3	Use of different skills and techniques.	Only a limited range of skills and techniques is used.	A wide range of skills and techniques is used.	A comprehensive range of skills and techniques is used.
		(1)	(2)	(3)

Assessment Objective 2B.1 looks at the presentation skills and techniques adopted by the candidate. The syllabus requires that candidates use a range of graphical and non-graphical techniques appropriate to the data they have collected. This particular AO credits candidates for selecting the most appropriate means of presenting the data obtained. If a candidate selects an inappropriate method of representation, a score of 1 mark will be recorded.

Assessment Objective 2B.2 credits candidates for the neatness of their presentation of results and the use of standard conventions in labelling illustrative representations of data. If the work is neat and correctly labelled, the maximum 3 marks will be scored.

Assessment Objective 2B.3 assesses the range of techniques employed by candidates. A candidate who uses only bar charts, pie charts and tally charts will not score as highly as, for example, a candidate, who uses appropriate pictograms, frequency polygons and land use maps, providing these have been used in the correct context. If the range of representation techniques used is broad but is not comprehensive, then 2 marks will be awarded.

Individual Candidate Record Card Extract for Strand 2B: Representation of evidence: Organisation and representation of results

Investigative skills: Observation and collection of evidence			
Mark	Max	AO	
1	3	2B.1	Evidence displayed accurately and using appropriate skills and techniques
3	3	2B.2	Data displayed effectively, with a degree of neatness and good annotation
2	3	2B.3	Use of different skills and techniques

Candidate 1 (Section 5.1, p. 36) demonstrates strong investigative skills and is able to represent evidence in a concise and professional format. This candidate only drops one mark across all of Assessment Objective 2, for their lack of awareness of the limitations of the methods chosen to collect research evidence.

The evidence presented by **Candidate 2** (Section 5.2, p. 63) is much more variable across the three levels. The skills of observation and collection of evidence show some validity, although there is a lack of awareness of the limitations of the methods chosen to collect research evidence. The coursework of candidate 2 also shows some good skills in the organisation and representation of results, although only a narrow range of graphical techniques has been used.

Candidate 3 (Section 5.3, p. 83) found it difficult to carry out the necessary primary and secondary research required by the coursework, and thus scores consistently at Level 1 across Assessment Objective 2: Investigative skills and representation of evidence, where evidence for this section is very limited.

Assessment Objective	Criteria	Level One	Level Two	Level Three
3E	Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis.	Very little effort to explain the data or to try to find any links or relationships. Very few, if any inferences are drawn. (1)	Some effort to justify the findings and some attempts to find reasons for the evidence obtained. Some inferences are drawn. (2)	A good effort is made to present sound, reasoned explanations for the evidence obtained. Several inferences are made. (3)
3F	Awareness of the limitations of the evidence collected.	Very little, if any, awareness of the limitations of the evidence collected. (1)	Some awareness of the strengths and limitations of the evidence but no suggestions as to how these difficulties could be overcome. (2)	Weaknesses and strengths in the evidence collected are recognised and suggestions are made as to how these could be overcome. (3)
3G	Originality and individual opinion.	Little, if any, is shown. (1)	Some is shown. (2)	Several original ideas and opinions are included. (3)

This assessment strand provides the greatest number of marks, and reflects the increased level of demand made on candidates. This signals the complexity of this area of study. There are 7 assessment objectives within this strand.

Assessment Objective 3A requires assessors to consider the general level of application of knowledge that candidates demonstrate in their analysis of their investigation. This goes beyond a simple demonstration of the basic principles of marketing within the context of the investigation, and better candidates will make clear connections between the interpretation of the evidence collected and the general context of their learning within this module. In this instance, the maximum 3 marks would be awarded.

Assessment Objective 3B allows assessors to credit the level at which candidates are able to express their ideas and convey their opinions. If a candidate uses ideas, which partly reflect the nature of the investigation, 2 marks would be awarded.

Assessment Objective 3C assesses the way in which candidates structure the analysis of their evidence. If there is no logical sequence, or the report is incomplete against the data presented, a candidate would score either 0 or 1 mark.

Assessment Objective 3D builds on this assessment, by examining the level of analysis displayed by the candidate. A mainly descriptive response would score 1 mark, whereas a report comprising mainly reasoned explanations and detailed analysis would score the maximum 3 marks.

Assessment Objective 3E assesses one of the most complex skills expected of candidates within the coursework component, namely the ability to use justification and inference in data interpretation and analysis. Where some effort is made by the candidate in this respect, a score of 2 marks would be justified.

There is some overlap between **Assessment Objective 3F** and 2A.2, which both examine the candidate's awareness of the limitations of the evidence they have collected via this investigation. The difference in emphasis here is that candidates should analyse not only the limitations of the data collection methods as in AO 2A.2 but also should be able to make suggestions for overcoming the limitations encountered. Where a candidate analyses the strengths and weaknesses of the evidence collected and makes realistic suggestions of how the weaknesses could have been overcome, a mark of 3 should be recorded.

Assessment Objective 3G is perhaps the most subjective of the criteria, as it asks assessors to make value judgements about the extent of originality demonstrated by the candidate through the written report. There will be an element of subjectivity in this assessment, given the fact that the assessor will be familiar with the hypothesis and with the expected and actual responses made by the whole cohort of learners. A candidate who is unable to make any original comment within the report would score only 1 mark in this section.

Individual Record Card Extract for Strand 3: Analysis and interpretation of evidence – (21 marks)

Analysis and interpretation of evidence			
Mark	Max	AO	
3	3	3A	Application of knowledge
2	3	3B	General communication skills
0	3	3C	Organisation of the analysis and interpretation
1	3	3D	Level and extent of analysis
2	3	3E	Interpreting evidence by presenting reasoned explanations for patterns and relationships shown in the analysis
3	3	3F	Awareness of the limitations of the evidence collected
1	3	3G	Originality and individual opinion

Candidate 1 (Section 5.1, p. 36) scores well across these seven strands for Assessment Objective 3. There is some good evidence of the higher order skill of analysis within the applied context of Andalusia, with marks only being lost for the interpretation of evidence using reasoned explanation, for a lack of awareness of the limitations of the evidence collected and for originality and a subjective slant on the evidence presented.

Section 5.2 (p. 63) shows that **Candidate 2** demonstrates excellent communication skills and good organisational skills but found the higher order skill of analysis quite challenging, scoring mainly at Level 1 across Assessment Objective 3.

Assessment Objective 3 also presented more difficulty for **Candidate 3** (Section 5.3, p. 83), who scored consistently at Level 1 across these seven strands. This assessment of performance is reinforced by the limited nature of evidence found within the coursework presented.

Assessment Strand 4**Evaluation and conclusions (12 marks)**

Assessment Objective	Criteria	Level One	Level Two	Level Three
4A	Evaluation of the investigation as a whole.	Little or no evaluation of the project as a whole. One or two limitations of the investigation mentioned but not assessed. (1)	Some evaluation of the coursework is included. Several limitations mentioned and only superficially assessed. (2)	A sound evaluation of the coursework is included. Several limitations mentioned and competently assessed. (3)
4B	Suggestions and recommendations for improvement or future work.	Very few, if any, of these are included. (1)	Some of these are included which are generalised and basic. (2)	A wide selection of these is included, which indicate detailed thought about the investigation. (3)
4C	Draw valid conclusions by reasoned consideration of evidence.	Conclusion lacks depth and is written in general terms. Little, if any consideration of the evidence is used to support the conclusions. (1)	Conclusion is more detailed but still rather tentative. A basic attempt is made to use the evidence as a basis of the conclusion. (2)	A very good, reasoned and justified conclusion drawing together all the threads of the investigation. A good attempt is made to use the evidence to draw a conclusion. (3)
4D	Reference to original aims of the investigation in the conclusion.	Little or no connection to the aims or title in the conclusion. (1)	Attempts to relate to the aims and/or title in the conclusion. (2)	Direct references to the aims in the reaching conclusions. (3)

Assessment Strand 4 looks at the candidate's ability to use evaluative skills and to draw reasoned conclusions about their investigation.

Assessment Objective 4A requires candidates to make an overall assessment of the success of the coursework investigation. Where some evaluative comments are made, a candidate would be awarded 2 marks.

Where a candidate is able to make realistic suggestions about how the investigation could have been improved, **Assessment Objective 4B** allows them to score 3 marks, if these are wide-ranging and demonstrate a degree of consideration on the part of the candidate.

If the conclusion is written in vague and generalised terms only and does not relate specifically to the evidence in the report, a candidate would score 1 mark for **Assessment Objective 4C**.

Assessment Objective 4D requires candidates to reflect back on the original aims of the investigation and to assess how successfully the final outcome is in achieving these aims. Where an assessor finds evidence of this having been attempted, 2 marks can be awarded.

Individual Record Card Extract for Strand 4: Evaluation and conclusions

Evaluation and conclusions			
Mark	Max	AO	
2	3	4A	Evaluation of the investigation as a whole
3	3	4B	Suggestions and recommendations for improvement of future work
1	3	4C	Draw valid conclusions by reasoned consideration of evidence
2	3	4D	Reference to original aims of the investigation in the conclusion

Section 5.1 (p. 36) shows that **Candidate 1** is able to evaluate their investigation and make recommendations for the improvement of future work, thus scoring Level 3 marks for the first two criteria of this assessment objective. There is also sound evidence of this candidate’s attempt to draw a valid conclusion from the original hypothesis for the investigation.

Candidate 2 (Section 5.2, p. 63) attempts the higher level skill of evaluation with limited results, with most credit being awarded at Level 1 across Assessment Objective 4: Evaluation and conclusions.

Section 5.3 (p. 83) shows that **Candidate 3**’s coursework presents little or no evidence towards the criteria for this assessment objective. A conclusion has been attempted, although this is met with limited success.

An assessor must always carefully consider the evidence in light of the assessment objectives. It is important to become familiar with the assessment documentation in its entirety and that all sections of the Individual Candidate Record Card are completed, to provide full details of the Centre and candidate.

A Coursework Assessment Summary Form should also be completed to accompany the documentation for the coursework component; this provides the assessment record for a complete cohort of candidate from one Centre. It also provides information about the internally moderated marks for this component.

4.2 Moderation

The purpose of moderation is to ensure that each Centre has correctly awarded coursework marks according to the standard and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

4.2.1 Internal moderation

The member of staff responsible for delivering the coursework component to a particular group of learners will become the assessor of those pieces of coursework and will take responsibility for the initial assessment decisions described in the previous section of this guide.

Where more than one member of staff is involved in the delivery or assessment process, it is important that the Centre makes provision for all candidates to be assessed to a common standard. This is achieved through the process of standardisation. Several pieces of coursework from across several teaching groups are photocopied and distributed, concealing the identity of the candidate. Each assessor marks these pieces of work independently prior to the meeting, applying the assessment criteria objectively from the syllabus.

The meeting is designed to compare the assessment decisions of all those involved and to discuss differences and discrepancies in the marks awarded, strand by strand. A consensus of opinion must be sought to agree a final score for each piece of coursework.

Upon completion of the standardisation meeting, staff then mark the work from their own candidates, recording their decisions on the Individual Candidate Record Cards.

Once all coursework investigations have been assessed, a sample of work should be 'cross-marked' by an accredited coursework assessor, usually the Internal Moderator. The sample should be approximately 20 per cent of the whole cohort. The final, moderated marks must be recorded on the Coursework Assessment Summary Form. Where differences in marks fall significantly outside tolerance (i.e. more than ± 2 for each piece of coursework), a greater sample of assessment decisions should be internally moderated and further discussions should occur between assessors/moderators to agree a final score for these pieces of work.

The Individual Candidate Record Card and the Coursework Assessment Summary Form are available as interactive pdfs on the Cambridge Samples Database at www.cie.org.uk/samples. Enter your Centre number and your syllabus code (e.g. 0471 or 7096) and you will be provided with links to the forms and to information on the selection of the external moderation sample.

In a Centre where only one member of staff is involved in the delivery and assessment of this coursework component, a line manager should assume responsibility for the internal moderation process, including the standardisation element.

4.2.2 External moderation

The sample submitted for External Moderation should:

- represent the spread of marks across the entire ability range for the cohort, to include the top scoring piece of coursework, some middle range marks and the lowest scoring investigation
- include a balance of work from candidates across all teaching sets and assessors
- include the coursework investigations of the relevant candidates
- include the Individual Candidate Record Cards and the relevant Coursework Assessment Summary Form/s bearing the final, internally moderated marks.

Cambridge moderators will scrutinise candidates' coursework investigations and the assessment and moderation processes adopted by Centres.

Every piece of coursework must be submitted in a file to Cambridge marked clearly with the following information:

- the candidate's name and number
- the Centre's name and number
- the syllabus/component code and the month and year of the examination
- the coursework title

Example Individual Candidate Record Card

Cambridge IGCSE® Travel & Tourism

Please follow these instructions carefully before completing the PDF Individual Candidate Record Cards provided below.

1. This form is an interactive PDF and may be completed in one of three ways:
 - on-screen and then printed out
 - on-screen and then printed out; add any internally moderated marks by hand
 - printed out and completed on paper by hand.

Cambridge recommends that, wherever possible, this form is completed on-screen. The form will add up the candidates' marks for you and eliminate the risk of calculation error.

2. Additional copies of this form can be downloaded from the samples database www.cie.org.uk/samples.
3. To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow the step-by-step guide that is available on the Coursework Assessment Summary Form.
4. Completing the Individual Candidate Record Card:
 - Complete the information at the top of the form.
 - Mark the Coursework for each candidate according to the marking criteria in the Syllabus booklet.
 - Enter the marks in the appropriate spaces.
 - If you are completing the form on paper by hand, add up the marks and write the total in the 'Total Mark' column. If you are completing the form on screen, the marks will be added up for you and the total will automatically appear in the 'Total Mark' column.
 - Include the details of the teaching group or set for each candidate. The initials of the teacher may be used to identify the group or set.
 - It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.
 - In the column called 'Internally Moderated Mark', enter the total mark awarded after internal moderation has taken place.
 - Transfer the marks to the Coursework Assessment Summary Form in line with the instructions given on that document.
5. Both the teacher completing the form and the internal moderator should check the form and complete and sign the bottom portion.
6. Please keep a copy of the Individual Candidate Record Card(s) for your records.

Individual Candidate Record Card
Cambridge IGCSE

Please select Syllabus and Component below

Please read the previous printed instructions and the General Coursework Regulations before completing this form.

Centre Number	Exam Series	Year	
Candidate Number	Teaching Group/Set		

Please use the space on the reverse for any comments about the project(s), marking and help given to the candidate beyond normal supervision. Comments are especially important where the marks awarded differ from what might have been expected on the sole evidence of the submitted material

Title(s) of project(s)		2. Investigative skills and representation of evidence				3. Analysis and interpretation of evidence										4. Evaluation and conclusions																											
		Observation and collection of evidence		Organisation and representation of results		Application of knowledge		General communication skills		Organisation of the analysis and interpretation		Level and extent of analysis		Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis		Awareness of the limitations of the evidence collected		Originality and individual opinion		Evaluation of the investigation as a whole		Suggestions and recommendations for improvement or future work		Draw valid conclusions by reasoned consideration of evidence		Reference to original aims of the investigation in the conclusion																	
3	3	1. Knowledge with understanding		1(a) General application of knowledge with understanding		1(b) Connection between key ideas of the course and the aims of the investigation		1(c) Use of appropriate terminology and understanding of concepts and principles		2(a) Collection of evidence from both primary and secondary sources under guidance or independently		2(b) Awareness of limitations of methods used to collect evidence		2(c) Evidence recorded, classified and organised		2(d) Evidence displayed accurately and using appropriate skills and techniques		2(e) Data displayed effectively, with a degree of neatness and good annotation		2(f) Different skills and techniques are used		3(a) Application of knowledge		3(b) General communication skills		3(c) Organisation of the analysis and interpretation		3(d) Level and extent of analysis		3(e) Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis		3(f) Awareness of the limitations of the evidence collected		3(g) Originality and individual opinion		4(a) Evaluation of the investigation as a whole		4(b) Suggestions and recommendations for improvement or future work		4(c) Draw valid conclusions by reasoned consideration of evidence		4(d) Reference to original aims of the investigation in the conclusion	
				3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3	
				3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3	
		Mar	Max	3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3	



Example Coursework Assessment Summary Form

Cambridge IGCSE® and O Level Travel & Tourism

Please follow these instructions carefully before completing the PDF Coursework Assessment Summary Form provided below.

1. The form is an interactive PDF and may be completed in one of three ways:
 - on-screen and then printed out.
 - on-screen and then printed out; add any internally moderated marks by hand.
 - printed out and completed on paper by hand.

Cambridge recommends that, wherever possible, the form is completed on-screen.

Additional copies of this form can be downloaded from the samples database www.cie.org.uk/samples.

2. To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow this step-by-step guide to access candidates' entry data. You will only be able to use this method after all your entries have been submitted to Cambridge. Please check that your Centre can access CIE Direct.
 - Log on to CIE Direct (<https://direct.cie.org.uk>) and go to the 'Administer exams' section, then to 'internally assessed marks' and select the current series.
 - Select the relevant component from the list to see all the entries for that component.
3. Compiling the Coursework Assessment Summary Form.
 - Complete the information at the top of the form.
 - List the candidates in an order that will allow ease of transfer of information to Cambridge at a later stage (i.e., in candidate number order, where this is known).
 - Indicate the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
 - Transfer each candidate's marks from his or her Individual Candidate Record Card to this form.
 - In the column headed 'Internally Moderated Mark', enter the total mark awarded after internal moderation has taken place.
4. Both the teacher completing the form and the internal moderator should check the form and complete and sign the bottom portion.
5. **Please keep a copy of the Coursework Assessment Summary Form(s) for your records.**

External Moderation

A sample of candidates' work must be submitted to Cambridge for external moderation. Details of the work to be submitted may be found by visiting the samples database at www.cie.org.uk/samples. Teachers should work with their exams officer to make sure the correct coursework is submitted along with the supporting forms according to the instructions in the Cambridge Administrative Guide.

Section 5: Examples of marked coursework projects

The following three examples of candidates' written projects have been selected to illustrate different standards of ability. Each example has been scanned and includes all the spelling and grammatical errors found in the original copies. Some promotional material and other sources of information referred to within the project, but not all, may have been included.

References to the names of individuals, groups of individuals and photographs of individuals have been removed for the purpose of confidentiality.

A moderator's comment and completed Individual Candidate Record Card precedes each task.

5.1 Example Candidate 1

Individual Candidate Record
 Card Cambridge IGCSE
 Please select Syllabus and Component below
 Travel and Tourism 0471/03

Please read the previous printed instructions and the General Coursework Regulations before completing this form.

Centre Number		Centre Name	
Candidate Number		Candidate Name	
		Exam Series	
		Year	
		Teaching Group/Set	

Please use the space on the reverse for any comments about the projects, marking and help given to the candidate beyond normal supervision. Comments are especially important where the marks awarded differ from what might have been expected on the sole evidence of the submitted material

Title(s) of project(s) MARKING AND PROJECTING TECHNIQUES USED BY THE ANDALUCIAN TRAVEL BOARD

Mar	Max	Sec			
0	3	1(a)	General application of knowledge with understanding	1. Knowledge with understanding	
2	3	1(b)	Connection between key ideas of the course and the aims of the investigation		
3	3	1(c)	Use of appropriate terminology and understanding of concepts and principles		
3	3	2(a)	Collection of evidence from both primary and secondary sources under guidance or independently	Observation and collection of evidence	
2	3	2(b)	Awareness of limitations of methods used to collect evidence		
3	3	2(c)	Evidence recorded, classified and organised		
3	3	2(d)	Evidence displayed accurately and using appropriate skills and techniques	Organisation and representation of results	
3	3	2(e)	Data displayed effectively, with a degree of neatness and good annotation		
3	3	2(f)	Different skills and techniques are used		
3	3	3(a)	Application of knowledge		
3	3	3(b)	General communication skills	3. Analysis and interpretation of evidence	
3	3	3(c)	Organisation of the analysis and interpretation		
3	3	3(d)	Level and extent of analysis		
2	3	3(e)	Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis		
2	3	3(f)	Awareness of the limitations of the evidence collected		
1	3	3(g)	Originality and individual opinion		
3	3	4(a)	Evaluation of the investigation as a whole		
3	3	4(b)	Suggestions and recommendations for improvement or future work		
3	3	4(c)	Draw valid conclusions by reasoned consideration of evidence		
2	3	4(d)	Reference to original aims of the investigation in the conclusion		



Marketing and promotional
techniques used by the
Andalucian Tourist Board

Andalucía

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Introduction, Hypothesis and Aims

In this report I will investigate whether or not there is a connection between effective marketing and promotion and increased numbers of tourists in the Andalusian region. I will aim to see if other factors apart from marketing and promotion affect the amount of visitors to the region. At this stage, I think there probably will be a strong connection between effective marketing/promotion and visitor numbers. It might be the case that the marketing is really good but things beyond the control of the tourist board put people off coming to the area. I will now start the main body of my report – this will be organized into the following sections; ✓

An interesting hypothesis

- 1) methods for collection of evidence
- 2) Representation of data
- 3) Analysis and interpretation of the data
- 4) Evaluation and conclusion
- 5) Bibliography, sources and acknowledgements ✓

Background to Andalucía.

Andalucía is set in southern Spain with 8 Provinces; Malaga, Granada, Cordoba, Seville, Jaen, Huelva, Cadiz, and Almeria. Andalucía is Spain's poorest region; however it is now one of the most popular tourist destinations in Europe, thanks to its sandy beaches, outdoor life, spectacular mountain ranges, famous monuments, healthy food and the main factor is the climate. Most of Spain is hot and dry in summer and cool in winter. One the coast which faces the Mediterranean Sea, the summers are warm and sunny.

1A/3A
2A-1



2B.1

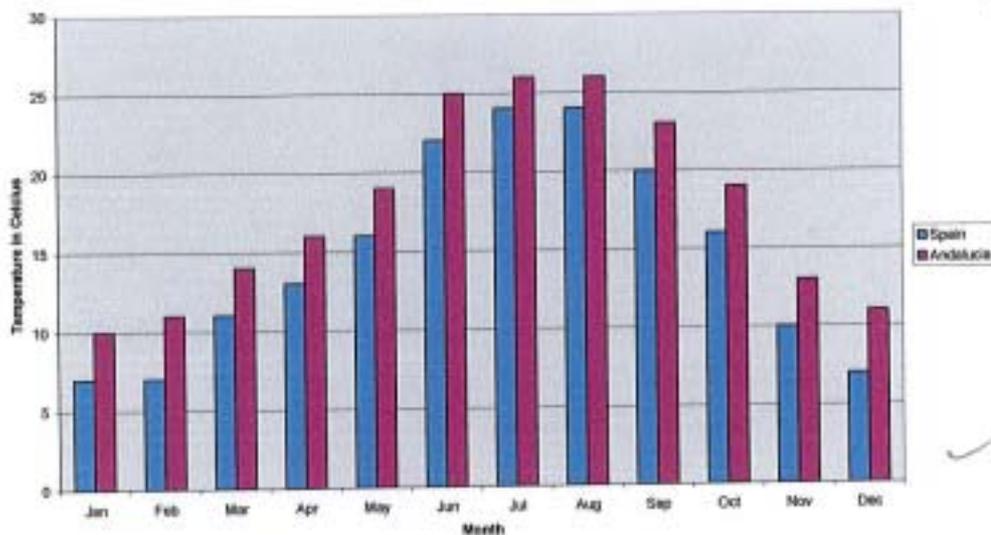
Average temperature in Andalucia (°C)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Spain	7	7	11	13	16	22	24	24	20	16	10	7
Andalucia	10	11	14	16	19	25	26	26	23	19	13	11

2B.1

Source: www.Andalucia.org.uk

Bar chart to indicate average temperatures in both Spain as a whole and Andalucia



2B.2

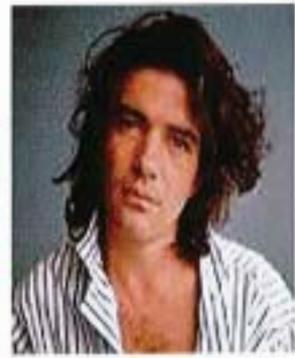
2B.3

In 2001 according to the national census, Andalucia's overall population was 7.403 million. I will now show you the population in each Province.

Seville	1.747 million	(7.9%)
Malaga	1.302 million	(12.2%)
Cadiz	1.131 million	(4.9%)
Granada	812 thousand	(2.8%)
Cordoba	769 thousand	(2.0%)
Jaen	550 thousand	(1.3%)
Almeria	533 thousand	(17.1%)
Huelva	481 thousand	(4.2%)

The main industry in Spain is tourism; millions of people visit the country each year and thousands of Spaniards have jobs that serve the tourists (for example: restaurants, cafes, shops). Spain is most famous for its traditions; bull fighting, flamenco, Siestas, festivals of tomatoes and much more. Tourists often visit to taste Spain's traditional food; tapas, paella, tortilla, sangria and all different types of wines. Some of Spain's tourists are "football fans" that visit Real Madrid Bernabeu and Barcelona FC Camp Nou. There are many famous celebrities that come from Spain; Antonio Banderas who was born in Malaga, Penelope Cruz who was born in Madrid, Carmen Galisteo in Seville and one of the most world's famous artists Picasso. Spain also have many historical museums such as Thyssen in Madrid, Bellas Artes in Seville, Picasso in Málaga, Dali in Cadaquès, and many more. Tourists are also attracted to Spain's fine weather and sandy beaches that are along the Mediterranean coast from Girona to Gibraltar. ✓

1B
4/3A
2A-1



I will now move towards the practical element of the coursework and discuss what the Andalusian tourist board actually do to promote the region. The list below demonstrates what the Andalusian tourist board does to attract new visitors and to explain why they should come on holiday to the country or to do business.

- 1) Billboards
- 2) Posters
- 3) Televisión advertising campaigns
- 4) Brochures
- 5) The internet
- 6) Exhibitions
- 7) Newspapers
- 8) Tourist board shops / tourist board centres
- 9) Features on television programs
- 10) Buses ✓

2A-3

I will now explain each of these in turn before analysing their advantages and disadvantages.

A billboard is a large outdoor advertising structure which is found in high traffic areas such as alongside busy roads.

Advantages:

They can show bright colours and pictures that will attract people's attention. They won't cost as much as television adverts therefore it will be cheaper to advertise on a billboard.

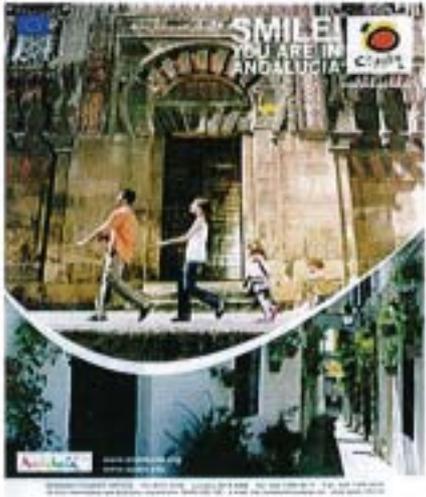
Disadvantages:

There is a possibility that people will not notice them when driving on the road. Also the weather could destroy the billboard. ✓

1C

2A-1

3D



This billboard is in Mijas; it's advertising Andalusia. This billboard is also advertising the tourist information centre. "Smile you are in Andalusia" is a slogan which is representing this region ✓

1A

Posters are used for promoting a new attraction and an event that will be taking place. They are designed to be attached to a wall or a lamp post. Posters are also designed to be eye-catching and giving important information about why you should visit the attraction or event. ✓

1A
1C

For example:



This is a poster advertising a bull fight for both tourist and local population.

Advantages: If the poster is eye-catching and full of colour, majority of people will stop and read it. Posters are also cheaper compared to TV adverts and billboards.

Disadvantages: Gangs and thugs might ruin the poster and take it off from where it's been placed. Also the weather can damage the poster. ✓

2A 1
3D

Television advertising signs: are adverts that are inbetween television programs and at the cinema. They are used to advertise the company's product or services. The Andalucian Tourist Board have produced several adverts showing the beaches, culture and attractions of the region. They have posted the T.V and cinema adverts on the website. ✓

Advantages: It's the best way to reach millions of people. It can create a very good impression in people's eyes if they are made professionally. They can be shown on television at a time when the target market will be watching. Some adverts that are shown on television are actually shown on www.andalucia.org/turismo-cultural/, for example first choice promoting Andalucia.

Disadvantages: adverts are very expensive and poor quality can send a bad image. In order for the advertising to be effective needs to be produced in several languages for example: Spanish, English and German. ✓



Andalucía use many methods of promoting and advertising the region. One method is by television adverts

"<http://www.youtube.com/watch?v=DVkdI9XOrkA>" this advert shows why it's so special to visit Spain; saying what attractions there are, the traditions and persuading the public audience to go, making it look eye catching and interesting. There are many tour operators such as First Choice and Thompson that promote Spain, example: First Choice have an advert to promote the "Holiday Village" in Benalmadena Spain. ✓

1A
1C

2A.1

3D

2B.3

Brochures- a brochure is a pamphlet or a leaflet that is most commonly found at places where tourist visit. A brochure generally gives you information about the tourist attraction or the place you are going to visit. Alternatively, brochures can be sent to people in different countries in order to tell them about the attraction and accommodation. Brochures can be registered by; the telephone, internet and by post. ✓

1c

The official site of Andalusia "<http://www.andalucia.org/>" provides brochures for all the different provinces. Each Brochure provides information about the province and they are cheaper to produce than TV campaigns. The internet also promotes Andalusia by reaching to people all over the world. By having internet sites the tourist board will not have to send brochures all over the world. The internet can allow you to book your flights, book accommodation, find information about the place you are visiting and seeing what attractions and traditions they are.

For example; here are a few sites that promote Andalusia. ✓

- 1) <http://www.andalucia.org/>
- 2) <http://www.andalucia.com/>
- 3) <http://www.spanish-fiestas.com>

Advantages: It is cheaper to build a new webpage instead of advertising on television. Majority of people use the internet to find information about the country they are visiting, so it is useful that Spain have many websites to promote the country. ✓

1c
2A-1
3D

Disadvantages: You can only reach people that are able to use computers (for example: elderly people may not have internet or do not know how to use it) ✓

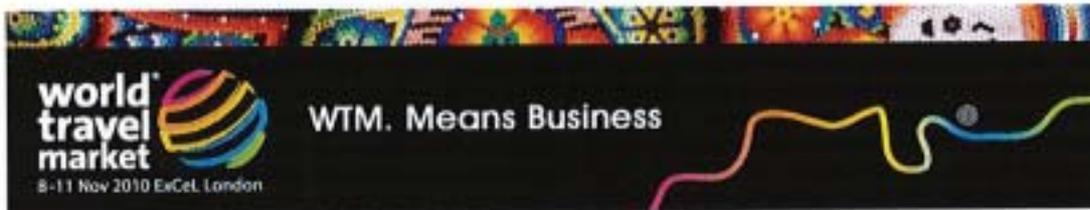


Exhibitions provide an opportunity for business; to show what they can offer to their customers. The venues for exhibitons are normally held in large conference rooms or exhibition centres such as Excel in London. ✓ 1A

Advantages: You can reach a lot of people at one time 1C

Disadvantages: Potential desks for customers can also get information for your competitors. For example: Andalucia went to the world travel market to promote the region. 2A1

The "World Travel Market" is a must attend four-day event, it is presenting a range of destinations and industry sectors to other international travel businesses. It is a fantastic opportunity for the whole global travel trade to meet and to gain immediate competitive advantage for their business and to keep up to date with the latest developments in the travel industry. 3D



Newspapers: In English newspapers they advertise holidays, trips and short breaks to Spain. Newspapers such as "Sun" and "Mirror" will advertise cheap holidays to persuade the tourists to visit Spain. ✓

Advantages: Newspapers are cheaper to advertise. Majority of people will read newspapers and if tour operators offer a cheap package holiday, the customers would want to visit. ✓

Disadvantages: In the case of advertising in national newspapers it can be expensive. It is also difficult to know which newspaper your visitors are likely to read.

Tourist Board Shops/Tourist Board Centres: Large cities such as London and Madrid sometimes have tourist board shops from other countries or regions. One example of this is "visit Queens Land" an Australian information shop on the Strand in central London. ✓

1A

1C

2A-1

3D

Example: There is not a tourist board shop for Andalucia in London; however there is a visit Spain shop. ✓

Advantages: People can collect information any time and talk to somebody from that country to ask specific advice. The information is free off charge and you don't need to have a computer. ✓

Disadvantages: From the tourist board point of view it is expensive to produce brochures; to rent or buy the building and to fly people from that country to work in the shop. SD

The Tourist Board Centre in Fuengirola, Spain



I visited the Tourist information centre in Fuengirola, Spain where I gathered information about how many people visited the tourist information centre in 2009. The results are as follows. They are based on an average per day. ✓

January	209 people per day
February	258 people per day
March	234 people per day
April	299 people per day
May	197 people per day
June	267 people per day
August	336 people per day
September	374 people per day
October	252 people per day
November	269 people per day
December	295 people per day

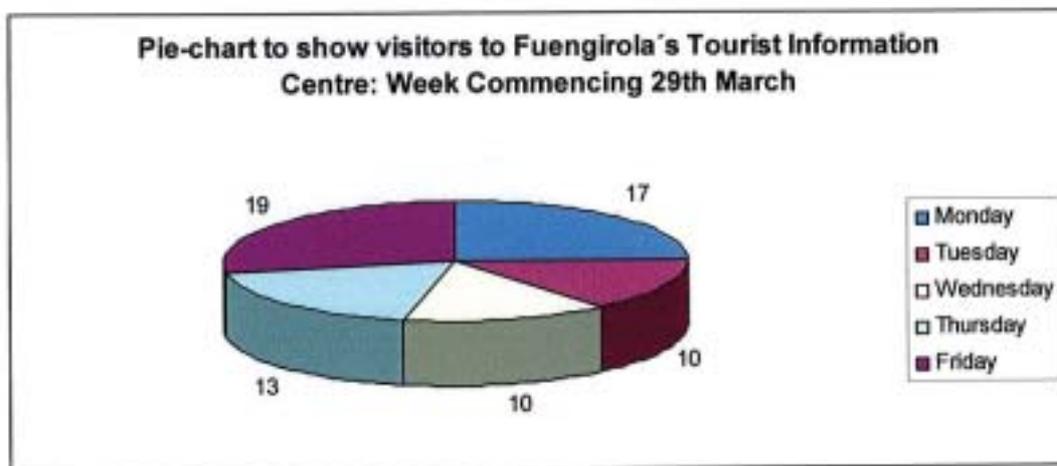
1A ✓
1C
2A.1

Page 12A

Primary Research Continued

Count of visitors making enquiries at the Fuengirola Tourist Information Centre between 11am and 12 Noon, Monday 29th March to Friday 2nd April 2010.

Monday	Tuesday	Wednesday	Thursday	Friday
17	10	10	13	19



Awareness of Limitations of this Method: disadvantages

I had some difficulties to do this part of the coursework. I only had one hour a day to visit the tourist information centre, as I was revising and doing other coursework at the same time. If the weather was too hot, or if it was raining it may have been uncomfortable to complete the survey. The tourist information staff would ask why I needed to take photos and I had to make sure I asked for permission.

Awareness of Limitations of the Evidence collected:

These figures may not be truly what happens as it's only one week of the year. If the weather was unusually hot, cold or rainy these figures may not be representative of a normal year. If there was a festival or public holiday, the numbers may be more or less than a typical day.

2A.2

3F

Programs on the Travel Channel: People who are watching the travel channel are normally interested in traveling and visiting other countries. This may not be the case with all people who are watching commercials during Coronation Street.

Advantages: Majority of people will be sure to book a holiday after watching the travel channel. From the customers point of view it is handy, as it provides information and offers advice. No premises are required just call centers.

Disadvantages: It can not reach everyone as some people do not have the travel channel. It is also expensive to run a television channel; therefore the company will charge the Andalucian tourist board a lot of money.



1c

2A.1

3D

Buses: buses can normally advertise other countries or regions as well as events. It can be seen by majority of people as it is set very large and eye- catching.

Advantages: It is cheaper than television advertising and can bring many people to urban areas.

Most people will be able to see the advertising.

Disadvantages: Not everybody lives near a bus route practically in rural areas so you are limiting your audience ✓



1A
1C
2A.1
3D

Example: On busses they use this picture to advertise Andalusia. The slogan "Smile you are in Andalusia" is set on busses to advertise Andalusia's Provinces. ✓

The Andalusian Tourist Board could consider using a PESTLE analysis to help them with the Marketing and Promotion of the Region. This will help them to consider the Political, Economic, Social, Technological, Legal and Environmental factors that impact upon them. I will now give a couple of examples from each category.

Political- This means the influence that political parties have over a particular company. For example; one particular party might think that something might be more of a priority than another.

Economic- this means that businesses need to be aware of what is going on in the economy and responding to those things. For example the credit crunch means that lots of businesses have had to change their pricing strategy. This means that hotels might lower their prices for example.

Social- It means knowing and responding to what is happening in society. For example: people tastes change therefore the company must be up to date with what the customers want. One example of this many people prefer to go on an all inclusive holiday now.

Technological- Things which businesses needs to be aware off. This can help it to become effective and efficient. For example: technology could be used to improve communication between travel agents and hotels.

Legal – This may impact employment access to materials, quotas, resources, imports/exports, taxation.

1A

3A

3D



Another option to help the Andalusia tourist board is the marketing and promotion in a **swot analysis**. The swot analysis is a plan used to evaluate the strengths, weaknesses, opportunities and threats involved in a project or in business venture.

I will now apply this to Andalusia

Strengths	Weakness	Opportunities	Threats
Sandy beaches. The weather. Cultural. Friendly people. Several International Airports Nightlife Food Golf courses	Not enough money spent on teaching people languages Not that many indoor attractions Over development	Invest more money to teach people languages Build more indoor attractions incase of bad weather. Try to reconsider about wear to place new attractions (so wildlife or natural resources wont be harmed)	Competition from other regions and countries. Economy is a threat as people may not be able to afford to go on holiday

1A 1B 1C
2B.2
3D

Another way to help Andalucia with its Marketing is by using the 4 P's.

I will now talk about each "P" and how each of them work.

Price: The company need to find out how much the people are prepared to pay for the product by market research (questionnaires, interviews, telephone calls)

but it also has to be enough income for the company. ✓

Product: The company has to get the right product for the right type of people. In the case of the tourist board the product is Andalucia. It's important that the company gets the right product, as it could become a failure and money will be wasted. To be sure with the product questionnaires and telephone calls will be available to see if customers will actually buy the product and to see how much people are willing to pay. ✓

Promotion: The company has to advertise extremely well if they want their customers to buy the product. The view from the Andalucian tourist board is that they have to advertise Spain really well in order to get many tourists from all over the world; by advertising in newspapers, brochures, the Internet and television adverts it allows the tourist board to explore and show the public what it has to offer. All of these methods have promotion have to be eye-catching and interesting in order to attract peoples attention. ✓

Place: The company has to make sure that the product or service they are offering is available to all customers, so it gives them the opportunity to buy it. The company will have to decide where the product is sold for example: What kind of shop? A specialist boutique or in a supermarket, or both? Or online? These are the questions that the company will have to decide. ✓

1A
1B
3A

There is also another way of finding if your customers are interested in the product and that is by using AIDA. There are four steps you need to take your audience through if you want them to buy your product; **Attention, Interest, Desire and Action**. 10 people took a survey that states what people think about these advertising methods and whether or not they would proceed to book a holiday.

Each person surveyed could award a maximum of three marks for each part of AIDA with one being the lowest and three being the highest.

	Posters	Television advertising	Brochures	The internet	Newspapers	Tourist board shop	Busses
Mean average Attention	2	3	3	3	2	1	2
Mean average Interest	2	3	3	2	2	2	2
Mean average Desire	1	3	3	2	1	1	2
Mean average Action	1	3	3	2	1	1	2
Average Total Per Promotion Tool	6	12	12	9	6	5	8

1A
2A.1 2A.5
2B.1
3B
3C

Awareness of the limitations of the evidence collected

One problem with the evidence I collected through my questionnaire could be that if people were in a rush they could complete it without reading the questions properly. This could mean that my results are not totally accurate. Sometimes, when asked to select a number to express their opinion, people give a number in the middle (eg: five if the scale is 1 to 10). In addition to these, people can be influenced by their friends. ✓

2A.2

Another problem with my primary research, this time with counting the amount of people visiting the tourist information centre, is that it was very time consuming. I only really had one day to do this because I was busy with other coursework. The day I conducted my research might not have been very typical therefore the amount of visitors could have been unusually higher or lower than normal. ✓

2A.2

I was only able to take two photographs because the tourist information centre was open and I had to ask for permission. The manager of the centre explained that taking pictures may discourage some visitors from entering the building. ✓

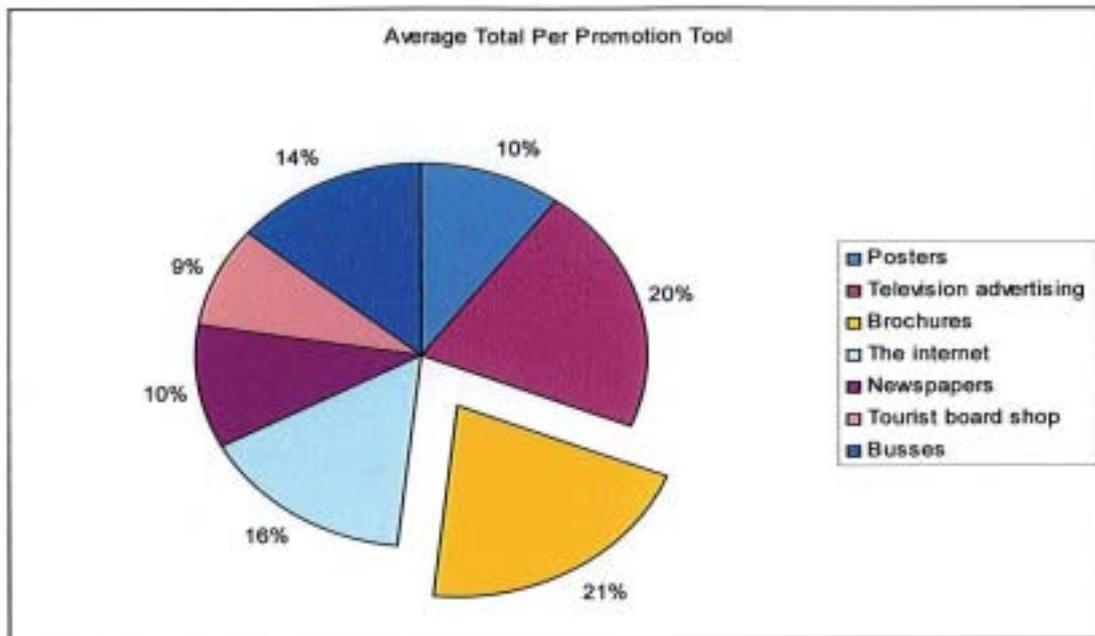
2A.2

In terms of my secondary data collection, one limitation of the weather statistics is at the source may not be valid. Some temperature information that I looked at was only in Fahrenheit which was difficult for me to interpret. ✓

3F

When using the internet; I was limited to the websites that the school enabled me to access. I always had to question the validity of the information. Out of school, I had to use an internet café which was rather expensive; this meant I only had limited opportunity to collect data. ✓

2A.2



The mode for the average total per promotion tool is 6 and 12. The range is the difference between the highest and the lowest average total. In this case, the difference between 12 and 5 = 7 ✓

The methods that people consider to be most interesting are television adverts and brochures. Both of these methods create an image for the public and encourage them to want to visit Spain. Brochures are normally attractive; full of colour with pictures, therefore eye-catching. If Spain produces a television advert to promote Andalucia; it allows the public to see what the place is really like. If the advert is eye-catching and interesting, the customers will therefore book or look into visiting Spain. Although this is an expensive method, it is positive Spain will have many visitors, which will bring money into the country and create more jobs. ✓

The method that people consider to be the less interesting is the tourist board shop. It is easier and much more convenient for people to use the internet, or to look in newspapers and to watch television adverts, rather than traveling to a tourist board shop. People who are not computer literate would generally go to a tourist board, however, as there are so few tourist board shops people have difficulty finding one (some people may not even exist) ✓

Evaluation

What are the benefits of having a successful advertising campaign to the Andalucian Tourist Board and the region as a whole? ✓

If the Andalucian tourist board produces a good advertising campaign it will bring many visitors to Spain; therefore it will bring income into the region and also create lots of jobs. This may lead to the multiplier effect which means that even more jobs are created and infrastructure (eg: roads, hospitals etc.) are improved. This will in turn be good news for the government as it will receive more tax and the country as a whole will have an improved economy. People will choose to visit the region rather than going to other parts of Spain or other countries. ✓

4A

What are the negative affects of not having a suitable advertising campaign?

If the Andalucian tourist board produces an advertising campaign which is not suitable, it will affect Andalucia majorly. If the advert is not interesting or eye catching it will make the public have a bad view on Spain therefore people would not visit Spain, which could lead to many serious problems such as: no income, no jobs and economic crises. As tourism is the major industry in the region, such effects would hit it more deeply then other regions for example: If the marketing of Madrid is not effective, it will still receive income from other industries such as financial services. ✓

I have managed to find some statistics which were published by the Spanish Government's Tourism Department. In 2009 there were 12,864,572 foreign visitors which was 4.3 % decrease on the 2008 figure. Visitors from within Spain totaled 6,745,753 in 2009 which was 8.1% decrease on the 2008 figure. ✓

2A-1

Conclusion and reference back to my original hypothesis.

If I look back at my hypothesis, I predicted that there would be a strong link between good marketing/promotion and more people coming to the region of Andalucia. I did not fully appreciate the range of other factors that can encourage or discourage people from visiting this part of Spain. I can now state that no matter how attractive and effective the marketing of the Andalucian Tourist Board is, it cannot change the state of the economy. Whilst the people I surveyed thought the Marketing was very professional and attractive, it does not mean that people can actually afford to travel to the region on holiday.

36

4C

4D

The Information I had to gather was sometimes rather difficult as I was limited to time. When I visited the Tourist Information Centre it was out of school hours and they were about to close, so I had to be very quick. I had to ask permission before taking the photo, incase they objected. I also had to ask how many people visited the tourist board shop as they were closing, however they were very helpful in the time they had left. The questionnaire was also time consuming as I was limited to how many people I could send it to as it was during school time. As it was an unofficial questionnaire, some people could have been reluctant to complete it. ✓

2A.2
3F

The information that already had been collected was sometimes very difficult. The Census information that was used to find out the population was difficult, as it is not always up to date. Also, the internet can not always be reliable as anyone can post comments or post false information, so I had to be rather careful in choosing what sites were suited for this project. The weather statistics that were collected on www.Andalucia.org.uk will never be exacted as the weather constantly changes. ✓

I have thoroughly enjoyed working on this project. It has taught me many different skills and techniques; the understanding and awareness of the place I am currently living in and to organize my project in different sections. In this project I have tried to make it eye catching, colorful and interesting as possible; I am most pleased with the evidence I have collected, such as going to the tourist information centre and finding out how many people visit there and where they come from, it was an experience and I am pleased I made an effort to go. I am also pleased with the amount of time I have put into this project; doing bar chats, pie charts, tables and going to the tourist information centre, as I do have other coursework that is also important and to also have a free social life. I am also pleased with the first section of my coursework; introducing and analyzing Spain, I thought I really achieved a good start to the piece and I thought the work I did was extremely interesting and communicative. However some parts of my coursework unfortunately were not as strong as some other parts; for example giving evaluation and evidence to my work was really difficult for me to present. I also could have given better examples and explanations for how the Andalucian tourist board promotes the region. I feel if I had more time to do the questionnaire I could have done it better, it was a shame it was in school hours as I was in a rush and had my own lessons to go to as well as the people who I was asking. If I studied travel and tourism at AS level, I will use the experience of this coursework to enrich my work. I am, however, pleased that I have had this opportunity to develop my skills.

4B

If I had the opportunity to do a similar piece of work in the future, I would strengthen my evaluation skills by reading the studies skill section of a textbook or by looking at a website such as BBC Bite size.

To improve my evidence and collection, I would reference sources as I go along to avoid having to remember right at the end. It would be an interesting experience to make a comparison between Andalucia and another region of Spain such as Madrid. This would let me discover whether or not the credit crunch has affected visitor numbers in another location.

Comments on Candidate 1's work

Assessment Objective	Level and Mark awarded	Comments
A01	Mainly Level 3 8 marks	The work demonstrates excellent knowledge and understanding of the concept of visitor services using a well chosen example. The investigation is based around the products and services offered by the Andalucian Tourist Board. There is excellent exemplification of the marketing carried out by the organisation with clear assessment of the advantages and disadvantages of many of the methods of promotion used. Appropriate and relevant photos of marketing materials are included to illustrate the points being made.
A02	Mainly Level 3 17 marks	There is excellent supporting evidence of both primary and secondary research having been carried out independently, including a photo of the candidate at the Tourist Information Centre at Feungirola (not included to protect the identity of the candidate), where a count of visitors was carried out over a two hour period on two consecutive days. Website URL's are given for secondary sources of information accessed via the internet. Statistical data is presented using appropriate Information Communication Technology (ICT), using both tables and charts, with relevant data keys. There is a logical sequence to the evidence presented.
A03	Working towards Level 3 17 marks	The candidate demonstrates excellent communication skills and presents evidence in a format appropriate for the intended audience. The report is fit for purpose and there is a good attempt to interpret the results of the research to offer a valid explanation for the patterns and trends reported. The candidate recognised that the data may not be fully representative and offers reasoned explanations for this limitation.
A04	Working towards Level 3 10 marks	There is some attempt made to evaluate the investigation as a whole, looking at the benefits of a successful advertising campaign for an organisation such as this Tourist Board and some sound conclusions are drawn. Some reference is made to the original hypothesis.
Total	52	

This is an effective piece of coursework, with a clear brief and good supporting evidence of how the candidate approached the investigation. Marks could have been higher if there was more originality and creativity demonstrated and the candidate should have considered more alternative approaches that could have been taken to overcome the limitations of the data collected.

5.2 Example Candidate 2

Individual Candidate Record
 Card Cambridge IGCSE
 Please select Syllabus and Component below
 Travel and Tourism (471103)

Please read the previous printed instructions and the General Coursework Regulations before completing this form.

Centre Number	Centre Name	Exam Series	Year
Candidate Number	Candidate Name	Teaching Group/Set	

Please use the space on the reverse for any comments about the project(s), marking and help given to the candidate beyond normal supervision. Comments are especially important where the marks awarded differ from what might have been expected on the sole evidence of the submitted material

Title(s) of project(s) *Comparing the Records, Murders and Persecution of Mystic Witches and Calveca Caricassau Advantaged*

Mark	Max	Sec	Description	2. Investigative skills and representation of evidence		3. Analysis and interpretation of evidence	4. Evaluation and conclusions				
				Observation and collection of evidence	Organisation and representation of results		4(a)	4(b)	4(c)	4(d)	
7.5	3	1(a)	General application of knowledge with understanding								
		1(b)	Connection between key ideas of the course and the aims of the investigation								
		1(c)	Use of appropriate terminology and understanding of concepts and principles								
7.5	3	2(a)	Collection of evidence from both primary and secondary sources under guidance or independently								
		2(b)	Awareness of limitations of methods used to collect evidence								
7.5	3	2(c)	Evidence recorded, classified and organised								
		2(d)	Evidence displayed accurately and using appropriate skills and techniques								
7.5	3	2(e)	Data displayed effectively, with a degree of neatness and good annotation								
		2(f)	Different skills and techniques are used								
7.5	3	3(a)	Application of knowledge								
		3(b)	General communication skills								
7.5	3	3(c)	Organisation of the analysis and interpretation								
		3(d)	Level and extent of analysis								
7.5	3	3(e)	Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis								
		3(f)	Awareness of the limitations of the evidence collected								
7.5	3	3(g)	Originality and individual opinion								
		4(a)	Evaluation of the investigation as a whole								
7.5	3	4(b)	Suggestions and recommendations for improvement or future work								
		4(c)	Draw valid conclusions by reasoned consideration of evidence								
7.5	3	4(d)	Reference to original aims of the investigation in the conclusion								



Comparing the Products, Marketing & Promotion of Mystic Mountain and Chukka Caribbean Adventures



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Statement of Hypothesis

Jamaica is the premier destination for travel and tourism in the Caribbean, boasting over 150 attractions. The island has earned its position due to the quality of products offered and the process of marketing and promotion.

Objectives:

- 1) To find out about marketing and promotion strategies
- 2) To discover the attractions' target markets
- 3) Products offered by the attractions
- 4) Pleasure of the tourist attractions
- 5) The ambience of the attractions

Research carried out:

- 1) A visit to both Mystic Mountain and Chukka Caribbean Adventures – December 7, 2009
- 2) Researched on the internet

Introduction

Jamaica as a Popular Tourist Destination

Jamaica is a large Island in the Caribbean, situated south of Cuba and west of Hispaniola. It is approximately 1100 square kilometres, and is the second largest country in the Caribbean with a population of around 2.8 million. It has a tropical climate nearly all year round, however it is located right in the hurricane belt of the Caribbean, and is prone to very bad storms during the hurricane season. The island's terrain is mountainous and normally green and lush.

Jamaica is a popular destination for tourists from many countries worldwide thanks to its warm climate and friendly people. There are several major tourism providers situated on the island such as the Hilton Hotel in Kingston and Margaritaville on the north coast.

Access to the Island and Popular Accommodation

Ocho Rios and Montego Bay are the major destinations visited by tourists. They are both on the north coast and this is also where the majority of major hotels are located. There are two major airports in Jamaica that serve major international airlines. They are Sangster International Airport situated in Montego Bay and Norman Manley International Airport situated in Kingston.

The capital city of Kingston mainly offers business tourism as its target market, therefore there are hotels equipped to facilitate business meetings, conferences and so on. Another thing that visitors enjoy whilst in Kingston is the exciting nightlife attractions that the city has to offer.

The Influence of Bob Marley

Jamaica is also a well known country for its musical background and musical legend Bob Marley, who is admired by tourists from all over the world that come to learn about his one of a kind music. Since he passed away in 1981, many local artists have tried to follow in his footsteps but no one since has had the impact of Marley's originality and musical talent. A large number of tourists come to Kingston to tour his former home which has been renovated and is used as a popular tourist attraction. His burial site is also a popular attraction, which is an indication that even though he is no longer here, Jamaica is still benefitting from his amazing music career.

Jamaica's Spicy Cuisine – A Favourite for Tourists

Jamaica is also popularly known for spicy and mouthwatering jerk chicken and fried fish. Many tourists come to taste some of this one of a kind Caribbean food. The cuisine is also a big contributing factor to the popularity of Jamaica as a tourist destination.

Nature Attractions

For the more adventurous visitors who would rather not spend their vacation in a four star all inclusive hotel, there are many nature attractions available. Blue Mountains offers a great hiking experiences and the option for hikers to overnight in their rustic cabins.

River Rafting is also a popular activity for nature lovers, as they have the opportunity to take a leisurely ride down Rio Grande.

As you can see, there are several aspects to Jamaica that make it a favourite spot for tourists from all over the world. No matter your tastes and interests, there is always something in Jamaica for you to experience!

Products, Marketing and Promotion at Mystic Mountain

Mystic Mountain is an attraction situated in the garden parish of St. Ann. The activities offered by this popular tourist attraction cater to visitors with a more adventurous spirit. Visitors will not have to travel very far outside of the town of Ocho Rios to experience the exhilarating rides that take them through natural landscapes.

Although Mystic Mountain has been able to catch the attention of visitors to the island, the travel and tourism industry is certainly crucial in ensuring a continuous flow of visitors to the attraction.

Three reasons why the travel and tourism industry are important for Mystic Mountain are :

- 1) Foreign exchange – through marketing efforts, the travel and tourism industry contributes greatly to the success of Mystic Mountain. Having tourists coming in from different areas of the world creates foreign exchange for the country. A large percentage of the tourists are coming from Europe and United States, which means that the value of the currency is very high. That, in turn, increases the value of the Jamaican dollar, so it can help Jamaicans live a better and more successful life.
- 2) Creates employment – it creates jobs for the local people living close to this attraction, so not only does Jamaica as a whole benefit from tourism and foreign exchange but so do the people living in the area. They will be needed as tour guides, ride operators, groundsmen, sales clerks in the gift shops, bartenders and waiters. Therefore, Mystic Mountain – with the help of the travel and tourism industry – provides a great opportunity for people to keep a steady job and provide for their families.
- 3) Relevance of Jamaica – the travel and tourism industry spends a lot of money promoting Jamaica as an ideal tourist destination. The efforts of the industry to keep Jamaica relevant as a tourist destination helps Mystic Mountain by building interest in the attraction.

Marketing and Promotion Strategies

Mystic Mountain advertises in many ways such as newspaper ads, television commercials, through the internet and of course by word of mouth, which is perhaps the best form of advertising.

According to Mike Drakulich, owner of Mystic Mountain, their way of advertising initially was by word of mouth through both local and international visitors. Since recently, they have been putting advertisements on the radio, television and in newspapers to boost their visitor statistics.

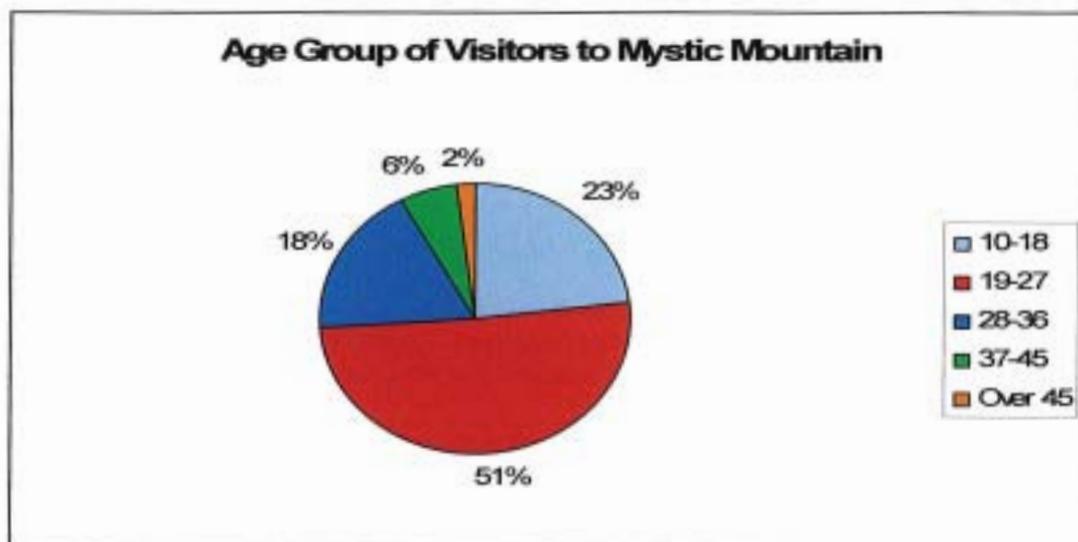
Target Markets of Mystic Mountain

Mystic Mountain's marketing strategy is directed towards the cruise lines because they Ocho Rios Cruise Ship Pier is within minutes of this attraction. Therefore, cruise line visitors who are

in Ocho Rios for the day do not have to travel to a far destination just to experience the natural beauty of Jamaica.

With Mystic Mountain being so close to the pier, experiencing Jamaica is very convenient because the tourists are generally interested in doing something more exciting than the typical shopping experience. It is a good opportunity for them to participate in an activity that is unique to Jamaica.

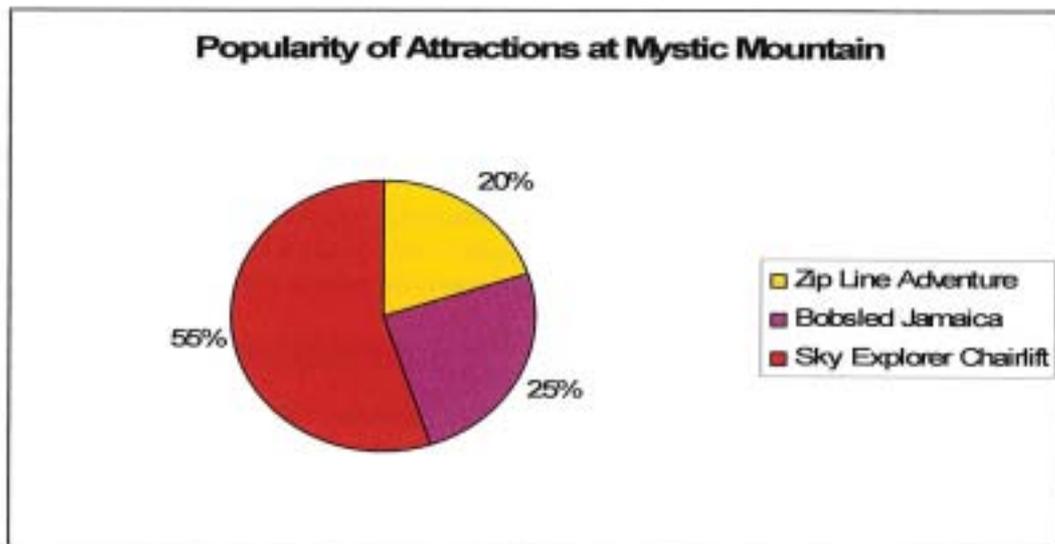
Interestingly enough, Mystic Mountain seems to attract a younger age group. This is perhaps because they have a more adventurous spirit than older people who may not want to risk being affected by the fact that the rides take them to thousands of feet in the air.



Products Offered by Mystic Mountain

The products offered by Mystic Mountain are:

- 1) Sky Explorer Chairlift – this ride carries you up 700 feet above sea level to see the amazing views of the ocean and natural life.
- 2) Bobsled Jamaica – this attraction is made from stainless steel rails and is designed to curve and bend through the forest. It is painted black, green and yellow to represent the Jamaican flag. Also, this creative ride is controlled by using handbrakes at the side to either speed up or slow down.
- 3) Zip Line Adventure – this ride takes you soaring through the tree tops, flying past trees by just inches. The Zip Line Adventure gives you the impression of flying from tree to tree.



What Visitors Experience

Visitors to Mystic Mountain can expect to have an exhilarating experience from beginning to end. Many people express awe when in the Sky Explorer Chairlift at 700 feet above sea level. The views of the island's north coast from that point always blows people away.

The turns and twists of the Bobsled Jamaica, as well as the ability to control how fast you go, provides a lot of excitement for visitors. Not often can you find rides that give the riders full control of their experience.

The fact that Mystic Mountain exists in a rainforest type of environment gives people a very relaxing experience. If going on the rides does not suit some visitors, they can relax in the pool or spend a few hours admiring nature.

The Ambience of Mystic Mountain

The ambience of Mystic Mountain can be described as relaxing and natural. Whether your aim is to have a thrilling experience on the rides or a laid-back stay by the infinity pool, you can be guaranteed to come very close to nature.

The wonderful dining facility at Mystic Mountain captures the essence of Jamaican cuisine. Their menu embraces Jamaican culture by providing popular Jamaican dishes.

Mystic Mountain also promotes the success of Jamaican athletes and other local record-setters. At the top of the attraction, visitors can take a peak into the history of Jamaica's athletes like the famous bobsled team that was the first from a tropical country to enter the Winter Olympics in this event. Top athletes that have set numerous world records in track and field are also showcased.

Products, Marketing and Promotion at Chukka Caribbean Adventures

Chukka Caribbean Adventures is fast becoming one of the most popular adventure tours in Jamaica. It has even spread its wings to other places like Belize and Turks and Caicos. However, its roots are in Jamaica, which is where the company's owners are from.

As you will see, Chukka Caribbean Adventures offers a wide range of products to the tourist market. More and more people are becoming familiar with the attraction because of the effective marketing and promotion strategies used. Take a look.

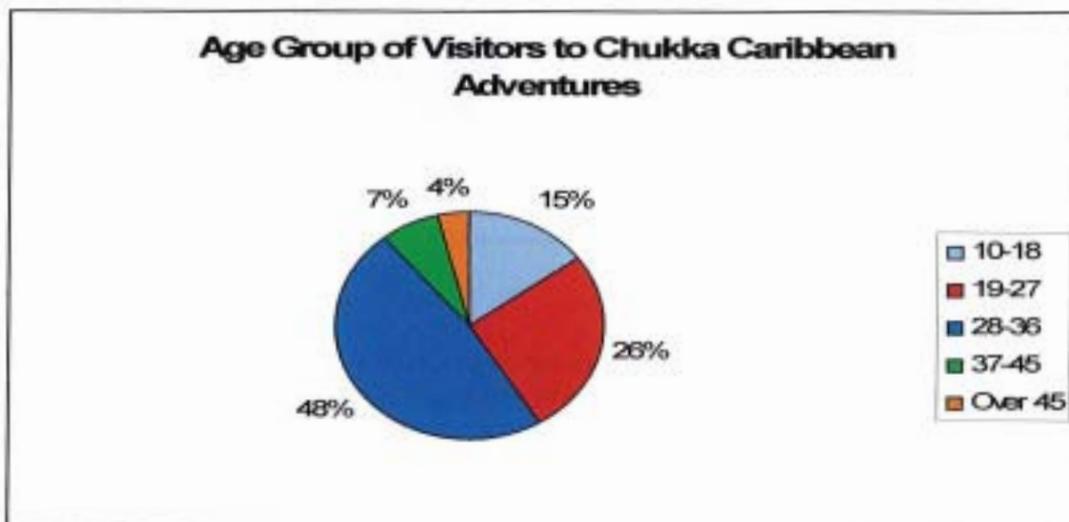
Marketing and Promotion Strategies

Chukka Caribbean Adventures' methods of marketing and promotion include putting up information on their websites, sending emails advertising their products to past high end visitors who can spread the word about the attraction. They also use various news media, brochures, posters and flyers.

Marketing and promotion play a crucial part in the business because if there are no advertisements being put out, many overseas tourists as well as local tourists will have difficulty finding it. As a result, not many people will be able to discover that such an amazing natural park exists in Jamaica.

Target Markets of Chukka Caribbean Adventures

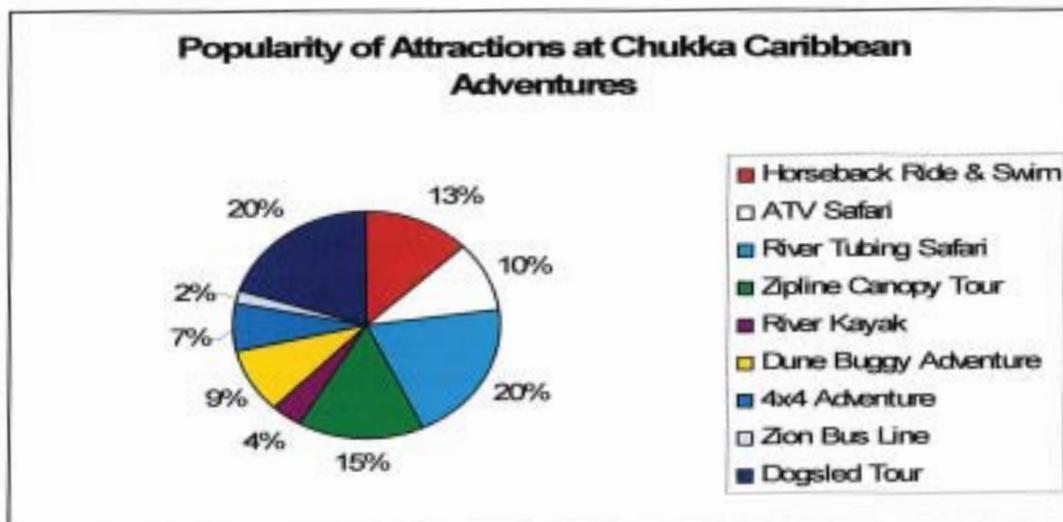
The chief target market for Chukka Caribbean Adventures is tourists who are adventurous. The attraction also caters to people who love to try new and exciting activities that they would not be able to experience at a typical theme park. The attraction also tries to target families to come in groups instead of just trying to sell the product to individuals because a family is larger and they can spread news about their experience to a wider range of people.



Products Offered by Chukka Caribbean Adventures

The products offered by Chukka Caribbean are;

1. Horseback Ride N' Swim – visitors get the chance to do a horseback tour and then go for a swim in the sea
2. ATV Safari – adventure seekers can spend 2 hours riding through a ATV trail
3. River Tubing Safari – visitors can enjoy a relaxing ride down a river
4. Zipline Canopy Tour – enjoy an exhilarating swing through the jungle hundreds of feet above ground
5. River Kayak – if you have the energy needed to river kayak, you will certainly enjoy the attraction at Chukka Caribbean Adventures
6. 4x4 Adventure – jump in a 4-wheel drive safari jeep and get ready for a bumpy ride through the jungle
7. Zion Bus Line – for a more easy going vibe, take a ride through town on the Zion Bus Line and enjoy the world famous Jamaican Rum Punch
8. Dogsled Tours – the first ever dogsled tour in a tropical country takes visitors on a non-stop adventure
9. Chukka Dune Buggy Adventure – ride these small cars through the safari if you are feeling adventurous. Don't forget your helmet!



What Visitors Experience

Visitors to Chukka Caribbean Adventures experience a wide range of emotions, depending on the rides they choose to go on. To achieve the element of excitement, visitors will choose rides like the ATV Safari, Dune Buggy Adventure and the 4x4 Adventure.

Relaxation is also widely experienced at Chukka Caribbean Adventures, especially by people who choose to do the Horseback Ride n' Swim attraction. After a relaxing horseback ride, people

have the option to go into the blue ocean for a swim with the horses. River tubing is also very relaxing.

For the explorers, riding on the Zion Bus Line will expose them to more of Jamaica, as the ride takes them through areas of Ocho Rios.

The Ambience of Chukka Caribbean Adventures

Because Chukka Caribbean Adventures is set in a natural environment, visitors can expect to have a relaxing experience. There are not many indoor activities that you can participate in, so people spend more time interacting with nature and animals.

In the gift shop, people can be introduced to the culture of Jamaica by the products displayed for sale. The options include sandals, Jamaican t-shirts, towels and even shot glasses. And of course, there is also the option to indulge in popular Jamaican drinks like rum punch or Ting grapefruit soda.

Comparison of the Two Attractions

Here is a comparison of the attractions offered at Mystic Mountain and Chukka Caribbean Adventures.

Mystic Mountain

The basic fee for taking part in an attraction at Mystic Mountain is US\$49.00 per person. The prices will increase once visitors select additional attractions to take part in. For example, if a visitor wishes to ride the Bobsled Jamaica attraction, they would have to pay an additional amount.

Here is a look at some of the packages offered at Mystic Mountain, along with the duration:

Sky Explorer – 2h 30m
 Sky Explorer/Falls – 4h 30m
 Sky Explorer/Falls/Tubing – 5h 30m
 Sky Explorer/Tubing – 4h 30m
 Sky Explorer/Bobsled/Falls/Tubing – 5h 30m
 Sky Explorer/Bobsled – 3h
 Sky Explorer/Bobsled/Falls – 4h 30m
 Sky Explorer/Bobsled/Zip Line – 4h
 Sky Explorer/Bobsled/Zip Line/Falls – 5h 30m
 Sky Explorer/Bobsled/Zip Line/Falls/Tubing – 6h 30m
 Sky Explorer/Zip Line – 3h
 Sky Explorer/Zip Line/Falls/Tubing – 6h

Chukka Caribbean Adventures

Visitors to Chukka Caribbean Adventures have a wide range of attractions to choose from. There is also the option to access group and family rates. Chukka Caribbean Adventures caters to a wide age range due to them having several different attractions. Take a look at the details of the attractions available in Ocho Rios, including cost, duration and minimum age of rider:

Attraction	Duration	Cost (Child/Adult)	Minimum Age
Horseback Ride N' Swim	2 ½ hours	\$51/\$76	6
ATV Safari	2 hours	\$76	16
River Tubing Safari	1 ½ hours	\$44/\$63	6
Zipline Canopy Tour	2 hours	\$62/\$89	10
River Kayak	1 ¼ hours	\$45/\$64	12
4x4 Adventure	5 hours	\$55/\$79	6
Zion Bus Line	5 hours	\$53/\$76	18
Dogsled Tours	2 hours	\$57/\$85	5
Chukka Dune Buggy Adventure	1 ½ hours	\$53/\$76	18

Overall, Chukka Caribbean Adventure is a better location to visit because visitors will not get tired of doing the same activities over and over. Each time you visit, you have the opportunity

to try something new. Their activities also cater to a wider age range of visitors and the prices are more reasonable because competitive group rates are offered.

Customer Feedback

Guests of Mystic Mountain

The following interviews were done on December 7, 2009 with visitors to Mystic Mountain:

Interview with Timothy A., Male, USA

Q. How did you find out about Mystic Mountain?

A. A college friend of mine who visited Mystic Mountain last summer mentioned how exciting the attraction was. I always loved Jamaica (this is my third time here), and hearing about an attraction with thrilling rides was exciting to me!

Q. Do you find the prices reasonable?

A. I think the prices offered by Mystic Mountain are great! Not everyday do you find an attraction as entertaining as this one for such a reasonable price.

Q. Would you return another time?

A. I would definitely return to Mystic Mountain again! Next time, I'm going to bring my entire family with me.

Interview with Emily T., Female, UK

Q. Which ride or attraction did you enjoy most at Mystic Mountain?

A. The Bobsled Jamaica was my favourite ride at Mystic Mountain. I have never been on a ride so exciting and unique. I've been on faster and higher rides before, but never one that takes me into a jungle!

Q. Did you find the ride operators and tour guides helpful and friendly?

A. The staff at Mystic Mountain made the experience really wonderful. Apart from giving us a guided tour and lots of information on Jamaica, they also taught us local slangs and dance moves!

Q. Would you recommend Mystic Mountain to a friend?

A. Yes, I would. It is a great way to spend the day in Ocho Rios if you want a break from the beach.

Guests of Chukka Caribbean Adventures

The following interviews were done on December 7, 2009 with visitors to Chukka Caribbean Adventures:

Interview with Simone J., Female Nature Lover, USA

Q. Which ride or attraction did you enjoy most at Chukka Caribbean Adventures?

A. I think my favourite attraction at Chukka Caribbean Adventures is the Dogsled Tour. Usually, you find those tours in colder countries that experience snow. Never would I have thought that I would be able to go dog sledding in a tropical island where there's no snow!

Q. Do you find the prices reasonable?

A. As a nature lover, I always make sure to save for my nature trips around the world. Compared to other places I've visited, Chukka Caribbean Adventures was definitely great value for money.

Q. Would you return another time?

A. I really have to return to Chukka Caribbean Adventure again. There are so many attractions that I did not get to take part in on my first visit, so I will certainly be back to experience them.

Interview with Michael J——, Student – Hillel Academy

Q. How did you find out about Chukka Caribbean Adventures?

A. I was looking on the internet for attractions in Jamaica that allowed visitors to interact with nature and have a lot of enjoyment. The website for Chukka Caribbean Adventures popped up as one of the first on Google, and the list of attractions they offered made me decide to visit right on the spot!

Q. Did you find the ride operators and tour guides helpful and friendly?

A. The ride operators and tour guides were very friendly and helpful. It doesn't matter where in the world you come from. Once you are spending your money at their location, they make you feel very welcome.

Q. Would you recommend Chukka Caribbean Adventures to a friend?

A. Of course I would! And I would come along as well, because I want to jump on some of those rides again.

Evaluation

The visitor experience at both Mystic Mountain and Chukka Caribbean Adventures is something very positive. It seems that the staff at both places is well trained in customer service and catering to the needs of local and overseas visitors alike.

Overall, the experience at both attractions allows visitors to get a true feel of Jamaican hospitality and the spirit of the Jamaican people.

Conclusion

The marketing and promotion efforts put out by both Mystic Mountain and Chukka Caribbean Adventures have definitely impacted the travel and tourism industry in a positive way. By using the media, internet, flyers and other methods to spread the word about their products, they have been able to draw a lot of attention to Jamaica.

As you can see, both places try to target different markets by offering products and services to suit specific age groups and types of travellers.

The visit to both Mystic Mountain and Chukka Caribbean Adventures, as well as the research on the internet, have definitely helped me to understand how effective marketing and promotion are in spreading the word about a business.

Bibliography

Resource Sites:

<http://www.ochoriotour.com/mystic-mountain-jamaica.htm>

<http://www.chukkacaribbean.com>

Special Thanks to the Following:

Mr. Mike D _____ – Owner, Mystic Mountain

Thanks to Mr. D _____ for giving us a personal tour of Mystic Mountain and a look into the thought process that went into creating this amazing adventure attraction.

Mr. Tyrone S _____ – Tour Manager, Chukka Caribbean Adventures

Thanks to Mr. S _____ for giving us a guided tour of the Chukka Caribbean Adventures property in Ocho Rios, as well as enlightening us on the other locations in St. Mary and Montego Bay.

Mrs. Karol F _____ – Travel & Tourism Teacher, Hillel Academy

Special gratitude goes out to Mrs. F _____ who helped make this research possible by taking her 5th form class to these two locations.

Comments on Candidate 2's work

Assessment Objective	Level and Mark awarded	Comments
A01	All at Level 2 6 marks	The work demonstrates sound knowledge and understanding of the concept of visitor services using an appropriate local example. The investigation is based around a comparison of the products and services offered by Mystic Mountain and Chukka Caribbean Adventures, two specialist tourism providers in Jamaica. There is some exemplification of the marketing carried out by both organisations and an assessment of the target market of customers for each organisation.
A02	Variable across all three levels 12 marks	There is some supporting evidence of the primary and secondary research that has been carried out, although this could have been much more explicit. Two websites are cited but no images from these are incorporated as screen shots into the work. Reference is made to tours given by personnel at both organisations but no supporting witness statements have been provided. Excellent evidence of data presentation using appropriate sources of Information Communication Technology is provided, using both charts and tables with appropriate data keys.
A03	Variable across all three levels 12 marks	The candidate demonstrates good communication skills and presents evidence in a format appropriate for the intended audience. The report is generally fit for purpose and there is some attempt to interpret the results of the research to offer some explanation for the patterns and trends reported. There is limited recognition of the limitations of the data and the methods used to collect this. Analysis is limited in depth and detail.
A04	Mainly at Level 1 5 marks	There is little attempt made to evaluate the investigation as a whole, with only brief and generalised statements made. There is a simple attempt made to conclude the investigation, but no specific mention is made to the original aims of the project.
Total	34	

This is a sound piece of coursework, using appropriate examples of visitor service providers. The work would have benefited from more supporting evidence of both primary and secondary research. There should have been witness statements from industry professionals who provided the tours and there is no evidence of any promotional materials used by either organisation, which could have been included either as screen shots or as referenced appendices.

5.3 Example Candidate 3

Individual Candidate Record
Cambridge IGCSE
Please select Syllabus and Component below
Travel and Tourism 0471/03

Please read the previous printed instructions and the General Coursework Regulations before completing this form.

Centre Number		Centre Name	
Candidate Number		Candidate Name	
		Exam Series	
		Teaching Group/Set	
		Year	

Please use the space on the reverse for any comments about the project(s), marking and help given to the candidate beyond normal supervision. Comments are especially important where the marks awarded differ from what might have been expected on the sole evidence of the submitted material

Title(s) of project(s) Bus vs. Security in Malaysia Different Form into Tourism Malaysia using Phuket as an example

Mar	Max	Sec		
			1. Knowledge with understanding	2. Investigative skills and representation of evidence
2	3	1(a)	General application of knowledge with understanding	Observation and collection of evidence
		1(b)	Connection between key ideas of the course and the aims of the investigation	
		1(c)	Use of appropriate terminology and understanding of concepts and principles	
4	3	2(a)	Collection of evidence from both primary and secondary sources under guidance or independently	Organisation and representation of results
		2(b)	Awareness of limitations of methods used to collect evidence	
0	3	2(c)	Evidence recorded, classified and organised	
1	3	2(d)	Evidence displayed accurately and using appropriate skills and techniques	
1	3	2(e)	Data displayed effectively, with a degree of neatness and good annotation	
1	3	2(f)	Different skills and techniques are used	
1	3	3(a)	Application of knowledge	3. Analysis and interpretation of evidence
		3(b)	General communication skills	
		3(c)	Organisation of the analysis and interpretation	
		3(d)	Level and extent of analysis	
		3(e)	Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis	
		3(f)	Awareness of the limitations of the evidence collected	
		3(g)	Originality and individual opinion	
0	3	4(a)	Evaluation of the investigation as a whole	4. Evaluation and conclusions
		4(b)	Suggestions and recommendations for improvement or future work	
		4(c)	Draw valid conclusions by reasoned consideration of evidence	
		4(d)	Reference to original aims of the investigation in the conclusion	



HOW IS ECOTOURISM MARKETING DIFFERENT FROM MASS TOURISM MARKETING, USING PHUKET AS AN EXAMPLE...

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Methods used in the collection of the evidence	4
Representation of the data	5-7
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INTRODUCTION

The tourism industry is expanding... By attempting to satisfy different needs of their customers tourism businesses have been trying to find different market niches to prosper. Recently new trends in tourism such as sustainable tourism and ecotourism have emerged.

The work will discuss how whether ecotourism is any different to other types of tourism in terms of marketing and the product itself.

Firstly, one needs to understand the differences between the Sustainable tourism, Ecotourism and Mass tourism.

- **Sustainable tourism** is tourism that helps to protect the environment and also help to create jobs for the local people.
- **Ecotourism** is tourism that tried to protect the environment. This is similar to sustainable tourism but the different is Eco tourism doesn't necessarily look at the wider effects of tourism such as the creation of jobs for the local people by tourism.
- **Mass tourism** is different to ecotourism and sustainable tourism because they companies try to sell their product to everyone. However it could be argued that mass tourism is becoming more like ecotourism because all companies are trying to take the environment into account.

In short, mass media tourism does not appear to cater for the environment where it operates while eco tourism or sustainable tourism aims at educating a tourist about the environment around them.

STATEMENT OF HYPOTHESIS AND OUTLINE OF THE AIMS

Assuming the ecotourism marketing is different from mass tourism marketing, this paper will attempt to prove that by analysing the outcomes of the research conducted by BIS students at John Gray's Sea Canoe in September 2009 and presenting some observations made on the trip to John Gray's Sea Canoe and other research methods and then comparing this to the mass tourism market..

METHODS USED IN THE COLLECTION OF THE EVIDENCE

It has been decided to study the canoe business of John Gray in Phuket as an example of ecotourism business. Primary research is you have to find the information by yourselves. The following are going to be used as primary research in this work to illustrate how the marketing of ecotourism is different from the marketing of mass tourism.

- A questionnaire: we produced a common set of question sent by email, an interview: the owner of Sea Canoe company-John Gray
- Visit John Gray Sea Canoe on September 2009 and make a questionnaire of the staff.
- Observations: of how the marketing of JGSC is done.
- In order to find out the differences in mass and ecotourism marketing a market research will be conducted to find out the needs and wants of consumer.

In addition, some secondary sources are going to be analysed such as:

- JGSC website
- Internet links for JGSC business

REPRESENTATION OF THE DATA

To prove the hypothesis this chapter will represent some evidence.

First, the main principles of ecotourism marketing are based on 4 components of marketing mix. The analysis of 4Ps for tourism in general and ecotourism in particular.

The Marketing Mix (4P's)

- **Price:** The price is the amount a customer pays for the product.
- **Place:** when talking about the importance of place in tourism business one should remember not only about the location of the business but about the methods of distributing tourist products.
- **Product:** the tourist product in tourism is mainly services to satisfy customer's needs for travel
- **Promotion:** is about the ways of advertising the tourist product. It is the strategy / tactic / way you sell your product

On the basis of **John Gray Sea canoe** environmental tourism one can use the data on the website to illustrate the **4P's** and see how the marketing mix of this company is going.

With reference to '**John gray sea canoe**' website one may assume that their 4Ps are the following:

- **Place:** Sell directly though the internet or travel agencies "Most booked from Website and word of mouth, some booked from agents but less so because they are very expensive"¹
- **Price:** Quite expensive. Price depends on the package that one chooses. On an average day trip canoe costs varies from 3,950 to 10,000 baht, depending on the package. The company has not increased any prices recently, but the prices for JGSC trips still remain the highest. The prices include lunch, English speaking guides, safety equipment, soft drinks and travel accident insurance.
- **Product:** Environmental and Natural trips. The use of glass bottles for drinks instead of plastic ones show that JGSC takes care of the environment and proves to be eco-friendly.(1) Investment in staff training including English language courses means that they can communicate well with the customers.
- **Promotion:** Promote through the internet. Use of travel agents, hotel reservations and tour booth services in hotel lobbies and shopping centre. Therefore, it can be seen that the marketing mix of this eco-tourism company is quite specific.

John Gray Sea Canoe is the most expensive. JGSC pay all the taxes - the tax department tells John Gray that JGSC is the only company to do. JGSC doesn't cut a deal with the National Park and pay full fare and require an actual ticket in return. JGSC did everything right.

¹ interview with John Gray (appendix1)

-Multi-language cartoons cost B50, 000/set. The artwork alone is B3, 000/image.

Eco-tourism marketing is starting to grow which means that people get attracted to this kind of tourism.

In spite of just recently growing interest to ecotourism John Gray's Sea Canoe has been functioning for over five years which, means that its position has shifted from growing to the maturation of the business.

If we compare the prices, popularity and promotional methods of JGSC with another sea canoe business, for **example: SPEEDBOAT**, we can see the following differences/similarities...

On the basis of **Phuket Thailand Travel(Similan Island Tour by speed boat)**, which is a travel agent, one can use the data on the website to illustrate the **4P's** and see how the marketing mix of this company is shown.

With reference to 'Phuket Thailand Travel's (Similan Island Tour by speed boat)' website one concludes that their 4Ps are the following:

- **Place:** The company sells directly though the internet.
- **Price:** 3,900 baht for an adult and 2,300 baht for child. However, they do offer special prices for promotion. The cost just 2,900 baht for adult and 1,600 baht for child. There are also extra transfer charges depending on pick up and drop of points; these are 200 baht for person. The prices include free flow soft drink, lunch with Thai food, life jacket, insurance, full snorkeling equipments and national park entrance fee.
- **Product:** Package of Similan Island Tour by speed boat: includes a round trip transfer from hotel, a tour by speed boat, catering, lending snorkeling equipment and a life jacket, providing insurance, free entrance to National Park.
- **Promotion:** Company promote through the internet and hotel reservations.

<http://www.phuketthailand-travel.com>

ANALYSIS AND INTERPRETATION OF DATA

The information above shows the marketing mix of two travel companies, John Gray Sea Canoe and Similan Island Tour by speed boat. The author has found that there are some similarities and differences between these two companies.

What both companies offer is a tour by boat to see islands. They both advertise their product online and offer similar extra services to their customers such as transfers, catering, equipment

On the other hand, Similan Island tours are cheaper than John gray. They have special promotional price and the price includes more freebies, for example, insurance, free entrance to National Park. John Gray however, charges more because it uses ordinary boats and not the environment-unfriendly speed boats.

EVALUATION AND CONCLUSION

HOW IS ECOTOURISM MARKETING DIFFERENT FROM MASS TOURISM MARKETING, USING PHUKET AS AN EXAMPLE

Ecotourism is tourism that tried to protect the environment. This is similar to sustainable tourism but the different is Eco tourism doesn't necessarily look at the wider effects of tourism such as the creation of jobs for the local people by tourism.

Mass tourism is different to ecotourism and sustainable tourism because they companies try to sell their product to everyone. However it could be argued that mass tourism is becoming more like ecotourism because all companies are trying to take the environment into account.

The difference is Ecotourism doesn't look at the wider affects of tourism, such as the creation of jobs for local people. On the other hand mass tourism marketing is different to ecotourism because companies try to sell their product to everyone and their only concern is making money. However, it could be argued that mass tourism is becoming more like ecotourism because all companies are trying to take the environment into account.

In short, mass media tourism does not appear to cater for the environment where it operates while eco tourism or sustainable tourism aims at educating a tourist about the environment around them.

As we can see from this paper ecotourism seems to be similar to mass tourism in terms of range of tourist services. However, eco-friendly tourism businesses have a different approach and try to do their best in choosing least harming types of transport and services. Therefore, their services are targeted at customer who are not indifferent to the state of our nature and that is why when marketing the ecotourism business try to address that particular target group needs.

WITNESS STATEMENT

Conducted a group interview with John Gray (Owner and manager) of John Gray Sea Canoes. This was submitted by the group by email prior to the trip with JGSC which took place on September 11th 2010. A copy of the questions and the answers given by John Gray are included in the appendix.

This is witnessed and verified by

Mr (Teacher)

BIBLIOGRAPHY AND APPENDICES

Appendix

Appendix 1

Interview with John Gray (owner of John Gray Sea Canoe, Ltd.)

Objectives:

1. Why do you run trips and why did you set up JGSC? Do you make a big profit each year and is it important for you to make a profit?

I was born into the environmental movement in 1945 and bred to be an environmental activist. I have had many interesting jobs, always communications related, and made some very good money, but my motivation has never been money, but sharing the marvels of our Planet and the Universe, and the marvel of life. Even as a child I knew that all life is inter-related. Now we have the proof. My Mother taught me the gift of vision, common sense, and pursuit of truly objective truth. Although we are all nothing but overgrown monkeys, most of us have lost touch with Nature.

In the 1980's I made very good money in medical research and corporate troubleshooting, but for various Hawaiian social and science issues I felt that sharing the lost culture and Nature of Hawai'i'' by following the routes of the original Polynesian explorer, my life would be poor but purposeful if I brought modern-day people, especially decision-makers, back into touch with the Universe. The Hawaiian concept of Aina taught the sustainability, balance and spirit of Nature. Polluting waters falling into the back of great valleys can kill the plentiful reef fringing a kilometer offshore.

I came to Thailand in 1989 to spread the environmental concept in Asia. Ironically, I wanted to start 10-15 companies, not concentrated in one place but remote fishing villages around South Thailand and SE Asia. The concept was to give jobs to locals and stop urban migration, bring science to villagers, and develop a product that stimulates environmental conservation with the villages.

Our "Labor of Love" needs cash flow to survive, but money isn't the goal. Spawning an interest in science and conservation is far more important than money. I believe in creativity, top quality and solid products, and that's not cheap. I also believe in honesty so we pay full taxes (no corruption), full National Park fees (no corruption), do not hire children as kayak guides, and train our guides to be professional and then pay them as professionals.

We also want to make our trip affordable for families, so we keep the price as low as possible without sacrificing quality. In 2008 our average net profit guest was B126 on a B3,950 product. I enjoy my small wooden Thai house in the jungle and I'm proud of our family's minimal carbon footprint.

Customers:

2. How many customers a year do you have?

We have about 10,000 guests/year, plus another 150 on overnight trips.

3. Have your sales/customers increased or decreased in the last few years?

After being fired from the original company I started (I'm tired of being professional, so I decided to use your name and reputation to lower our quality and make a lot of money, Since you gave all the shares to Thai people for free and didn't keep any for yourself you are only an employee – you are fired!) We restarted in 2001 with ¼ of the all-Thai staff from the old company. Despite 8/11, SARS, Bird Flu, Bali bombing, etc. we grew gradually in the first four years. We hang in there at about 10,000/year ever since the Tsunami recovery.

4. How are they spread out in terms of High and Low season?

We had a low season this year post-Songkran until June that was unusual for us. We have recovered but still don't feel strong. From July 1 through Songkran we are usually sold out.

5. Are your customers happy with your products? Do you get repeat customers? Where do you get your customers from? Are most of them by "Word of mouth"?

Our customer satisfaction is overwhelming. Standing on the pier at trip's end is a real joy. We had one unhappy customer three years ago who counted heads and said we were overbooked. Turned out he was the last-minute "got to go today" booking. I went out to the trip, calmed him down and he was great after that. I don't think our trip is that good, but compared to mainstream tourism it looks great. Also, our "Put You in Your Own Documentary" creativity is unknown in travel. Guests get it right away – they are in their own real life movie, and it's not Grade B, but Emmy Award.

This means we get lots of repeat customers and word-of-mouth referrals. Many first-timers saw us on TV, magazines, guidebooks or internet forums and chose Phuket and Thailand for their destination to come on our trip. Those who book through tour counters tell us the counter usually tries to switch them to other companies, often cheaper (B3, 200 is popular). We know these companies give a B2, 000 commissions and tell the folks why they were so adamant about switching. Other people do go on other trips – often thinking they were booked with us – and call us to complain. Most say they will not come back to Thailand, which makes me sad.

My old company displays my logo, awards, and photos – and on the website my writings including academic papers and my documentary with the one shot of me taken out. It's dishonest but not illegal. Most local agents won't book them despite their double-kickback (B800 in out-of-contract corruption) because guests always return with complaints, so the people really hurt are folks who book online from overseas and get sucked in by the website displaying my logo, awards, photos and documentary. It's deceptive and dishonest and bad for Thailand, but not illegal and they don't care.

6. What type of customers do you have?

- Where do they come from?
- Age?
- Their interests and lifestyles- e.g. do they see themselves as eco-tourists or simply as normal tourists on a boat trip?
- Incomes- are you trying to attract higher or lower or middle income groups?

Our demographic is the “inquisitive” sector. They may be families in 3-stars, high roller 5-stars and folks not stupid enough to burn their money on hotels. Many come from guest houses and boutique hotels, even the On-On. My family started regular vacations in 1957 when I was 12. We stayed in luxury hotels our first two vacations, then my folks realized we could save money and improve our vacations by buying a camper (mobile home on a truck) and our own boat on a trailer. We went where we wanted (unreal remote and beautiful spots) and ate better food for less money. That trend is growing.

We get all ages, especially because we encourage families. Children are half-price, and with limited volume that means we lose money on every half-price seat, but we want families to turn the kids on to Nature. Eco-tourists seek us out, and so do families – “I want my kids to learn about Nature on your trip.” Normal tourists take speedboats to Phi-Phi and James Bond, and we learned to tell them to take our trip first. Half the folks who take the speedboats cancel our trip because they are afraid it will be another expensive waste of time. The one who do come on our trip fill my ears with horror stories and leave saying they would never return to Phuket but will now thanks to our experience.

Competition:

7. How much competition do you have, and who are your major competitors? In one sense we have no competition because we are the only professional day trip. Paddle Asia is a friendly competitor but they used decked kayaks and we use sit-on tops, more suitable in the Tropics. We beach camp on overnighters (real sea kayaking style) and they stay in bungalows, so their food can never compare and they aren't “sea backpacking”.

There are about 22 companies destroying the caves and hongs, and they price their B1, 000 trips at B3, 200-3,450 because their trips are so bad they must pay a huge commission, and to look like they have our quality at a slightly lower price. The net result is they garbage the bay and destroys the hongs because they know nothing about Nature. I have never seen another owner or manager in the Bay, let alone in a kayak. They don't have any interest in sea canoeing except as a business so their trips are lousy and their negative impact is high.

One recent cost cutting trend is to take young boys out of school so the owners don't have to pay minimum wage and social security. For B96 in wages these businesspeople destroy a child's educational opportunity. For me, this exemplifies the ethics of the local travel industry. JGSC trains our staff to a professional level, and then pays them professional wages. Except for the kids, most companies pay B200/day with no training at all (with no interest in sea kayaking or nature, owners wouldn't know how to train them anyway!) JGSC starting pay is B500 for regular English speaking guides, up to B1, 500 for experienced lead guides.

8. What is your market share? Is ecotourism business getting busier in Phang Nga bay?

Our market share is the lowest of all sea canoe companies. They are “Low Quality, High Volume”. We are “High Quality, Low Volume.” I also teach and promote this style at the Destination Level. Unfortunately, the TAT measures their work performance by numbers of arrivals, not quality of arrivals. This is counter-productive. One 5-star family may bring more profit to Phuket than an entire East Asian group tour, and with far less impact and infrastructure.

Therefore the author of this coursework decided to interview the owner of Sea Canoe business.

8. What is your market share? Is ecotourism business getting busier in Phang-Nga bay?

Answer: Marketing: The company market share is the lowest of all sea canoe companies. They are “Low Quality, High Volume”. We are “High Quality, Low Volume.” And the companies also teach and promote this style at the Destination Level. Unfortunately, the TAT measures their work performance by numbers of arrivals, not quality of arrivals. This is counter-productive. One 5-star family may bring more profit to Phuket than an entire East Asian group tour, and with far less impact and infrastructure.

Since Sakai and JGSC are the only real ecotourism companies in Phang-Nga Bay, the Bay is getting busier, but not with Ecotourism.

10. How do you compete? What is your pricing policy? Are you more expensive than your competitors (if so why?) Have you increased price? Would you increase price in the future?

Answer: the Company with honest market, great reputation and personal touch - all demonstration of quality. The concept of quality-to-pricing is called “Added Value” It is rarely seen in Thai sellers. Thus, this is how Thailand loses reputation and repeats customers. This is because customers from foreign countries get screwed by buying stuff that is tax-free. They usually sell with lower prices with higher commission; thus, they are highly motivated by the “KB”. KB are Thai corruption practice where travel agents that expect operators to pay the salaries for the staff by out-of-contact under tables, they are usually called “backhanders” Most agents can pay their best sellers with minimum wages. It is sad to see that uneducated sellers make more money than people with educated people.

John Gray Sea Canoe is the most expensive but JGSC put the money into quality and JGSC spend over 700 bath/ guest. JGSC guides are by far the best and get paid fairly. JGSC pay all the taxes - the tax department tells John Gray that JGSC is the only company to do. JGSC doesn't cut a deal with the National Park and pay full fare and require an actual ticket in return. JGSC did everything right –The company trained First Aid/CPR for a full day – although many guides have do it a dozen times. Our Nature/Safety briefing multi-language cartoons cost B50, 000/set. The artwork alone is B3, 000/image.

We have witness the raises of prices only once in eight years. It is better, in my opinion to find a more efficient systems rather than raising the cost. Our fundamental goal is that families around the country could be able to afford it with the best quality. It is proven and seen that when the product is raised, the competitors are not improving their products. They want to make the product looks like an affordable quality by staying a few hundred baht below out price.

It is possible that one day. We must raise our prices or close. The financial pressure that we are facing is making business less enjoyable. If this continues and we're not having fun with it, why so we even bother to do what we're doing?

One of the discouraging problems that luxury hotels rarely sell us is that they either can't or won't control their tour counters. This is because that prefers to sell high-quality guests with low quality products in order to reach the 67% commission. I highly doubt that their guest would return if they found out that their hotels were screwing them up. Most of our best guest usually returns home with overpriced junk from Phuket because this is what their hotel encourages them to buy.

Since Sakai and JGSC are the only real ecotourism companies in Phang Nga Bay, the Bay is getting busier, but not with Ecotourism

Marketing:

9. Why do customers choose JGSC rather than your competitors? What is your “Unique selling point?”

What part of the marketing mix do you see as being the most important?

As mentioned, we are the only “real” sea kayaking company in the Bay. That’s our image, both local and worldwide, and that’s why folks choose us. Since 1983, our USP’s remain the same – “High Quality, Low Volume”, “We Put You In Your Own Documentary” and “Natural History By Sea Kayak Since 1983.” Doing one Hong after dark is also unique. We’ve been night paddling accident free since 1985. If anybody else tries it there will be accidents and fatalities – that’s rather unique.

Our marketing mix includes all demographics – Westerners, Asians, Indian, anywhere in the world, and all income levels. Our education levels seem high.

10. How do you compete? What is your pricing policy? Are you more expensive than your competitors (if so why?) Have you increased price? Would you increase price in the future?

We compete with honest market, great reputation and personal touch – all demonstration of quality. Our quality-to-pricing concept is “Added Value”, something Thai sellers rarely understand. Most sell lower price with higher commission and are always motivated by the “KB” – a horrible Thai corruption practice whereby travel agents expect operators to pay the salaries of their staff with out-of-contract under the table “backhanders”. Agents can pay their best sellers minimum wage, sellers (often without a high school degree) make more than your parents – tax free; customers get screwed and Thailand loses both reputation and repeat customers.

We are the most expensive but we put the money into quality – we spend over B700/guest just at the wet market (dry goods, cook wages and preparation expenses on top of that). Our guides are by far the best and get paid accordingly. We pay all our taxes – the tax department tells us we are the only one who do. We do not cut a deal with the National Park and pay full fare and require an actual ticket in return. We do everything right – last week we closed the company for a full day First Aid/CPR training – although many guides have do it a dozen times. Our Nature/Safety briefing multi-language cartoons cost B50,000/set. The artwork alone is B3,000/image.

In eight years we raised our prices only once. I prefer to seek more efficient systems rather than raising costs. Our ultimate goal is high quality that is affordable for families.

Whenever we raise prices it is a windfall for our competitors and their agents. Competitors won’t be improving their product, but they want to look like affordable quality by staying just a few hundred baht lower than us.

Someday soon we must raise our prices or close. The financial pressure of such tight margins takes the fun out of business, and if we aren’t having fun, why are we doing this?

One discouraging problems is that luxury hotels rarely sell us, They can’t or won’t control their tour counters, and prefer to sell their top-quality guest low quality products just to make that 67% commission,

It's totally dishonest and if guests knew that their \$500-\$1,000.00 hotels were screwing them I doubt they would return. The downside for Thailand is that our best guests return home thinking that all Phuket activities are overpriced junk – because that's what their own hotel sold them

11. What different products do you have, and why do you have different trips? Do they appeal to different people? Which is your best selling trip?

Our core product is "Hong By Starlight." We re-started with a day trip as well but could not deliver a quality product with noisy, crowded caves and hongs, so we dropped that trip and focused on the Starlight program. Much of our overnight market is sucked off by our old company's dishonest website because overnights are booked from abroad, but the smart folks end up booking us. These are real Eco-tourists, often kayakers and birdwatchers. It's heartbreaking to have a customer who went with our old company call me with complaints. I have to tell them they didn't go with our company and were tricked by the website. Most say they will never come back to Thailand.

Promotion:

12. How do you advertise and promote your trips? With Phuket's Kickback Cancor, print advertising no longer works. People see our beautiful and expensive ads, say that's the company we came to Phuket to go with, take the ad to the tour counter and are then switched to a low-quality company that sells based on the highest kickback;

Therefore we rely on our reputation. Most overseas media is honest, so we get a lot of international media coverage. Media is my background and my reputation is worldwide so many TV crews come to Phuket knowing they can put at least one good story in their pocket.

Our website is pretty good, and it promotes our environmental activism as much as our trips. Good slide shows are a definite boost, along with good copywriting. And it never hurts to demonstrate our long-term environmental activism. I was into protecting our Planet before most of our guests were even born.

Much of our promotions are passive. I don't know they happened until our guests show me. Hong by Starlight is the only commercial activity in Lonely Planet's Phuket guidebook list of "Ten Top Things to Do in Phuket". And I didn't even know until a guest showed me the book, I answer email inquiries.

I am not only the first guy to bring commercial sea kayaking to the tropics, I'm also an academic credited with starting Ecotourism before the word was invented.

It all adds up into a "critical mass". Every angle applies synergy to the marketing effort yet requires constant attention to maintain marketing momentum.

It doesn't hurt that I ran Hawaii's largest marketing campaign for three years, and won America's best United Way campaign two years in a row. I also ran the world's largest rugby tournament in the 1980's, which gives us excellent name recognition in Southern Hemisphere markets. (Australia, New Zealand, South Africa.)

13. Which is the most successful promotion method?

High quality with added value, Honesty, An experience with True Meaning, and Sincere concern for your customers, follow these principles with tireless diligence to consider all angles and opportunities, and the Universe will take care of you.

14. What is your promotion/marketing budget?

B10, 000/month on website

B5, 000/month on web services

100 hrs week of my time

10-20 photos/month comps to publications

Broadcast quality video clips for free to video production companies

B50, 000/month on three marketing reps including car and entertainment

Place:

15. Do you use agents-who?

We have contract with most agents. Almost all of them underperform. Several big name agency managers ask for a "signing bonus" (i.e., corruption) and we don't work with them. My belief is that with our prominence and well-branded quality, honest agents would place us at the top of their product line. However, I do not know of one agent where we are their top performer. For me, this demonstrates the lack of integrity in Phuket's travel industry.

16. Do you sell through hotels?

Yes. However, only a few actually perform. Rather than list the name hotels that do not perform, the few that do perform include Marriott, Hilton, Pacific Club, and Courtyard.

17. Can you book direct through the internet site?

Absolutely, phuket tour counters are sells are so corrupt we would not exist without website bookings. Most of the people who do book through tour counters saw us on the internet. Many of those folks say we are the reason they selected Phuket as their destination.

18. What percentage of sales is direct and what percentage through agents?

45% are website direct. Another 30% saw us on the website and booked through an agent travel rep or tour counter. As mentioned, almost all of those tell us their agent tried to switch them to a lower quality product.

General Ecotourism questions:

19. Do you think ecotourism will get bigger or will it always be a small market?

As we lose more and more Nature (and it is increasing geometrically), people want to capture a glimpse of Nature before it disappears. Therefore, "Ecotourism" will grow consistently.

Unfortunately, Phang-Nga and Phi-Phi's experience demonstrates that bogus opportunists will capitalize on the Ecotourism trend, resulting in an acceleration of the loss of Nature.

I came to Thailand to promote responsible ecotourism with professional standards, but all Thailand cares about is cash in hand. Until we introduce professional standards, conduct in nature training and honest business practices, Thai Ecotourism is simply Mass Tourism in Nature.

How is Eco tourism different from Mass tourism?

Mass tourism is "Take The Money And Run". It has no other purpose. Of course there must be a thin veneer beautiful location and experience, but there is little education and the volume is almost certainly destructive.

Ecotourism has an educational and conservation purpose. It exists to protect and educate natural sites. Since real Ecotourism requires a sincere commitment to these concepts Ecotourism also employs more honest and ethical business practices than Mainstream tourism.

Are there many other eco and environmentally friendly businesses in Phuket (Hotels etc)

How are they different?

Thanks Po – Evason is very Eco-friendly. I recommend you call their environmental manager Arnfinn Oines and ask for a Nature walk at the Rawai property. It is reinforced concrete, which requires heavy air-con and their tour counter offsets environmental gains by selling 2-cycle speedboat tours, but Arnfinn's commitment is real. Shanti Lodge is very Eco, and Tentanaka just off Ao Po is another example of truly creative Ecotourism. KoYao Resort is a personal favorite because they have no air conditioning and a great beach. Andaman Discoveries in Kura Buri is the best example of Community Based Ecotourism in South Thailand, and Our Jungle house in Khao Sok is run by Dick Sandler, who precedes me by 15 years as the Dean of Thailand Ecotourism.

Tropical Phuket Marine is the only 4-cycle speedboat company in Phuket. All the others are stealing your future from you. They also employ environmental practices such as not feeding the monkeys and no snorkeling on coral reefs at low tide. Environmental sailboat tours include Captain Mark's Sakai and Phuket Pro-Dive's Racha Island and Promthep Cape Sunset Cruise. Most SCUBA Diving companies are environmental. .

Remember if we can't get this information from an interview we may have to find information in another way e.g. producing our own customer questionnaire.

No need for threats. I love surveys and will help you to develop a legitimate and professional survey to take on our Starlight trips. That means you have to go on the trips. Please go to our website Tsunami Media Kit and see the Post-Tsunami Visitor Attitude Survey. Nobody else did one, not the TAT, any media or University, only JGSC. Guest feedback helps us grow stronger, so I welcome your effort.

John "Caveman" Gray AKA ling Yai (Thai for Big Monkey).

- * What is your market share?
- * Is ecotourism business getting busier in Phang Kna bay?
- * How do you compete?
- * What is your pricing policy?
- * Are you more expensive than your competitors (if so why?)
- * Have you increased price?
- * Would you increase price in the future?
- * Which is the most successful promotion method?
- * How does your company attract people?
- * How much that you gain per day?*
- When using boats, does it pollute the water a lot?
- * When is peak season?

Other questions were concerned with the three issues: the popularity of the business, its pricing policy and promotion methods.

In spite of just recently growing interest to ecotourism John Gray's Sea Canoe has been functioning for over five years which, means that its position has shifted from growing to the maturation of the business.

Third, the Sea Canoe company owner, Mr. J Gray, and his staff were interviewed during the BIS school trip. The following questions were asked:

1) How much money for one day and how many staff do they have?

Answer: John Gray Sea Canoe is the most expensive more than other companies. Normal price is 3,950 baths (include: lunch and dinner). They has about 26 people in this companies (All the staff/worker can speak English).

2) Does the John Gray Sea Canoe choose the tourist?

Answer: John Gray Sea Canoe accepts all nationality of the customers but some companies don't.

3) How does the guest found John Gray Sea Canoe?

Answer: Most booked from Website and mouth two mouth, some booked from agent but less because is very expensive.

Other questions were concerned with the three issues: the popularity of the business, its pricing policy and promotion methods.

Mr. Gray gave the following answers. He confirmed that his business is not a popular mass tourism business but the business with its own loyal customers who appreciate his devotion to the nature protection while still offering the service that similar companies do.

As to the prices for his services they vary. On average a day canoe trip cost varies from 3,950 to 10,000 baths depending on a package. He recently has not increased any prices but the prices for JGSC trips stay the highest. He explains the high costs recyclable food and drink containers and equipment as well as by using the environment friendly boats.

Some observation made on the Y11 BIS trip to JGSC on September 11 may contribute to the topic of this work.

First, in spite of Mr. Gray saying that his business is not a very busy and popular business the BIS students were surprised to find many other tourists going on boats that day. This may lead to an assumption that there are a certain number of tourists that care about the environment or simply like the JGSC service.

Second, in order to find out the differences in mass and ecotourism marketing a market research will be conducted to find out the needs and wants of consumer by using primary and secondary information

Third, it was clear that JGSC policy discourages to feed monkeys as they see bananas as not a typical natural product found in wild for monkeys to eat.

Thus, those observations prove that both the business founder and his customers care about the nature and the surrounding environment and therefore can be classified as ecotourism business.

Appendix 2

(Internet page)

Phang Nga Bay from Baht 25,000

Phang Nga Bay is an excellent location for sightseeing as it offers majestic scenery with famous landmarks such as James Bond Island, Hong Island, various caves and mangrove rivers. Add a 1 hour guided sea kayak tour through sea caves and mangroves during your trip for just Baht 450 per person.

<http://www.coralseekers.com/files/destinations.asp>



(4,167 per person)

Single engine - Baht 25,500 | Twin engine - Baht 34,500

* Note: National park fees are not included in charter rate. Fees are Baht 200 (adult) / Baht 100 (child under 12 years).

- Price are based on: 6 passengers in single engine speed boat 10 passengers in a twin engine speedboat Extra passengers can be added @ 1,000 Bath pp
- Private land transfers cost 2,000 Bath per minibus (9pax)
- National Park Fee is 200 Bath per person (subject to change) – Phi Phi, Krabi and Phang Nga
- Water Skiing is available at Ao Yon at a cost of 3,500 Bath per 30 minutes
- Alcoholic drinks can be provided – price on request Internet, website were looked at: <http://Johngray-seacano.com>, <http://www.coralseekers.com/>

Appendix 3



This company use speed boat for run the trip.



They also include lunch for the tourist.

Comments on Candidate 3's work

Assessment Objective	Level and Mark awarded	Comments
A01	All at Level 2 6 marks	The work demonstrates sound knowledge and understanding of the concept of visitor services using an appropriate local example. The investigation is based around the marketing of eco-tourism and mass market tourism in Phuket. There is good exemplification of the marketing mix but only limited reference to the promotional methods used by a privately owned canoe operator.
A02	All at Level 1 5 marks	There is some supporting evidence of both primary and secondary research having been carried out independently, including a very detailed interview carried out with the owner of a canoe company and a supporting witness statement for this. A website URL is given for one secondary source of information accessed via the internet. No statistical data is presented.
A03	All at Level 1 5 marks	The candidate demonstrates good communication skills and presents evidence in a format appropriate for the intended audience. The report lacks relevance and depth as it does not really get to grips with the focus of this module – the marketing and promotion of visitor services. There are no results presented, therefore skills of analysis and interpretation are also lacking.
A04	All at Level 1 1 mark	This candidate sadly presents little evaluative comment and makes a weak attempt to conclude the project.
Total	17	

This coursework investigation did not really take off. The original intention to compare marketing methods between ecotourism and mass market tourism in Phuket was good, but was not delivered. The candidate conducted a detailed interview with a local tourism provider and appeared to get 'bogged down' with too much detail that was irrelevant to the chosen focus of the investigation. No data was collected therefore the skills of data representation through graphical means could not be assessed nor could any credit be given for interpretation skills, as these were not evident. After a promising start, this project lost relevance and momentum. To improve, the candidate needed to collect some statistical data and some real evidence of the marketing of the products and services of the canoe company, and to draw out how the promotional material might increase customer numbers for the organisation.

Appendix 1: Guidance for the writing of a coursework brief

1. Writing the coursework brief

1.1 When?

Teachers should write the coursework brief before starting the teaching of the optional component. Teachers can then ensure that relevant information is covered during curriculum time and build up a bank of essential resources. Any visits required to ensure the successful completion of the coursework can be scheduled into the programme.

The requirements for coursework should be presented to learners early in the teaching programme in order to allow them to begin their own research and planning.

1.2 Scenario

Coursework investigations are more interesting for learners if they are placed in a realistic and localised scenario. The teacher should determine the scenario and describe it and the role the learner is to take within it. The role should always be realistic; for example, the learner might be a marketing assistant rather than a managing director.

Some examples of suitable scenarios are given below:

Visitor Services

You work for a tourist board (name board and country) as a marketing assistant and have a good knowledge of the operation and provision of visitor services in your country. As your country has such a good reputation in the provision of visitor services, a representative is visiting from a newly set up Tourist Board overseas to research the services that are available and how they are provided in your country. You are a member of the team preparing for this visit and you have been assigned the following tasks. (See below for examples of tasks)

(The tourist board setting here could be changed to a hotel or other tourist provider depending on the availability of tourism provision in the local area.)

This example scenario can be adapted to fit any country. It puts the learner in a specific and feasible role. They are given the opportunity to demonstrate their knowledge to a third party – the visiting representative, thus giving validity to the research and the report format. This scenario will continue into the tasks and allows the learner to explain general principles about the provision of visitor services or specific details about a particular Tourist Information Centre, depending on the tasks set.

Business and Executive Travel

You have been working as a junior in a travel agency for the last year. Your manager is pleased with your performance and is keen to give you more responsibility. She is very experienced in travel retailing and has noted the growth in the business travel market. She would like to open a specialist business travel department in the agency and would like you to be its assistant manager. She has asked you to prepare a report relating specifically to the marketing of business travel services which will be presented to the Board of Directors to persuade them to invest money in this venture.

2. How to write tasks

Once a scenario has been chosen the teacher can write tasks which fit the scenario. There are some key points to consider when writing the tasks:

- All assessment objectives from the syllabus must be covered
- The tasks must allow learners to show evidence of the knowledge and skills criteria
- Tasks must be clear and focused
- It is not essential to have a separate task for each assessment objective.

The easiest way to write the tasks is to take them directly from the assessment objectives or individual Candidate Record Card for each module. In this way, the teacher can be sure that all assessment objectives are covered as required by Cambridge and the tasks will be in a logical order. Also, it will be clear to the learners which tasks relate to which section of the module. However, the tasks must not merely repeat the assessment objectives. They must be tailored to fit the needs of the Centre's particular learners. This means that the tasks must fit the particular location, the products and services offered to visitors and take into account available resources. The tasks must also be linked to the scenario that has been given.

2.1 Example tasks

1. Identify at least three forms of primary research you could undertake to support this investigation. Give reasons for your choice and make the necessary arrangements to carry these out.
2. Suggest at least two sources of secondary information you could access for the purpose of this investigation. Give reasons for your choice and explain how these will be used.
3. Collect the necessary evidence upon which to base your investigation.
4. Prepare the content of your report. It must include information about:
 - the operation and function of organisations involved in the promotion of visitor services at the chosen destination
 - the range of products and services for visitors to the area
 - how and why marketing research is used in travel and tourism in the area
 - which promotional methods have been used and how successful these methods are
 - visitor services for leisure visitors
 - visitor services for business visitors.
5. Format your report. Include the following sections:
 - a title page
 - list of contents
 - introduction
 - statement of hypothesis and outline of the aims of the investigation
 - methods used in the collection of evidence
 - representation of data
 - analysis and interpretation of results
 - evaluation and conclusion, including recommendations
 - bibliography, sources and appendices.

2.2 Visits

Some assessment objectives are best met by candidates carrying out investigations into local companies or organisations and it is desirable for learners to use local knowledge where possible. However, it is only practical for learners to approach companies themselves where candidate numbers are small and there are many companies to choose from.

Other solutions are to:

- arrange a group visit to one company or location
- invite a speaker from a relevant company to visit the group
- submit the group's questions to a company for a written response
- carry out some/all research via the internet.

2.3 Oral briefing

When the written coursework brief is distributed, teachers should provide an oral briefing for learners. They should talk through the coursework and explain clearly what is expected. Teachers can indicate to candidates where the relevant information can be accessed but should not assist the learner with the research and selection of material, other than arranging appropriate visits and providing opportunities for the completion of tasks specified within a particular coursework brief. Depending on the nature of the investigation, it is quite acceptable for the Centre to issue learners with appropriate data recording sheets such as checklist pro-formas.

2.4 Plagiarism

Learners should be encouraged to use a wide variety of sources to obtain their information and it is important that all of these sources (including websites) are acknowledged with details of the author, title of the material, year of publication and publisher listed. When websites are referred to, the URL (uniform resource locator) and date the site was accessed should be provided. This information should be listed in the bibliography and cross-referenced in the text. To access higher grades learners will be expected to evaluate the sources they have selected and they need to demonstrate analysis and evaluation of the validity of the information they use.

Learners should be discouraged from collecting and inserting large amounts of secondary information which does not correspond to the assessment objectives. Where secondary information is included, it should be attached as an appendix and clearly referred to in the text. There is no point in learners including material unless direct reference is made to it in a section of the written report. Material extracted from websites must be interpreted and applied appropriately by learners to avoid the issue of plagiarism.

3. Structure of the coursework

Coursework should include the following sections:

- contents page
- introduction – purpose of the coursework and an outline of the work to be included
- methods – a clear explanation of the investigation carried out and methods used, e.g. visits, surveys, internet research, reasons why these methods were chosen and how they proved to be effective
- write-up – evidence which is the result of the investigation including practical work, evaluation and conclusions

- bibliography – list of reference materials, publications, text books and websites used as reference sources
- coursework brief – included as an appendix at the end of the coursework.

4. Review

It is good practice to hold regular review meetings with learners to ascertain that they are 'on track' and that the work they are undertaking relates to the assessment objectives. It is quite acceptable for Centres to include giving a presentation as one of the coursework/scenario tasks. If a learner covers material appropriate to one of the assessment objectives during their presentation, then teachers should record this fact on a signed and dated witness statement. This form should be submitted attached to the candidate's written report. Some learners may find this helps them keep their report within the specified word limit more easily.

Further clarification is available from Cambridge and Centres are encouraged to seek additional guidance, if they are unsure about the appropriateness of any potential coursework task(s).

Appendix 2: Example coursework brief

Taking one of the suggested coursework titles from the guide on pages 11–12, this aims to show how a coursework brief can be designed and issued to learners to help them produce coursework which addresses the assessment criteria for this module successfully.

Coursework title

‘To what extent has the increased marketing and promotion of visitor services within (Named Local Destination) influenced recent visitor numbers to the destination?’

You work as Marketing Assistant for the local Tourism Information Authority (name this organisation and the country/destination in which this is located). You have gained good knowledge and understanding of the operation and provision of visitor services in your area. Your manager has asked you to investigate the current provision of visitor services and to analyse the impact that existing marketing and promotion of these services has on visitor numbers to the destination. You must present your findings in report format. The results of your investigation will be used to encourage increased promotion and marketing of visitor service provision in order to improve visitor numbers to the area.

Tasks

1. Identify at least three forms of primary research you could undertake to support this investigation. Make the necessary arrangements to carry these out.
2. Suggest at least two sources of secondary information you could access for the purpose of this investigation. Give reasons for your choice and explain how these will be used.
3. Collect the necessary evidence upon which to base your investigation.
4. Prepare the content of your report. Include information about:
 - the operation and function of the Tourist Board in promoting visitor services
 - the range of products and services available in the area
 - how and why marketing research is used in the travel and tourism industry in the area
 - which promotional methods have been successfully employed in the area
 - visitor services for leisure visitors
 - visitor services for business visitors.
5. Format your report. Include the following sections:
 1. title page
 2. list of contents
 3. introduction
 4. statement of hypothesis and outline of the aims
 5. methods used in the collection of the evidence
 6. representation of the data
 7. analysis and interpretation of data
 8. evaluation and conclusion
 9. bibliography, sources and appendices.

Appendix 3: Example witness statement

The following is an example of a Witness Statement which could be used to support the primary research undertaken by individual candidates through the use of personal interviews.

Witness Statement

(Candidate Name) **conducted an interview with** (Name of industry representative and position in company) **from** (name of organisation) **as part of the coursework investigation entitled** (title of the coursework).

The interview took place on (date) **at** (location). **A copy of the questions used in the interview is attached. The interview was observed by** (name of teacher).

Signed: (Teacher) **Date:**

Signed: (Interviewee) **Date:**

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