CARIBBEAN EXAMINATIONS COUNCIL

CAPE® Tourism

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME**

CAPE® Tourism Free Resources

LIST OF CONTENTS

Tourism

Tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one year for leisure, business and other purposes.

Tourism is the biggest employer in the region. Consequently, the human resource development in the area of tourism is integral to the economic growth and development of Caribbean tourism and the Caribbean. People with quality education and training will improve, enhance and ensure the economic viability and sustainability of Caribbean tourism. Significant opportunities exist in tourism for governments, communities, private sector organisations, non–governmental organisations and young entrepreneurs to participate and collaborate for national development.

Students pursuing this subject will benefit from exposure to the concepts and principles of tourism and their practical application to the business environment. This area of study will also equip students to think logically and critically, as well as enhance their human relation skills.

The Tourism Syllabus consists of two Units comprising three Modules each.

Unit 1: Tourism Concepts

Module 1   -   Concepts and Issues

Module 2   -   Linkages with Key Sectors

Module 3   -   Sustainable Tourism

Unit 2: Tourism Product Development and Marketing

Module 1   -   Product Development

Module 2   -   Marketing

Module 3   -   Entrepreneurship

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®
CAPE®

TOURISM SYLLABUS

Effective for examinations from May-June 2015

Contents

First issued in 2013

Please check the website www.cxc.org for updates on CXC's syllabuses.

Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.

Tourism Syllabus

♦ **RATIONALE**

Tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one year for leisure, business and other purposes. Tourism is a major vehicle for economic development in the Caribbean. In most Caribbean countries it contributes significantly to Gross Domestic Product, government revenue, foreign exchange and employment. It also contributes to the quality of life of the citizens and residents of these countries. Its importance to the development of the region in general and to the economies of particular countries cannot be overstated. Being the most tourism-dependent region in the world, its future relies on the development of its human resources; strengthening inter-sectoral linkages; and managing tourism for sustainability.

Tourism is the biggest employer in the region. Consequently, the human resource development in the area of tourism is integral to the economic growth and development of Caribbean tourism and the Caribbean. People with quality education and training will improve, enhance and ensure the economic viability and sustainability of Caribbean tourism. Significant opportunities exist in tourism for governments, communities, private sector organisations, non–governmental organisations and young entrepreneurs to participate and collaborate for national development. In keeping with the attributes of the Ideal Caribbean Person articulated by CARICOM, this syllabus will help to develop individuals who have a high level of self-confidence and self-esteem; see ethics and diversity as sources of strength and richness; are aware of the importance of living in harmony with the environment; respect our cultural heritage; and display the creative imagination in economic, entrepreneurial and other spheres (*Caribbean Education Strategy, 2000*).

Students pursuing this subject will benefit from exposure to the concepts and principles of tourism and their practical application to the business environment. This area of study, in keeping with the UNESCO Pillars of Learning, will also equip students to think logically and critically, as well as enhance their human relation skills.

♦ **AIMS**

The syllabus aims to:

1. develop conceptual knowledge and practical skills in preparation for a career in tourism;

2. develop an appreciation of the importance of tourism to national and regional development;

3. develop an awareness of the interrelationships among the various components and stakeholders involved in tourism;

4. develop an appreciation for the broad array of impacts of tourism and the need for more innovative, creative and sustainable management strategies;

5.   develop an appreciation for tourism product development and marketing;

6.   encourage the awareness of the entrepreneurial potential in tourism;

7.   encourage students to apply the concepts and principles of tourism;

8.   develop skills in critical thinking including analysis, synthesis and evaluation.

♦ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under three headings:

(a)   Knowledge and Comprehension.

(b)   Use of Knowledge.

(c)   Practical Skills.

Knowledge and Comprehension

The ability to:

(a)   define concepts related to tourism;

(b)   describe tourism sectors and products;

(c)   explain the issues affecting the various tourism sectors.

Use of Knowledge

The ability to:

(a)   discuss the role of tourism in economic development;

(b)   appreciate the importance of linkages in tourism;

(c)   discuss the challenges and opportunities associated with tourism;

(d)   assess the role of government and other major stakeholders in the sustainability of tourism;

(e)   evaluate the success of tourism in the Caribbean.

Practical Skills

The ability to:

(a)   develop business plans for tourism products and services;

(b)   develop tourism products;

(c)   devise creative and effective marketing strategies for tourism products;

(d)   conduct research.

♦ PRE-REQUISITES OF THE SYLLABUS

Any person who has completed five years of secondary education or its equivalent should normally be able to pursue the course of study defined by the syllabus. However, success in the course of study will also depend on possession of good verbal and written communication skills.

♦ STRUCTURE OF THE SYLLABUS

The Tourism Syllabus consists of two Units of 150 hours each, comprising three Modules of 50 hours each. Each Module is compulsory. Together the two Units provide a comprehensive introduction to the field of Tourism.

Unit 1: Tourism Concepts

Module 1   -   Concepts and Issues
Module 2   -   Linkages with Key Sectors
Module 3   -   Sustainable Tourism

Unit 2: Tourism Product Development and Marketing

Module 1   -   Product Development
Module 2   -   Marketing
Module 3   -   Entrepreneurship

♦ **UNIT 1: TOURISM CONCEPTS**
MODULE 1: CONCEPTS AND ISSUES

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   understand the key concepts relating to tourism;

2.   appreciate the contribution of tourism to national, regional and international societies and economies;

3.   develop an understanding of issues impacting tourism.

SPECIFIC OBJECTIVES

Students should be able to:

1.   explain the concept of tourism;

2.   discuss the classifications of tourism and tourists;

3.   describe the emergence of tourism – International and Caribbean;

4.   explain the components of the tourism system;

5.   explain the main impacts of tourism and tourist activity;

6.   discuss the issues affecting tourism;

7.   evaluate the methods used to manage the issues affecting tourism.

CONTENT

1.   **Definitions and Key Concepts**

(a)   Definition of tourism.

(b)   The interdisciplinary nature of tourism as a field of study, for example, Geography, Sociology, Economics, Anthropology.

(c)   Definition of a tourist.

UNIT 1
MODULE 1: CONCEPTS and ISSUES (cont'd)

2.   **Classifications of Tourism and Tourists**

    (a)   Characteristics:

        (i)   domestic;

        (ii)   regional;

        (iii)   international;

        (iv)   inbound;

        (v)   outbound.

    (b)   Push and Pull factors in tourism.

3.   **Global and Caribbean Tourism**

    (a)   Global overview of the tourism sector:

        (i)   contribution to global economy;

        (ii)   employment generated;

        (iii)   historical perspective of International and Caribbean tourism development;

        (iv)   emergence of tourism in the Dutch, French, Spanish and English speaking Caribbean;

        (v)   contribution of tourism to the Caribbean.

4.   **The Tourism System**

    (a)   The tourism system and its components:

        (i)   traveller generating region;

        (ii)   transit route;

        (iii)   tourist destination region;

        (iv)   relevant international, regional and national organisations.

(b)   Introduction to tourism linkages:

(i)   sectors involved in tourism;

(ii)   core sectors closely linked to tourism – agriculture, craft, fishing, manufacturing, entertainment;

(iii)   importance of inter-sectoral linkages.

5.   **Overview of Tourism Impacts**

(a)   Main impacts relating to tourism:

(i)   long-term and short-terms impacts;

(ii)   positive socio-cultural impacts (exchange of cultural information, ideas and beliefs);

(iii)   negative socio-cultural impacts (development of social problems, displacement of locals).

(b)   Economic:

(i)   positive economic impacts (positive contribution to a country's economy, generation of employment);

(ii)   negative economic impacts (overdependence on tourism, seasonality).

(c)   Environmental:

(i)   positive environmental impacts (preservation of natural resources – rivers, beaches, forests , restoration of historic buildings and sites);

(ii)   negative environmental impacts (land degradation, erosion, pollution).

6.   **Issues Affecting Tourism**

(a)   Safety and security (crime).

(b)   Epidemics and health risks (HIV/AIDS).

(c)   Rapid technological change.

(d)   Natural resources.

UNIT 1
MODULE 1: CONCEPTS and ISSUES (cont'd)

     (e)   Risk and disaster management.

     (f)   Changing consumer tastes and preferences.

     (g)   Airlift and access.

     (h)   Political.

7.   **Strategies to Manage Tourism Issues**

     (a)   Education and awareness.

     (b)   Public relations.

     (c)   Use of information communication technologies.

     (d)   Implementation of sustainable tourism practices.

     (e)   Development of risk and disaster management plans.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.   Use practical examples locally, regionally and globally to further explain the basic definitions, concepts and classifications of tourism.

2.   Invite industry specialists to discuss with students the importance of tourism to the local, regional and global industries.

3.   Encourage students to engage in independent research on the history of tourism in the various countries of the Caribbean.

4.   Use graphical representations to allow students to grasp the concept of the tourism system.

5.   Allow students to search and share newspaper, magazine and website articles that give information on the ways in which tourism affects countries.

6.   Utilise audio visual equipment to broadcast video clippings that focus on the various impacts of tourism in different destinations.

7.   Allow students to work in groups to present their assessments of the different types of tourism impacts.

UNIT 1
MODULE 1: CONCEPTS and ISSUES (cont'd)

8.   Discuss case studies, local (where possible), regional and international, to assist students in indentifying and examining tourism issues.

9.   Foster brain-storming sessions where students can recommend methods to mitigate the negative tourism issues that have been identified.

10. Have students create a PowerPoint presentation sharing new knowledge on the topics from the Module using information from the compilation of websites related to tourism.

11. Create a blog through which current advancements in the tourism industry can be shared, discussed and analysed.

12. Register students for free webinars (web-based seminars/web conferences) that are hosted by tourism authorities locally, regionally or internationally – such as the local tourist board or from organisations such as the Caribbean Tourism Organization (CTO) and the United Nations World Tourism Organization (UNWTO).

13. Arrange visits from local Ministries of Tourism, Tourist Boards or Tourism Development Companies where students can engage in discussions and interact with tourism professionals employed at these institutions.

RESOURCES

Boxill, I.   *Tourism and HIV/AIDS in Jamaica and the Bahamas.* Kingston, Jamaica: Arawak Publications, 2002.

Cooper, C.   *Tourism: Principles and Practice.* United Kingdom: Pearson Education Limited, 2008.

Duval, D. T.   *Tourism in the Caribbean: Trends, Development, Prospects.* London: Routledge, 2004.

Jayawardena, C.   *Caribbean Tourism: Visions, Missions and Challenges.* Kingston: Ian Randle, 2005.

Page, S. and Connell, J.   *Tourism: A Modern Synthesis*, London: Thomson Learning, 2006.

Websites

Association of Caribbean States   www.acs-aec.org
Caribbean Community   www.caricom.org
Caribbean Hotel and Tourism Organisation   www.caribbeanhotel and tourism.com
Caribbean Tourism Organisation/Tourism Statistics www.onecaribbean.org
Official Tourism Website of the Caribbean   www.caribbeantravel.com
United Nations World Tourism Organisation   www.unwto.org

UNIT 1
MODULE 2: LINKAGES WITH KEY SECTORS

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   appreciate the range of supply services involved in the provision of tourism services;

2.   understand the importance of inter-sectoral linkages for economic development;

3.   appreciate the economic impacts associated with inter-sectoral linkages;

4.   understand the opportunities and challenges associated with developing inter-sectoral linkages.

SPECIFIC OBJECTIVES

Students should be able to:

1.   describe the various sectors involved in tourism;

2.   describe the types of tourism businesses within the tourism sector;

3.   explain the concepts of tourism linkages and leakages;

4.   assess the role of government in facilitating inter-sectoral linkages;

5.   analyse the economic impacts of tourism;

6.   discuss the disadvantages of tourism as a country's main economic activity;

7.   explain the concept of the multiplier;

8.   evaluate strategies to minimise the negative economic impacts;

9.   discuss the opportunities and challenges of inter-sectoral linkages.

UNIT 1
MODULE 2: LINKAGES WITH KEY SECTORS (cont'd)

CONTENT

1.   **The Eight Key Sectors of Tourism**

   (a)   Accommodation.

   (b)   Food and beverage.

   (c)   Adventure tourism and recreation.

   (d)   Transportation.

   (e)   Attractions.

   (f)   Travel trade/intermediaries.

   (g)   Events and conferences.

   (h)   Tourism services.

2.   **Types of Tourism Businesses**

   Sector 1: Accommodation

   Types of businesses in the accommodation sector:

   (a)   Hotels, guest houses, inns.

   (b)   Villas.

   (c)   Bed and breakfast.

   (d)   Resorts.

   (e)   All-inclusives.

   (f)   Eco-lodges.

   (g)   Time-share facilities:

         (i)   descriptions;

         (ii)   classifications;

(iii)   offerings;

(iv)   types;

(v)   ownership;

(vi)   patterns.

Sector 2: Food and Beverage

Types of businesses in the food and beverage sector:

(a)   Restaurants.

(b)   Coffee shops.

(c)   Catering operations.

(d)   Bars/night clubs.

(e)   Club facilities.

(f)   Institutions:

(i)   definitions and offerings;

(ii)   trends and issues.

Sector 3: Adventure Tourism and Recreation

Types of Businesses:

(a)   Eco-tourism facilities.

(b)   Recreation parks.

(c)   Fishing facilities.

(d)   Marine facilities.

(e)   Golf /tennis.

(f)   Yacht charter services.

(g)   Off-road tours:

       (i)   description;

       (ii)   trends and issues.

Sector 4: Transportation

(a)   Types of Businesses:

       (i)   airlines;

       (ii)   bus and tour companies;

       (iii)   cruise lines;

       (iv)   taxis;

       (v)   car rentals;

       (vi)   ferries;

       (vii)   rail.

 (b)   Inbound and outbound.

 (c)   Trends and issues.

Sector 5: Attractions

Types of attractions:

(a)   Definition of attractions.

(b)   Categories of attractions:

       (i)   natural attractions;

       (ii)   man-made attractions;

       (iii)   events.

(c)   Types of attractions:

       (i)   museums;

       (ii)   galleries;

       (iii)   national parks;

       (iv)   cultural attractions;

       (v)   heritage/historical sites;

       (vi)   sporting.

(d)   Importance of attractions as pull factors.

(e)   Visitor Management Strategies – carrying capacity, codes of conduct.

(f)   Trends and issues.

Sector 6: Travel Trade/Intermediaries

(a)   Travel agencies.

(b)   Tour operators.

(c)   Tour wholesalers.

(d)   Internet:

       (i)   the role the travel trade plays in tourism;

       (ii)   trends and issues;

       (iii)   types of businesses.

Sector 7: Events and Conferences

(a)   Tourism services special events.

(b)   Meeting / conferences.

(c)   Conventions.

(d)   Trade shows.

(e)   Carnival / cricket.

(f)   Cultural and sporting events:

    (i)   trends and issues;

    (ii)   types of businesses

Sector 8: Tourism Services

Trends and issues:

(a)   Reservations services.

(b)   Professional associations.

(c)   Tourism suppliers.

(d)   Retail operations, for example, duty free shopping.

(e)   Educators / consultants.

(f)   Marketing / advertising agencies.

(g)   Government tourism departments (Ministries and agencies).

3.   Tourism Linkage and Leakage

(a)   Definitions of linkage and leakage.

(b)   Areas for linkage:

    (a)   agriculture;

    (b)   manufacturing;

    (c)   fisheries;

    (d)   construction;

    (e)   transportation;

    (f)   ancillary services – medical, banking;

    (g)   local communities.

UNIT 1
MODULE 2:   LINKAGES WITH KEY SECTORS (cont'd)

4.   **Government's Role in Creating Linkages**

   (a)   Concessions.

   (b)   Incentives.

   (c)   Policies.

   (d)   Processes.

   (e)   Partnerships.

5.   **Economic Impacts**

   (a)   The concept of impacts.

   (b)   Who is impacted – government, individuals, businesses, and communities.

   (c)   Types of economic impacts- investment, revenue, foreign exchange, income, jobs, employment, infrastructural development, increase in Gross Domestic Product (GDP).

   (d)   Environmental resource protection.

   (e)   Inter-sectoral Linkages.

   (f)   Spreading benefits to communities.

6.   **Advantages and Disadvantages**

   (a)   Advantages:

      (i)   job creation;

      (ii)   employment;

      (iii)   income;

      (iv)   improved standard of living;

      (v)   infrastructural improvement.

(b)   Disadvantages:

       (i)   overdependence/fragility;

       (ii)   environmental damage;

       (iii)   undermines culture;

       (iv)   seasonality;

       (v)   wage divide;

       (vi)   leakage;

       (vii)   repatriation of profits.

7.   The Multiplier Effect

(a)   Tourism expenditure and the multiplier effect.

(b)   Entrepreneurial ventures and the multiplier – food, craft, entertainment.

8.   Strategies to Minimise the Negative Economic Impacts

(a)   Raise awareness of economic benefits and poverty alleviation.

(b)   Local participation.

(c)   Mechanism for consultation.

(d)   Working with micro-enterprises, for example, craft, music.

(e)   Private Public Partnership (PPP).

9.   Opportunities and Challenges of Inter-Sectoral Linkages

(a)   Opportunities- use of local supplies to reduce leakage.

(b)   Create partnerships.

(c)   Create economies of scale.

(d)   Challenges – economies of scale.

UNIT 1
MODULE 2:   LINKAGES WITH KEY SECTORS (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

Note: Teachers are encouraged to place emphasis on the importance of the small hotel sector (majority of hotels in the region are small properties) when dealing with the accommodation sector.

1.   Arrange field trips to various types of businesses involved in tourism activities within the various sectors (accommodation, food and beverage, adventure) and have students interact with personnel at these entities so that students can acquire a better understanding of the nature of tourism products and services.

2.   Invite tourism professionals and other experts from the Ministry of Agriculture to discuss with students the strategies that both private and public sector organisations have embarked upon to create linkages and reduce leakages within the sector.

3.   Use case studies, for example, on agro-tourism and other linkages, to assist students to examine tourism concepts such as the multiplier, linkages and leakages.

4.   Have students debate the various topics such as "tourism impacts" or "tourism as a country's main economic activity". Invite industry leaders to be a part of your judging panel and to provide feedback. This will give students an opportunity to interact and hear the views of professionals who work in the sector.

5.   Have students discuss the opportunities and challenges of inter-sectoral linkages.

6.   Have students assess the extent to which the Caribbean Region has been successful in creating tourism linkages. Students should use the Internet and other media, and cite examples of successful tourism linkages and areas of the region where this has not been accomplished indicating reasons for the success or failure.

UNIT 1
MODULE 2:   LINKAGES WITH KEY SECTORS (cont'd)

RESOURCES

Beech, J. and Chadwick, S.   *The Business of Tourism Management*. United Kingdom: Pearson Education, 2006.

Caribbean Tourism Organization   *"Teaching Tourism in the Caribbean: A Resource Manual for Teachers of Tourism at the Secondary Level".* Barbados: 2000.

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McIntosh, R. W., Goeldner, C. R., and Ritchie, J. R. B.   *Tourism: Principles, Practices, Philosophies.* New York: Wiley, 2002.

Medlik, S.   *Understanding Tourism.* Oxford: Butterworth-Heinemann, 2001.

Page, S. and Connell, J.   *Tourism: A Modern Synthesis*, London: Thomson Learning, 2006.

Pattullo, P.   *Last resorts: The cost of tourism in the Caribbean.* London: Monthly Review Press, 2005.

Websites

Caribbean Tourism Organisation/Tourism Statistics   www.onecaribbean.org

UNIT 1
MODULE 3: SUSTAINABLE TOURISM

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   understand the impacts of tourism;

2.   understand concepts (pillars) of sustainability as they relate to tourism;

3.   demonstrate how sustainable tourism benefits communities and destinations.

SPECIFIC OBJECTIVES

Students should be able to:

1.   explain the impacts of tourism to the socio-cultural, economic and natural environment;

2.   discuss the definitions, terminology and concepts of sustainable tourism and the relationship between impacts and sustainable tourism;

3.   explain the concept and benefits of community participation;

4.   discuss the role of codes of conduct, eco-labeling, certification and indicators as tools for monitoring and measuring sustainable tourism;

5.   discuss the planning and management guidelines and policies required for sustainable tourism development;

6.   discuss barriers to implementation of sustainable tourism policies.

CONTENT

1.   Tourism Impacts – Positive and Negative

(a)   Socio-cultural:

(i)   positive, for example, education; infrastructural development; improved standard of living; revitalisation of culture; historic preservation;

(i)   negative, for example, cultural dilution; cultural commodification; loss of artifacts; invasion of privacy; cultural imperialism – (visitor to host); reinforcement of social inequalities, for example, plantocracy and slavery., resident irritation - Doxey's Irridex.

     (b)   Economic:

          (i)   positive impacts, for example, tourism generates foreign exchange and helps in the balance of payments; the generation of income; the generation of employment; the improvement of economic structures; the encouragement of entrepreneurial activity;

          (ii)   negative impacts, for example, the danger of over-dependence on tourism; increased inflation and higher land values; an increased propensity to import; the seasonality of the tourist industry; the creation of other external costs (opportunity costs).

     (c)   Environment:

          (i)   positive, for example, biological preservation; creation or preservation of parks, nature preserves; better use of marginal lands; improved waste management; generated concern for the environment;

          (ii)   negative, for example, loss of habitat; degradation of parks; loss of parks and open spaces to tourism development; littering, vandalism; extensive development; changes in land use; waste generation; water and air pollution.

2.   **Sustainable Tourism**

     (a)   Definitions.

     (b)   Principles – limits, equity (inter- generational and intra-generational), futurity/long-term and proactive planning.

     (c)   Relationship between impacts and sustainable tourism: need for a sustainable approach to tourism development in order to minimise the negative impacts   and maximise the positive impacts

3.   **Benefits of Community Participation**

     (a)   Nature of community participation.

     (b)   Benefits of community participation.

4.   **Measuring and Monitoring for Sustainable Tourism**

     (a)   Codes of conduct.

     (b)   Ecolabels.

(c)   Certification schemes.

(d)   Indicators.

(e)   Carrying capacity studies:

    (i)   definition of carrying capacity;

    (ii)   types of carrying capacity.

5.   **Policy, Planning and Management Guidelines**

(a)   Need for pro-active tourism planning:

    (i)   policy;

    (ii)   legislation;

    (iii)   environmental impact assessments;

    (iv)   stakeholder involvement in planning.

(b)   Management guidelines and action:

    (i)   using resources sustainably;

    (ii)   reducing over consumption and waste;

    (iii)   maintaining diversity;

    (iv)   integrating tourism into planning;

    (v)   supporting local economies – purchasing local produce;

    (vi)   involving local communities:

        –   consulting stakeholders and the public;

        –   training staff;

        –   marketing tourism responsibly;

        –   undertaking research.

UNIT 1
MODULE 3: SUSTAINABLE TOURISM (cont'd)

6.   **Barriers to Implementation**

      (a)   Political will.

      (b)   Absence of relevant legislation.

      (c)   Costs.

      (d)   Lack of enforcement.

      (e)   Lack of interest or awareness of stakeholders.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.   Develop with the assistance of the teacher and a resource person, an Environmental Code of Conduct for Tourism in their country. This can then be used to create a web page or students can create a YouTube video on this code.

2.   Students should visit a tourism facility such as a green hotel, observe and document their environmental impact. This can be used to fuel class discussions.

3.   Have students engage in a debate on "Tourism and its Impact on the Environment" (natural/social).

4.   Arrange field trips to appropriate tourism sites, for example, eco-lodges, conservation sites, green certified hotels and attractions to assess sustainability actions and propose recommendations for further action. In this way sustainability moves from an ideal concept to practice.

5.   Have students discuss their own travel experiences and the impacts (positive and negative) that were created as a result of their travel and stay.

6.   Use appropriate case studies to facilitate discussion about sustainable tourism in the Caribbean.

7.   Invite students to attend any tourism meetings that are open to the public. This will help them to understand the role of community participation in sustainable tourism development.

8.   Use videos from the Caribbean Alliance for Sustainable Tourism to teach students about green hotels.

UNIT 1
MODULE 3: SUSTAINABLE TOURISM (cont'd)

9. Arrange guest presentations from cultural heritage and natural resource conservation agencies so that students understand how these agencies work, current socio-cultural sustainability action and challenges.

RESOURCES

Edgell, D., Sr.	*Managing Sustainable Tourism: A Legacy for the Future.* New York: The Haworth Hospitality Press, 2006.
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Green Globe	www.greenglobe.com
International Tourism Partnership	www.tourismpartnership.org
The International Eco Tourism	www.ecotourism.org
Tourism Concern	www.tourismconcern.org.uk
Travel Forever- Global Sustainable Tourism Council	new.gstcouncil.org

♦ UNIT 2: TOURISM PRODUCT DEVELOPMENT AND MARKETING
MODULE 1: PRODUCT DEVELOPMENT

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   understand the nature of the tourism product;

2.   understand the concepts of benchmarking, monitoring and evaluation of tourism products and services;

3.   appreciate the importance of human resources to the tourism product;

4.   appreciate the key concepts of service quality and customer service delivery relevant to tourism;

5.   understand the concept of tourism niche markets.

SPECIFIC OBJECTIVES

1.   discuss the nature of tourism products and services;

2.   discuss the needs and expectations of customers;

3.   evaluate the importance of standards and government policies for products and services;

4.   describe the attributes, knowledge, skills and competencies of the 'ideal' tourism professional;

5.   evaluate the impacts of service quality and customer service to the tourism product;

6.   discuss niche tourism products and services.

CONTENT

1.   The Nature of Tourism Products and Services

(a)   Differentiate between tourism products and services:

(i)   characteristics of tourism services, for example, intangibility; perishability; inseparability; variability.

(b)   The push-pull factors of tourism.

(c)   Goals for better tourism development, for example, enhanced visitor experience; improved economy and business success; sustainable resource use; community and area integration.

(d)   Tourism development:

(i)   role of Government, for example, policies; infrastructure (water, sewage disposal, solid waste disposal, electricity, communication, access, information);

(ii)   role of the private sector, for example, services, amenities, entrepreneurship;

(iii)   role of non-governmental organisations, for example, lobbying;

(iv)   role of community.

2.   Customers' Needs, Wants and Expectations

(a)   The Customers' needs and wants:

(i)   reliability, responsiveness, assurance, empathy, tangibles, results;

(ii)   determining customer needs;

(iii)   meeting the customers' needs;

(iv)   strategies in fulfilling the needs and wants.

(b)   Importance of the customer:

(i)   repeat visits and purchases;

(ii)   increased revenues;

(iii)   referrals (good versus bad).

3.   Standards

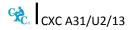(a)   Importance of standards to tourism and product development.

(b)   Types of Standards (HAACP, ISO 14001, Hospitality Assured – CTO, Caribbean Experiences).

(c)   Government policies, regulations and licences:

   (i)   requirements for operations (for example, fire extinguishers, entrance and exit signs, disclaimers, assembly points);

   (ii)   health;

   (iii)   safety and security;

   (iv)   amusement licences;

   (v)   procedures for Emergency Management (natural disasters, terrorism, fire).

(d)   Concept of Benchmarking: International level (Green Globe, Blue Flag).

4.   **The 'Ideal' Tourism Professional**

(a)   The importance of human resources to the tourism product.

(b)   Benefits of professional development and professionalism, for example, maintenance and awareness of current business environment and industry trends; commitment to best practices leads to increased credibility; motivation; networking opportunities; profitability; self confidence.

(c)   Knowledge, for example, flora, fauna, history, heritage and culture.

(d)   Skills, for example, customer service, foreign language, computer literate, communicate effectively.

(e)   Attributes, for example, personality traits, positive attitude, tact, diplomacy.

(f)   Competencies, for example, teamwork, multitasking, flexibility.

5.   **Customer Service and Service Quality**

(a)   Definition of a customer (internal and external).

(b)   Using the marketing tools (product, price, promotion, place) to deliver excellent customer service.

(c)   Types of service encounters.

UNIT 2
MODULE 1: PRODUCT DEVELOPMENT (cont'd)

     (d)   Approaches to service (freezer, factory, friendly zoo, quality).

     (e)   Steps in offering fantastic service.

     (f)   Handling the difficult customer.

     (g)   Handling complaints.

     (h)   Evaluating customer service (mystery shoppers, customer service surveys, feedback).

     (i)   Service Quality as a management concept, for example, Total Quality Management, ISO 9000.

     (j)   Service excellence as a strategic tool, for example, survival; competitive advantage; increased profitability; sustainable growth; development.

6.   Niche Markets

     (a)   Ecotourism.

     (b)   Sport tourism.

     (c)   Heritage and cultural tourism.

     (d)   Health and wellness tourism.

     (e)   Community tourism.

     (f)   Agro tourism.

     (g)   Events (for example, Sumfest – Jamaica; Carnival – Trinidad and Tobago; Jazz Festival - St Lucia; St Kitts and Nevis; Kadooment – Barbados).

     (h)   Spa Tourism.

     (i)   Religious Tourism.

     (j)   Culinary Tourism.

UNIT 2
MODULE 1: PRODUCT DEVELOPMENT (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Arrange field trips to various types of businesses involved in tourism activities (craft markets, attractions, hotels) and have students interact with personnel at these entities in order that students have a broader understanding of the nature of tourism products and services.

2. Invite personnel from the standards and or tourism product development department of the Ministry of Tourism to address students on the ranges of standards and government regulations that tourism businesses are expected to meet in order to operate or be granted tourism licences.

3. Place students in groups and organise short (7-10 minutes) presentations from students on scenarios of 'good' and 'bad' service delivery to include dealing with difficult customers and handling complaints.

4. Arrange a visit to or have the operator of a benchmarked or certified tourism operation address students on the concepts and benefits of certification both locally and internationally.

5. Discuss in groups, the unique selling points of tourism operations to visitors, to destinations or tourism operations to include the culture, heritage, flora, fauna and culinary preferences and delights.

6. Use videos and clippings of various types of tourism related marketing activities to have a better understanding of how tourism businesses highlight the unique selling points noted at 5 above.

7. Encourage students to interview persons who work at various levels of tourism businesses and collect information to share with the class on the experiences of these individuals working in the industry. Compare and contrast these experiences with persons working in other types of businesses.

8. Have students work in pairs to conduct mystery shopping at a tourism service organisation of their choice with the approval of the teacher (attractions, hotels, craft markets, museums).

UNIT 2
MODULE 1: PRODUCT DEVELOPMENT (cont'd)

RESOURCES

Caribbean Tourism Organisation (CTO)   *Teaching Tourism in the Caribbean - A service manual for teaching of Tourism at the Secondary Level.* Barbados: CTO, 2000*.*

Chandana, J. (ed).   *Caribbean Tourism: People, Service and Hospitality.* Kingston, Jamaica: Ian Randle Publishers, 2006.

McIntosh, R. W., Goeldner, C. R., and Ritchie, J. R. B.   *Tourism: Principles, Practices, Philosophies.* New York: Wiley, 2002.

Douglas G. Pearce and Richard Butler   *Contemporary Issues in Tourism Development.* London: Routledge, 1999.

Henry B.   *Quality Customer Care for the Caribbean,* Kingston: Customer Service Academy of Jamaica, 2003.

Harrison, L. C., and Husbands, W.   *Practicing Responsible Tourism: International Case Studies in Tourism Planning, Policy, and Development.* New York: John Wiley and Sons, 2010.

Martin, William B   *Providing Quality Service: What every hospitality service provider needs to know.* United States of America: Prentice Hall, 2003.

Emerit Tourism Training, Canadian Tourism Human Resource Council, 2005.

National Occupational Standards, Setting the Standard Tourism Small Business Owner

Websites

Caribbean Tourism Organisation/Tourism Statistics   www.onecaribbean.org
World Tourism Organisation   www2.unwto.org

UNIT 2
MODULE 2: MARKETING

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   understand the concept of marketing as it relates to tourism;

2.   appreciate the role of marketing and its importance to tourism;

3.   appreciate the role of market research;

4.   understand the importance of a marketing plan.

SPECIFIC OBJECTIVES

Students should be able to:

1.   explain the concept of tourism marketing;

2.   describe the different methods of segmentation;

3.   discuss key marketing tools;

4.   assess the different marketing strategies;

5.   discuss distribution channels;

6.   discuss marketing communication;

7.   explain market research;

8.   prepare a marketing plan.

CONTENT

1.   Marketing Concepts

(a)   The definition of marketing and tourism marketing.

(b)   Differentiation between goods and services.

(c)   Customer needs, wants, expectations:

(i)   value, satisfaction and quality;

(ii)   exchange transactions and relationships.

2.   **Methods of Segmentation**

(a)   Geographic.

(b)   Demographic.

(c)   Psychographic.

(d)   Behavioural.

3.   **Key Marketing Tools**

Marketing Mix - The 4 P's, namely, product; price; place; promotion.

4.   **Marketing Strategies**

(a)   Branding and Image

(i)   Destination:

–   the role of the public and private sectors in formulation of the brand;

–   the role of the communities and other stakeholders in branding.

(ii)   Products and services.

5.   **Distribution Channels**

(a)   Traditional:

(i)   the role of intermediaries;

(ii)   tourism wholesalers;

(iii)   tour operators;

        (iv)   travel agents;

        (v)   consolidators;

        (vi)   charter brokers;

        (vii)   reservation systems;

        (viii)   visitor information centres.

(b)   Contemporary:

        (i)   E-Marketing;

        (ii)   Social Media.

6.   **Marketing Communications**

(a)   Public relations.

(b)   Advertising (print or broadcasts, infomercials, websites).

(c)   Sales promotions.

(d)   Personal selling.

(e)   Direct Marketing.

(f)   Social Media.

7.   **Market Research**

(a)   Concept of Market Research.

(b)   Types of Marketing Research (exploratory, Descriptive, Causal).

(c)   Market Research Process:

        (i)   defining the problem and research objectives;

        (ii)   developing the research plan;

        (iii)   implementing the research plan;

        (iv)   interpreting and reporting the findings.

8.   **Marketing Plan**

      (a)   Key components of a marketing plan:

        (i)   executive summary;

        (ii)   situation analysis:

          -      external;

          -      customer;

          -      internal.

        (iii)   SWOT Analysis;

        (iv)   Mission Statement;

        (v)   marketing goals and objectives;

        (vi)   marketing strategies;

        (vii)   marketing budget;

        (viii)   implementation;

        (ix)   monitoring and evaluation.

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1.   Have group discussion of marketing case studies.

2.   Have students use different types of advertisements for analysis and interpretation.

3.   Students can be placed into groups and given a souvenir and be asked to produce an advertisement for it or given a situation for which they can produce a public relations brief or a press release.

4.   Utilise infomercials on both services and goods to help students to differentiate and to further instil the characteristics of service. Students can also create an infomercial on goods and services.

5.   Students can be placed into groups and given tourism products for which they will be required to develop and communicate the brand through the use of technology such as the creation of a blog and other public relations and marketing techniques such as interactive advertisements and media releases.

6.   Utilise examples of tourism entities, attractions and destinations that have used branding to successfully attract more business to help foster the student's understanding of the role that branding plays in marketing.

7.   Students can be asked to develop online questionnaires to be used as a feedback mechanism for existing products or as a data collection tool for market research. Sites such as www.surveymonkey.com offer free services.

8.   Invite marketing professionals from private marketing organisations or the marketing department of the tourism office to deliver guest lectures and hold discussions on generic marketing and branding.

RESOURCES

Lewis, A. and Roberts, S.   *Marketing Island Destinations, Concepts and Cases.*
                                       London: Butterworth Heinemann*,* 2010.

Lumsdon, L.   *Tourism Marketing*. United Kingdom: International
                                       Thomson Business Press, 1997.

Middleton, Victor, Fyall, T.C.   *Marketing in Travel and Tourism*. Oxford: Butterworth-
                                       Heinemann, 2009.

Morgan, A., Ranchhod, M and, A.   *Destination Marketing and Management: Theories and
                                       Applications.* Oxfordshire, United Kingdom: CABI, 2011.

Seaton, V.A and Bennett, M.M.   *The Marketing of Tourism Products: Concepts, Issues, and
                                       Cases*. London: Thompson Learning, High Holborn House,
                                       1996 reprinted in 2004.

Simon, Hudson   *Tourism and Hospitality Marketing.* London: Thousand
                                       Oaks Sage Publications Ltd. 2008

Websites

JSTOR   www.JSTOR.com
Caribbean Tourism Organisation/ Statistics www.onecaribbean.org

UNIT 2
MODULE 3: ENTREPRENEURSHIP

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   appreciate the importance of innovation and creativity in tourism;

2.   understand processes for using one's potential and opportunities to initiate tourism ventures;

3.   appreciate the role of entrepreneurship in tourism;

4.   understand the role of networking for business success in tourism;

5.   understand the importance of a business plan for a tourism opportunity.
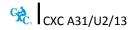

SPECIFIC OBJECTIVES

Students should be able to:

1.   explain the key concepts in entrepreneurship;

2.   discuss personal abilities and talents that would provide a basis for creating or expanding a tourism business;

3.   describe the attitudes and behaviours of successful tourism entrepreneurs;

4.   evaluate business opportunities in the tourism industry;

5.   evaluate the entrepreneurship process in the tourism context;

6.   discuss the challenges associated with entrepreneurial ventures in tourism;

7.   prepare a business plan for a tourism opportunity.

CONTENT

1.   Concepts

     (a)   Entrepreneur.

     (b)   Entrepreneurship.

     (c)   Innovation.

     (d)   Micro, small, medium enterprises.

     (e)   Risk willingness and risk aversion.

UNIT 2
MODULE 3: ENTREPRENEURSHIP (cont'd)

2.   **Personal Abilities and Talents of Entrepreneurs**

(a)   Creativity.

(b)   Positive state of mind.

(c)   Risk taking propensity.

(d)   Management capability.

3.   **Attitudes and Behaviours of Successful Tourism Entrepreneurs**

(a)   Achievement oriented.

(b)   Competitive.

(c)   Innovative.

(d)   Risk-taking.

(e)   Proactive.

(f)   Determined.

(g)   Committed.

4.   **Opportunities for Entrepreneurship**

(a)   Non-traditional areas, for example, homestays, volunteering.

(b)   Secondary/subsidiary activities, for example, gas stations, medical services, coconut vendors.

(c)   Requirements for establishing a tourism enterprise:

(i)   licences and permits;

(ii)   regulations.

(d)   Factors of entrepreneurship:

(i)   motivation;

(ii)   push factors - unemployment, job loss, need for independence, lack of personal or physical security;

(iii)   pull factors - incentives, available opportunities;

(iv)   conditions for success, for example, skills, technologies;

(v)   supportive environment;

(vi)   entrepreneurial climate and infrastructure.

(e)   Types of ventures:

(i)   home-based;

(ii)   family;

(iii)   corporate venture;

(iv)   franchise;

(v)   small business.

5.   **Entrepreneurship Process in the Tourism Context**

(a)   Identify opportunities.

(b)   Assessment of the influences on the opportunities:

(i)   internal influences, for example, skills personality, aspirations, experience;

(ii)   external influences, for example, political, economic, social, technological.

(c)   Evaluate opportunity:

(i)   market research;

(ii)   gather resources.

(d)   Make decisions:

(i)   go ahead;

(ii)   abandon opportunity.

6.   **Challenges to Entrepreneurship**

  (a) Start up capital.

  (b) Operational costs.

  (c) Building product/service awareness.

  (d) Risk, liability insurance.

  (e) Lack of incentives and other facilitators.

  (f) Government policies.

  (g) Pros and cons of being an entrepreneur.

7.   **Components of a Business Plan for a Tourism Opportunity**

  (a) Description of the product.

  (b) Mission, objectives, legal structure.

  (c) Market research, target market, competition, and plan.

  (d) Operating schedule.

  (e) Financial plan.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.   Invite guest presentations from appropriate tourism entrepreneurs to help students learn through their experiences.

2.   Use scenarios to help students recognise opportunities for entrepreneurial ventures in tourism. Have them discuss how they would take advantage of such opportunities.

3.   Arrange field trips to locally owned tourism businesses (craft markets, attractions, hotels) and have the students interact with personnel at these entities so that students witness first hand some of the issues entrepreneurs have to deal with.

4.   Create an internal (or with other schools) business plan or other competition which is, judged by local entrepreneurs.

UNIT 2
MODULE 3: ENTREPRENEURSHIP (cont'd)

5.   Have students select a tourism entrepreneur who they consider to be successful or who offers an interesting product and write a profile of the entrepreneur or business.

RESOURCES

Barringer, B. R., and Ireland, R. D.   *Entrepreneurship: Successfully Launching New Ventures (3rd ed.).* Upper Saddle River, NJ: Prentice Hall, 2010*.*

Pearce, Lyn   *Business plans handbook: A compilation of actual business plans developed by small businesses throughout North America.* Michigan, United States: Cengage Gale, 2008.

Lee-Ross, D and Lashley, C   *Entrepreneurship and Small Business Management in the Hospitality Industry.* Oxford, UK: Butterworth-Heinemann, 2009.

Morrison, A., Rimmington, M., and Williams, C.   *Entrepreneurship in the Hospitality, Tourism and Leisure Industries*. Oxford, UK: Butterworth-Heinemann, 1999.

Timmons, J. A., Spinelli, S., and Zacharakis, A.   *Business Plans That Work: A guide for small business*. New York: McGraw-Hill, 2004.

♦ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The Assessment will comprise two components, one external and one internal.

The scheme of assessment for each Unit will be the same. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit.

EXTERNAL ASSESSMENT FOR EACH UNIT   **(60%)**

Paper 01	The Paper will consist of forty-five multiple-choice items, fifteen items on each Module.	30 per cent
Paper 02	This paper will consist of three compulsory short answer questions, one on each Module and three compulsory essays, one on each module.	30 per cent

SCHOOL-BASED ASSESSMENT (SBA)   **(40%)**

Paper 03/1

The School-Based assessment will consist of a research project for each Unit. The project will enable the student to demonstrate skills and competencies developed from each of the three Modules.

Unit 1

The topic for the School-Based Assessment is **Evaluating the Sustainability of a Tourism Business**. Students will be required to produce a research project. This will include site visits understudying a tourist service provider.
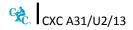
Unit 2

The topic for the School-Based Assessment is **Developing a Business Plan for a Tourism Product/Service/ or Activity**. Students will be required to produce a portfolio comprising an outline of a business plan for the development of a tourism product. This may include the creation of a prototype.

MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered by the stipulated deadlines.
Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

External Assessment by Written Papers (60 per cent of Total Assessment)

Paper 01 (1 hour 30 minutes – 30 per cent of Total Assessment)

1. **Composition of Paper**

   (i)   This paper will consist of forty-five (45) multiple-choice items. There will be fifteen (15) items based on each Module.

   (ii)   All items are compulsory.

2. **Syllabus Coverage**

   (i)   Knowledge of the entire syllabus is required.

   (ii)   The intention of this paper is to test candidates' knowledge across the breadth of the syllabus.

3. **Question Type**

   (i)   Questions may be presented using a combination of words and a variety of stimuli including photographs, maps and diagrams.

   (ii)   Questions will test candidates' understanding of concepts and issues.
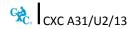
4. **Mark Allocation**

   (i)   The maximum mark available for this paper is 90.

   (ii)   One mark will be assigned to each item. Each item will be weighted by 2.

   (iii)   This paper contributes 30 per cent towards the final assessment.

   (iv)   Marks will be awarded for knowledge, comprehension and application.

Paper 02 (2 hours and 30 minutes– 30 per cent of Total Assessment)

1. **Composition of Paper**

   This paper will consist of two sections.

   (i)   Section A consists of three compulsory short-answer questions (structured question, with sub-parts); one on each Module.

   (ii)   Section B consists of three compulsory essays (extended responses); one on each Module.

2.   **Syllabus Coverage**

(i)   Each question may focus on or develop a single theme or several related themes.

(ii)   This paper will require greater in-depth knowledge of the syllabus.

3.   **Question Type**

Questions in this paper will focus on higher order thinking skills such as application, analysis, synthesis and evaluation.

4.   **Mark Allocation**

(i)   The maximum mark available for this paper is 90.

(ii)   Each question would be assigned 15 marks.

(iii)   This paper contributes 30 per cent towards the final assessment.

SCHOOL-BASED ASSESSMENT (40 per cent)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments.   These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by teachers.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhance the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.   Note that group work should be encouraged and employed where appropriate; however, candidates are expected to submit individual assignments for the School-Based Assessment.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

REQUIREMENTS OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment marks are **NOT** transferrable across Units. The School-Based Assessment for each Unit is based on skills and competencies related specifically to the Modules of that Unit. However, students who repeat the same Unit in a subsequent sitting may reuse their School-Based Assessment marks.

PERFORMANCE OUTCOMES

On completion of the School-Based Assessment candidates should demonstrate competency in the:

1.   identification of career opportunities in tourism;

2.   sourcing, updating and presenting of tourism industry information;

3.   understanding of the links and interrelationships among the various components and stakeholders involved in tourism;

4.   development of strategies to impact the success of tourism products/services/activities;

5.   application of the marketing mix to tourism products;

6.   use of interactive work place communication;

7.   application of norms, codes, regulations and specifications related to the tourism industry;

8.   application of technology in the tourism industry;

9.   preparation of strategies to support sustainable environment practices;

10.   understanding and appreciation of tourism as a business;

11.   understanding and application of the principles of entrepreneurship in Tourism.

UNIT 1

Students are required to choose an existing tourism business in **any one** of the following sectors – accommodation, visitor attraction, transport, food and beverage- and evaluate the extent to which the operations of the business are sustainable. Based on their research, students are required to craft FOUR recommendations that the business can utilise to improve the sustainability of its operations.

Data for the research can be gathered through a combination of methods including interviews, site visits, observations, questionnaires, and secondary data.

The recommendations should be an in-depth discussion of what precisely the business needs to do to be deemed a 'sustainable operation".   The recommendations should be informed by the student's knowledge of sustainable tourism principles and practice.

AIMS OF THE PROJECT

The aims of the project are to:

1.   promote self-learning;

2.   allow teachers the opportunity to engage in the formative assessment of their students;

3.   encourage students to forge links with businesses in the industry;

4.   provide students with an understanding of the gaps that exist between theory and practice;

5.   develop in students, an awareness of the links and interrelationships among the various components and stakeholders involved in tourism;

6.   encourage students to become creative problem-solvers;

7.   strengthen the data gathering skills of students;

8.   encourage students to apply the concepts and principles of sustainable tourism to an actual business;

9.   foster the development of critical thinking skills among students, including analysis, synthesis and evaluation.

The project should be 1500 words. Bibliography, charts, tables and appendices are not included in the word count.

The project will be marked out of 40 and weighted to 120. A total of 40 marks will be assigned to each Module.

Management of the Project

The teacher is expected to provide guidance at all stages of the project. They should assist students in gaining entry to a business for the purpose of evaluating the business. They should also guide students in selecting the appropriate methodology and data collection technique.

Adequate class time should be allocated to the teaching and reinforcement of key components   to be included in the project. The assessment criteria should be discussed with students. The project should be integrated in the teaching of the subject and assessment should be conducted on a continuous basis and feedback given to students for further improvement.

Teachers and students should set agreed deadlines for the submission of the various components of the project.

Authenticity

Teachers should ensure that the project presented is the work of the student. This can be achieved by systematic monitoring of student's work throughout the development of the project. This will guard against plagiarism and ensure that the work is the intellectual property of the student.

Authenticity can also be ensured by:

1.   discussing the project and creating an outline with timelines;

2.   offering guidance and timely feedback to students;

3.   allocating some class time for students to work on the projects.

FORMAT OF THE PROJECT

(a)   Length: 1500 words.

(b)   Structure: Cover Page (Title, Name, Date); Acknowledgements.

(c)   Table of Contents:

     (i)   Executive Summary;

     (ii)   Description/Profile of the business;

     (iii)   Methodology;

     (iv)   Linkages;

     (v)   Impacts;

     (vi)   Recommendations;

     (vii)   Conclusion;

     (viii)   Bibliography;

     (ix)   Appendices.

Allocation of Marks

Marks will be allocated according to the following scheme

CRITERIA		MARKS
Executive Summary Statement summarises the main points Statement is concise	(1) (1)	**2**
Description/Profile of the business Type of business Ownership structure (sole owner or foreign owned business) Profile of visitors/users Presence of formal sustainability	(1) (1) (1) (1)	**4**
Methodology Description of the methods used to collect data Justification of the method(s) Limitations of the method(s) Problems encountered in data collection	(1) (1) (1) (1)	**4**
Identification and description of inter-sectoral linkages Identify three sectoral linkages (1 mark each) Description of inter-sectoral linkages (1 mark each)	(3) (3)	**6**
Assessment of impacts (environmental and social) created by the business Identify two impacts Discuss one implication of each impact (2 marks each)	(2) (4)	**6**
Recommendations Formulation of 4 well-crafted recommendations (3 marks each) Recommendation related to issues identified [1] Recommendation suitable and practical [1] Show how recommendation will improve sustainability [1]	(4 x 3)	**12**
Conclusion Reflects the foregoing discussion Demonstrates the ability to summarise	(2) (1)	**3**

CRITERIA		MARKS
Overall presentation		**3**
Organisation of ideas	(1)	
Spelling and use of grammar	(1)	
Bibliography- Accurate and consistent use of referencing style	(1)	
TOTAL		**40**

Marks for the Project will be allocated across Modules in the ratio 1:1:1. The project will be marked out of a total of 40 marks. The marks earned by a student are assigned to each Module. For example, if a student earns 35 out of 40 for his School-Based Assessment, 35 marks will be assigned to Module 1, 35 marks to Module 2 and 35 marks to Module 3. The total score will be 35+35+35= 105 out of 120.

UNIT 2

Students will be required to produce a portfolio comprising a business plan for **either** (1) an innovation in an existing tourism product, activity or service **or** (2) a business, product, activity or service of their own creation. The portfolio must include all relevant documentation including a prototype of the product.

Aims of the Project

The aims of the project are to:

1.   promote self-learning;

2.   allow teachers the opportunity to engage in the formative assessment of their students;

3.   allow students to enhance their understanding and appreciation of tourism as a business;

4.   enhance students skills in conducting research and encouraging creativity;

5.   provide students with the skills and abilities to develop tourism products, activities and services;

6.   provide students with the opportunity to explore more fully, areas of the Unit which may not be assessed in the external examination.

Skills to be assessed: Unit 1 and Unit 2

Students will be assessed on their ability to:

1.   develop a business plan;

2.   develop a relevant product or activity or service or innovation from an existing product, activity or service;

3.   fully develop the marketing component of a business plan;

4.   compile supporting prototypes, documentation, collateral pieces, and other relevant materials;

5.   present the business plan in an appropriate format.

The School-Based Assessment component for Unit 2 of the Tourism Syllabus is an Applied Project testing the concepts and skills contained in Modules 1, 2 and 3.

Students will be required to produce a portfolio comprising a business plan for (1) an innovation in an existing tourism product, activity or service OR (2) a business, product, activity or service of their own creation. The portfolio must include all relevant documentation including a prototype of the product.

The project should be 1500 words. Bibliography, charts, tables and appendices are not included in the word count.

The project will be marked out of 40 and weighted to 120. A total of 40 marks will be assigned to each Module.

Management of the Project

The teacher is expected to provide guidance at all stages of the project. They should assist students in selecting an appropriate product and relevant supporting materials and creating appropriate prototype.

Adequate class time should be allocated to the teaching and reinforcement of key components   to be included in the business plan. The assessment criteria should be discussed with students. The project should be integrated in the teaching of the subject and assessment should be conducted on a continuous basis and feedback given to students for further improvement.

Teachers and students should set agreed deadlines for the submission of the various components of the project.

Authenticity

Teachers should ensure that the project presented is the work of the student. This can be achieved by systematic monitoring of students work throughout the development of the project. This will guard against plagiarism and ensure that the work is the intellectual property of the student.

Authenticity can also be ensured by:

1.   discussing the project and creating an outline with timelines;

2.   offering guidance and timely feedback to students;

3.   allocating some class time for students to work on the projects.

FORMAT OF THE PROJECT (Business Plan Outline)

1.   Cover page (Title, name, date)

2.   Acknowledgements

3.   Table of Contents:

   (a)   Executive Summary;
   (b)   Description of the Product;
   (c)   Mission, objective, legal structure;
   (d)   Market research, target market, competition, and plan;
   (e)   Operating schedule;
   (f)   Financial plan;
   (g)   Bibliography;
   (h)   Supporting materials (prototype);
   (i)   Appendices.

Allocation of Marks

Marks will be allocated according to the following scheme

CRITERIA		MARKS
Executive Summary		**2**
Statement summarises the main points	(1)	
Statement is concise	(1)	
Description of the Product		**4**
Identification of the product	(1)	
Description of three key components specific to the product	(3)	
Mission, objective, legal structure		**6**
Create a mission statement	(2)	
State two objectives of the product	(2)	
State how the company is set up (special licence, laws)	(2)	
Market research, target market, competition, and plan		**10**
Brief description of research including research technique	(2)	
Number of visitors to destination	(1)	
Types of similar product that exist at destination	(1)	
Identify the target market	(1)	
Assess the target market	(2)	
Identify the competitors	(1)	
Assess the competitors	(2)	

CRITERIA		MARKS
Operating schedule		**6**
Identify two risks associated with the product	(2)	
Outline one strategy for reducing each risk	(2)	
Develop a timeline for implementing the product	(2)	
Financial plan		**6**
Determine the cost of the product	(1)	
Describe the pricing strategy	(2)	
Identify two possible sources of finance	(2)	
Justification of source	(1)	
Supporting materials		**3**
Brochure	(1)	
Module or prototype of product	(1)	
Information to validate the product	(1)	
Overall presentation		**3**
Organization of ideas	(1)	
Spelling and vocabulary	(1)	
Bibliography	(1)	
Total		**40**

Marks for the Project will be allocated across Modules in the ratio 1:1:1. The project will be marked out of a total of 40 marks. The marks earned by a student are assigned to each Module. For example, if a student earns 35 out of 40 for his School-Based Assessment, 35 marks will be assigned to Module 1, 35 marks to Module 2 and 35 marks to Module 3. The total score will be 35+35+35= 105 out of 120.

♦ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to write Papers 01, 02 and 03/2. Detailed information on Papers 01 and 02 is given on pages 40-42 of this syllabus.

Paper 032 is the Alternative Paper to the School-Based Assessment. This paper is worth 40 per cent of the total mark for the Unit.

UNIT 1

Paper 03/2 is a written paper consisting of a case study based on Module 3, Sustainable Tourism. Candidates are required to answer questions based on the case study. The questions are designed to test the skills developed by students in the School-Based Assessment. The questions will test various stages of the research process. Candidates are advised to conduct the relevant research in sustainable tourism in preparation for writing paper 03/2.

Paper 03 2 (1 hour 30 minutes – 40 per cent of Total Assessment)

1. **Composition of Paper**

    (a) The paper comprises a case study and one compulsory question.

    (b) The question is divided into sub-parts and is worth 40 marks.

2. **Syllabus Coverage**

    This paper is intended to test the knowledge and skills contained in Module 3 as outlined on pages 19 – 23 of the syllabus.

3. **Question type**

    Question will be a structured essay consisting of several parts.

4. **Mark Allocation**

    The question will be worth 40 marks.

UNIT 2

Paper 03/2 is a written paper consisting of a case study based on the three modules of the Unit.

Candidates are required to complete a business plan outline based on a case study. The tasks are designed to test the skills developed by students in the School-Based Assessment. The tasks will test various stages of the research process.

Candidates are advised to conduct the relevant research on tourism product development and marketing, and specifically, the business plan, in preparation for writing paper 03/2.

Paper 03 2 (1 hour 30 minutes – 40 per cent of Total Assessment)

1.   **Composition of Paper**

     (a)   The paper comprises a case study and an outline of a business plan;

     (b)   The business plan is worth 40 marks.

2.   **Syllabus Coverage**

     This paper is intended to test the knowledge and skills contained in Modules 1, 2 and 3 as outlined on pages 24 – 39 of the syllabus.

3.   **Question type**

     The plan will consist of several structured questions.

4.   **Mark Allocation**

     The business plan will be work 40 marks.

♦   **REGULATIONS FOR RESIT CANDIDATES**

Resit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated School-Based Assessment score earned in the previous sitting within the preceding two years.

School-Based Assessment marks are **NOT** transferrable across Units. A separate School-Based Assessment must be completed for each Unit.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

Candidates re-using School-Based Assessment scores in this way must register as 'Resit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

Candidates who enter for both Unit 1 and Unit 2 in the same sitting will be required to submit a School-Based Assessment for each Unit.

School-Based Assessment Resit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

♦ ASSESSMENT GRID

The Assessment Grid for each Unit showing marks assigned to papers and to Modules and the percentage contribution of each paper to the total scores.

Papers	Module 1	Module 2	Module 3	Total	(%)
EXTERNAL ASSESSMENT Paper 01	30	30	30	90	(30)
Paper 02	30	30	30	90	(30)
SCHOOL-BASED ASSESSMENT Paper 03	40	40	40	120	(40)
Total	**100**	**100**	**100**	**300**	**(100)**

♦ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE TOURISM EXAMINATION

WORD/TERM	DEFINITION/MEANING
Account for	Explain the reasons for, giving an indication of all relevant circumstances.
Give an account of	Give a detailed description.
Advise	Write an extended answer identifying the issue. Suggest solution or action to be taken.
Analyse	Study in depth, identifying and describing in detail the main characteristics and drawing conclusion(s).
Apply	Use knowledge and/or principles to solve problems.
Assess	Examine closely, with a view to measuring or 'weighing up' a particular situation. Consider in a balanced way: strengths and weaknesses, points for and against. In conclusion, state your judgement clearly.
Calculate	Arrive at a solution to a numerical problem. Steps should be shown and units included.
Cite	Provide a quotation or a reference to the subject.
Classify	Divide into groups according to observable characteristics.
Comment	State clearly and in a moderate fashion your opinions on the material in question. Support your views with references to suitable evidence or with explanation as appropriate. State opinion or view with supporting reasons.
Compare and Contrast	Provide an extended response, stating, describing and elaborating on similarities and differences, providing specific examples of these similarities and differences.
Critique	Express your balanced judgement about the merit or truth of the material in question. Give the results of your scrutiny, establishing both strengths and weaknesses. Be specific.
Deduce	Make a logical connection between two or more pieces of information; use data to arrive at a conclusion.
Define	Provide a precise statement giving the nature or the scope or the meaning of a term; or using the term in one or more sentences so that the meaning is clear and precise.
Describe	Provide statements of the features or characteristics of a situation or concept.

WORD/TERM	DEFINITION/MEANING
Determine	Calculate the value of a physical quantity.
Differentiate or Distinguish	State or explain briefly those differences between or among items, concepts or situations which can be used to define them or place them into separate categories.
Discuss	Examine concepts and principles, giving reasoned pros and cons, advantages and disadvantages. Present reasoned arguments for and against, using detailed examples.
Evaluate	Weigh evidence and make judgements based on given criteria. The use of logical supporting reasons for a particular point is more important than the view held; usually both sides of an argument should be considered.
Explain	Provide statements on **what** happened, **how** it happened and **why** it happened.
Give	Provide short, concise responses.
Illustrate	Use specific examples, allusions, figures or diagrams to explain, demonstrate or clarify a problem, situation or view.
Interpret	Translate, give examples of, express in simple terms or comment on a subject, usually giving your judgement about it.
Justify	Prove, make out a case or give reasons for decisions or conclusions in a very convincing way.
Outline	Give basic steps only. Provide main points, or features only without details.
State	Present the main points in brief, clear sequences.
Suggest	Offer an explanation deduced from information provided or previous knowledge and consistent with subject knowledge.
Summarise	Give the main points or facts in condensed form, omitting details and illustrations.

Western Zone Office
8 March 2013

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

SPECIMEN PAPER

Unit 1 – Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This specimen paper consists of 45 items. You will have 1 hour and 30 minutes to answer them.

2. In addition to the test booklet, you should have an answer sheet.

3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

4. Find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

    Sample Item

    'Actual demand', in tourism, refers to the

(A)	traveller's desire to travel	Sample Answer
(B)	length of stay of the visitor	
(C)	number of persons who travel	(A) (B) ● (D)
(D)	economic activity of the visitor	

    The best answer to this item is "number of persons who travel", so answer space (C) has been shaded.

5. You may use silent, non-programmable calculators to answer questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

1. Tourism may BEST be defined as the travel and stay of persons outside their usual environment for less than one continuous year for

   (A) leisure
   (B) business
   (C) leisure and business
   (D) leisure, business and employment

2. A person who travels from one place to another, in his own country, for the purpose of engaging in tourism activity for a period of 24 hours or more is classified as which of the following types of tourists?

   (A) Inbound
   (B) Domestic
   (C) Outbound
   (D) International

3. Which of the following is NOT a 'pull factor' for a tourist?

   (A) Price
   (B) Climate
   (C) Personal income
   (D) Safe environment

4. Which of the following factors is the MAIN contributor to tourism development in the Caribbean?

   (A) The introduction of affordable air travel
   (B) Financial assistance from donor agencies
   (C) The region's environmental resources
   (D) The hospitality of the region's people

5. The acronym CTO in Tourism stands for which of the following?

   (A) CARICOM Travel Organization
   (B) Caribbean Travel Organization
   (C) CARICOM Tourism Organization
   (D) Caribbean Tourism Organization

6. Which of the following United Nations Organizations is associated with international tourism?

   (A) UNDP
   (B) UNICEF
   (C) UNWTO
   (D) UNESCO

7. Which of the following sectors is directly linked to tourism?

   (A) Health
   (B) Finance
   (C) Education
   (D) Agriculture

8. According to Leipers' (1979) model, which of the following is NOT regarded as a **main** component of the tourism system?

   (A) Transit route
   (B) Traveller generation
   (C) Accommodation region
   (D) Tourist destination region

9. Which of the following factors relating to a destination are LIKELY to encourage tourists to visit that destination?

    I.   Proximity
   II.   Cost of travel
 III.   Suitable climate

  (A)   I and II only
  (B)   I and III only
  (C)   II and III only
  (D)   I, II and III

10. Several islands in the Caribbean are dependent on tourism for

    I   foreign exchange
   II.   education and training
 III.   employment generation

  (A)   I and II only
  (B)   I and III only
  (C)   II and III only
  (D)   I, II and III

11. In 2011, 240 000 tourists travelled to Belize. This type of demand is known as

  (A)   real
  (B)   latent
  (C)   potential
  (D)   effective

12. Negative environmental impacts from tourism may BEST be addressed by

  (A)   implementing sustainable tourism practices
  (B)   creating more tourist sites and attractions
  (C)   employing more local persons in the tourism industry
  (D)   introducing more exciting destination activities for tourists

13. In recent years tourists travelling to the Caribbean have been more interested in hiking in natural areas. This can be considered to be

    I.   a benefit of tourism
   II.   an issue affecting tourism
 III.   a motivational factor of tourism

  (A)   I and II only
  (B)   I and III only
  (C)   II and III only
  (D)   I, II and III

14. The Ministry of Tourism is developing a national park as a tourist attraction. A positive environmental impact of this development on the country is the

  (A)   generation of employment
  (B)   encouragement of entrepreneurial activity
  (C)   exchange of cultural information, ideas and beliefs
  (D)   protection of natural flora and fauna

15. John travelled from Barbados to St. Lucia on 1 August, 2011 and stayed until 31 September 2012, visiting relatives and friends. John can be classified as a/an

  (A)   tourist
  (B)   resident
  (C)   expatriate
  (D)   excursionist

16. Which of the following BEST describes the Caribbean accommodation sector?

  (A)   Resorts, city hotels, attractions
  (B)   Villas, guest houses, hotels, resorts
  (C)   Vacation homes, rooms, condominiums
  (D)   Time share, guest houses, hotels, inns

17. The MOST critical determinant of repeat visitation to an attraction is the

    (A) visitor experience
    (B) product the visitor buys
    (C) resources offered to the visitor
    (D) cost of the activity to the visitor

18. Categorization of hotel accommodation by type and range of facilities and services is referred to as

    (A) sizing
    (B) grading
    (C) registration
    (D) classification

19. Which of the following tourism businesses generates the LARGEST proportion of tourism industry employment?

    (A) Travel agencies
    (B) Tour operations
    (C) Hotels and catering
    (D) Passenger transport

20. Which of the following impacts was the **main** focus of MOST studies and research in Caribbean tourism between 1975 and 1995?

    (A) Social
    (B) Cultural
    (C) Economic
    (D) Environmental

21. The MAIN desired effect of government fiscal incentives for tourism development is

    (A) growth of the industry
    (B) low investor confidence
    (C) reduction of capital outlay
    (D) reduction of operating cost

22. Compared with tourism multiplier values in developed countries, those in developing countries are usually

    (A) equal
    (B) lower
    (C) higher
    (D) about the same

23. Which of the following sectors of the tourism industry offers the MOST employment opportunities for tour guides?

    (A) Attractions
    (B) Accommodation
    (C) Food and beverage
    (D) Industrial and commercial

24. High net foreign currency earnings from tourism is MORE likely when there is high

    (A) expatriate labour
    (B) foreign investment
    (C) propensity to import
    (D) indigenous ownership

25. Which of the following businesses, located in a Caribbean resort area, are MOST dependent on tourism for business?

    (A) Taxis
    (B) Banks
    (C) Pharmacies
    (D) Public utilities

26. Which of the following statements about tourism income multiplier is true?

(A) The main value of tourism multipliers is for long term rather than short-term planning.
(B) Simple 'ad hoc' models yield more accurate results than those calculated with input-output analysis.
(C) Certain regions of a country tend to experience higher multiplier values than the country as a whole.
(D) Once there is a demand for locally produced goods and services, each successive round of spending generates new income.

27. One of the MAIN ways in which tourism contributes to economic growth is through the

(A) increase in visitor exports
(B) development of resort areas
(C) sustainable use of resources
(D) implementation of community projects

28. The Government of Bowaka has received tourism revenue of US$50.8 million. The receipts could have been bigger but hotels and restaurants purchased and employed mostly foreign labour. This is an example of

(A) impacts
(B) leakages
(C) linkages
(D) multipliers

29. Which of the following countries' GDP will be MOST affected by a 50 per cent decrease in tourist arrivals?

(A) Guyana
(B) St. Lucia
(C) Trinidad and Tobago
(D) Antigua and Barbuda

30. Which of the following represents an inter-sectoral linkage?

(A) Fisherman Jack supplies fresh fish to the local hospital daily.
(B) Fresh Food Farm plans to diversify its business by selling tomatoes to local hotels.
(C) Farmer Brown supplies anthuriums to Downtown Cruises monthly.
(D) Home Hardware is located five miles from Sunshine Hotel which imports all of its supplies.

31. 'Commodification of culture' refers to selling cultural

(A) commodities
(B) souvenirs to visitors
(C) novelties to cruise passengers
(D) experiences solely for tourist consumption

32. Sustainable tourism is underpinned by which of the following principles?

(A) Resource use, linkages, equity
(B) Resource stewardship, resource use, equity
(C) Integration, community participation, resource stewardship
(D) Community participation, resource use, the demonstration effect

33. The idea that visitor volume must NOT be exceeded is associated with the concept of

(A) Doxeys irridex
(B) carrying capacity
(C) tourism accounting
(D) visitor volume studies

34. The idea that local people imitate the lifestyles of visitors is commonly referred to as which of the following types of effect?

(A) Copycat
(B) Hollywood
(C) Demonstration
(D) Discontentment

35. Which of the following is a positive social impact of tourism?

(A) Inflation
(B) Changing values
(C) Increase in sex trade
(D) Inter-cultural understanding

36. The role of the public sector in sustainable tourism is to provide

(A) tourism services
(B) a policy framework
(C) technological support
(D) environmental information

37. One way in which a tourism organization may improve its ecological footprint is by

(A) developing a policy
(B) employing more people
(C) involving the local community
(D) managing its energy consumption

38. The destruction of coral reefs is USUALLY caused by

(A) tsunamis and cyclones
(B) hurricanes and earthquakes
(C) soil erosion and acidification
(D) marine life and reef operators

39. Community involvement as a cornerstone of sustainable tourism faces many problems because communities

(A) are rarely homogenous
(B) are geographically defined
(C) do not like being told what to do
(D) do not want tourism development

40. Monitoring and measuring progress towards sustainable tourism is done using which of the following sets of tools?

(A) Eco-labels, blue flag, green globe
(B) Certification, eco-labels, indicators
(C) Reports, indicators, geographic information systems
(D) Carrying capacity, resource measurement, indicators

41. Implementation of sustainable tourism policies is sometimes limited by the

(A) stakeholders
(B) low levels of enforcement
(C) absence of government involvement
(D) lack of knowledge by tourism operators

42. Which of the following groups of stakeholders are important to sustainable tourism action?

(A) Tourists, residents, governments
(B) Tourists, residents, non-governmental organizations
(C) Governments, residents, non-governmental organizations
(D) Governments, tourists, non-governmental organizations

43. Blue Sky Hotel was built 10 feet from the shoreline in the New Rochelle Community. The hotel is now experiencing periodic flooding and beach erosion. Which type of planning should Blue Sky have engaged in to prevent these impacts?

(A) Reactive
(B) Proactive
(C) Stakeholder
(D) Community

44. Zipline International offers tours in a rainforest. Which of the following tools would be MOST appropriate to ensure minimal negative natural resource impacts from their activities?

(A) Codes of conduct
(B) Camping capacity studies
(C) Social impact assessment
(D) Environmental impact assessment

Item **45** refers to the following scenario.

Stephanie Carter, a world renowned Caribbean hotelier, has permission to construct a resort within a national park. Community members have vehemently protested this project, but government refuses to withdraw approval because of the size of the investment.

45. In the scenario, sustainable tourism is undermined because of a lack of

(A) monitoring
(B) political will
(C) communication
(D) communication will

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

Unit 1-Paper 01

Item No:	Objective	Key	Level	Item No:	Objective	Key	Level
1	1.1.1	C	K	31	1.3.1	D	K
2	1.1.2	B	K	32	1.3.2	C	K
3	1.1.2	C	K	33	1.3.2	B	K
4	1.1.3	A	K	34	1.3.1	C	K
5	1.1.3	D	K	35	1.3.1	D	K
6	1.1.3	C	K	36	1.3.5	B	K
7	1.1.4	D	C	37	1.3.2	D	C
8	1.1.4	C	C	38	1.3.1	C	C
9	1.1.2	D	C	39	1.3.3	A	C
10	1.1.5	B	C	40	1.3.4	B	C
11	1.1.4	D	C	41	1.3.6	B	C
12	1.1.7	A	C	42	1.3.3	A	C
13	1.1.6	C	A	43	1.3.5	C	A
14	1.1.5	D	A	44	1.3.4	A	A
15	1.1.2	B	A	45	1.3.6	B	A
16	1.2.1	B	K				
17	1.2.2	A	K				
18	1.2.1	D	K				
19	1.2.5	C	K				
20	1.2.5	A	K				
21	1.2.4	D	K				
22	1.2.7	B	C				
23	1.2.1	A	C				
24	1.2.5	D	C				
25	1.2.2	A	C				
26	1.2.7	D	C				
27	1.2.8	C	C				
28	1.2.3	B	A				
29	1.2.6	D	A				
30	1.2.3	C	A				

TEST CODE **02146020**

SPEC 2013/02146020

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

SPECIMEN PAPER

Unit 1 – Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of TWO Sections and SIX questions.

2. Answer ALL questions.

3. All answers MUST be written in the answer booklet provided.

4. Begin EACH question on a separate page.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

SECTION A

Answer ALL questions.

1. (a) (i) Define the term 'tourism'.   **[2 marks]**

        (ii) List THREE classifications of tourists.   **[3 marks]**

    (b) Identify FOUR factors that have led to the emergence of international tourism.
                                                                                          [4 marks]

    (c) Describe TWO pull factors that drive the demand for Caribbean tourism.
                                                                                          [6 marks]

                                                                              Total 15 marks

2. (a) Explain what is meant by the term 'economic impact of tourism'.   **[3 marks]**

    (b) Outline THREE negative economic impact of tourism.   **[6 marks]**

    (c) Describe TWO economic benefits of tourism to local communities.   **[6 marks]**

                                                                              Total 15 marks

3. (a) (i)   Identify TWO positive environmental impacts of tourism.   **[2 marks]**

        (ii)   Identify ONE negative environmental impact of tourism.   **[1 mark]**

    (b) Describe TWO tools that are used to assist destinations in measuring
         progress towards sustainable tourism.   **[6 marks]**

    (c) (i)   Define the term 'carrying capacity'.   **[2 marks]**

        (ii)   Outline TWO reasons why carrying capacity is important to tourism
               stakeholders.   **[4 marks]**

                                                                              Total 15 marks

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SECTION B

Answer ALL questions.

4. Outline THREE issues which affect tourism and discuss ONE way in which
    each issue may be resolved.

    [15 marks]

5. Discuss THREE ways in which governments can facilitate inter-sectoral linkages
    between tourism and other sectors.   **[15 marks]**

6. Discuss THREE challenges that impact the implementation of sustainable
    tourism in businesses and destinations.   **[15 marks]**

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

TOURISM

UNIT 1 – PAPER 2

KEY AND MARK SCHEME

SPECIMEN

CAPE TOURISM
Key and Mark Scheme
Unit 1 — Paper 2

Question 1

(a)(i) Definition of Tourism

- UNWTO definition - Tourism comprises the activities of persons travelling to and staying in places outside their usual environment **(1)** for not more than one consecutive year for leisure, business and other purposes. **(1)**

[2 marks]

OR

- CTO definition - Tourism involves the movement of people to destinations outside the places where they normally live and work. **(1)** It also involves the activities of people during their stay at these destinations and the facilities/services needed. The stay needs to be for a period of over 24 hours.**(1)**

[2 marks]

OR

- Tourism is the sum of the phenomena and relationships arising from the interaction among tourists, the tourism industry, host governments, host communities, origin governments, universities, community colleges and non-governmental organizations, **(1)** in the process of attracting, transporting, hosting and managing these tourists and other visitors. **(1)**

[2 marks]

(ii) Classifications of Tourists
- International
- Regional
- Domestic
- Inbound
- Outbound

Any 3 listed 1 mark each   **[3 marks]**

2

CAPE TOURISM
Key and Mark Scheme
Unit 1 — Paper 2

(b) Factors leading to the emergence of international tourism
- Thomas Cook's introduction of organized tours
- Improved transportation technology — development of the jumbo jet; rail; steamships
- Increased leisure time/vacation time
- Paid vacation time

One mark each   **[4 marks]**

(c) Pull factors that drive demand for Caribbean tourism

- Climate **(1)**
  - The Caribbean region enjoys a tropical environment throughout the year. As a result, the region attracts a large visitor base of travellers from countries with temperate/cold climatic conditions. **(1)**
  - These warm weather destinations in the Caribbean provide the ideal environment for visitors to fully enjoy the natural beauty the Caribbean has to offer. **(1)**
  - The region's attractiveness as a warm weather destination has also provided the Caribbean with unparalleled success in the world cruise industry. **(1)**

- Stable political environment **(1)**
  - Before choosing a destination to visit, several travellers ensure that the destination is safe and not undergoing any political instability which may lead to the restriction of their travel movements or infringe on their human rights. **(1)**
  - The Caribbean region is one such region which offers visitors this freedom. The region has been politically stable for several decades with the majority of its islands operating under a democratic government regime. **(1)**

- Natural resources **(1)**
  - The Caribbean has a tropical environment which is accompanied by rich biodiversity. **(1)**
  - The region has a vast range of flora and fauna along with natural resources such as beaches, waterfalls and rivers, several of which are accessible. **(1)**
  - These natural resources offer a range of ecotourism and adventure activities for all ages. These include activities such as hiking, bird watching and turtle watching, cycling through verdant countryside or kayaking past wildlife-filled mangrove forests. **(1)**

- Cultural Diversity **(1)**
  - The region possesses a cultural/ethnic diversity which offers something for everyone. Its rich historical heritage offers new experiences and a wealth of knowledge for all visitors. **(1)**
  - Every island offers a unique and exciting form of cuisine, music, art and interesting traditions in all facets of life, there is indeed a rich historical and cultural heritage in the Caribbean. **(1)**

Identifying 2 pull factors 1 mark each (2 x 1 mark)   [2 marks]
Describing 2 factors 2 marks each (2 x 2 marks)   [4 marks]

Total 15 marks

Question 2

(a)   Economic impact of tourism

It is the economic consequences of tourism spending:
- The generation of foreign exchange
- The creation of new job and employment opportunities
- The stimulation of trade, income and entrepreneurship — especially in the service and small business sectors
- The provision of new infrastructure which is available for non-tourism uses
- Increased regional development — particularly in isolated areas
- Greater tax revenues permitting greater government spending or reduced taxes on other activities
- The operation of what is called the multiplier effect

Explanation including any 3 points   [3 marks]

(b)   Negative economic impacts of tourism
- Leakages of expenditure out of the local economy **(1)**—when tourism earnings are spent on imported goods rather than locally produced and supplied goods.
- Increased propensities (that is, tendencies) to import **(1)** — high importation of goods to satisfy tourists' tastes.**(1)**
- Opportunity costs **(1)** — the cost of foregoing one alternative to invest in or spend on another for example, capital investment in tourism rather than agriculture. **(1)**
- Displacement effects **(1)** — this ensues when special events or activities cause a reduction in normal visitation **(1)** for example, persons who annually holiday in Barbados during the March to April period chose not to do so in 2007 because the ICC Cricket World Cup was hosted there.

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- Over-dependence on tourism **(1)** — when most income, jobs, etc. are generated by the tourism industry instead of being spread across several industries. **(1)**
- Inflation and higher land values **(1)** — the increase in prices of regular goods and services because of tourism activities. Tourism development also increases land values.**(1)**
- Seasonality issues — high visitation and tourism activities during certain periods of the year (for example, August to September).**(1)**
- Over-reliance on expatriate labour in key management positions **(1)** — these persons leave with the expertise and create a void which the locals find difficulty filling.
- Creation of new or extra costs **(1)** — money spent on the creation of new facilities or attractions (for example, building a sea port) or expanding existing services (for example, policing popular tourist areas).**(1)**

Identifying impact 1 mark
Elaborating 1 mark (2 x 3 marks)   **[6 marks]**

(c) Two economic benefits of tourism to local communities

Tourism is one of the most effective ways of redistributing wealth, by moving money into local economies/communities from other parts of the country and overseas. It brings income into a community that would otherwise not be earned. Economic benefits resulting from tourism can take a number of forms including:

- Job creation **(1)** — employment may be directly associated with tourism **(1)**, such as tour guide or managerial positions; or in supporting industries like food production or retail suppliers.**(1)**
- Increased spending **(1)** — increased spending in the community generated from visitors or tourism businesses can directly and indirectly promote the viability of local businesses. **(1)**
- Economic diversification **(1)** — tourism operators can play a role in highlighting the broad prosperity that tourism can bring to a community **(1)** and will contribute to a greater understanding and respect for the value of tourism. **(1)** economic diversification **(1)**, for many communities, is an insurance policy against hard times. **(1)** By offering an additional means of income, tourism can support a community when a traditional industry is under financial pressure,

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particularly where that community relies heavily on a single industry. **(1)**

- Entrepreneurship **(1)** — tourism offers a range of opportunities (some requiring low capital investment) for local community members to become entrepreneurs. **(1)** This creates an avenue for young entrepreneurs to sell the natural resources and talent of the country **(1)**.

Identifying economic benefit 1 mark each (2 x 1 mark)
Describing economic benefit 2 marks each (2 x 2 marks) [6 marks]

Question 3

(a)(i) Positive environmental impacts of tourism

- Protection of local environments due to increased income from tourism
- Protection of wildlife — in various locations tourism discourages poaching because it places economic value on wildlife and protection of natural resources, for example, national parks in Kenya and Tanzania
- Conservation of historic buildings — tourism can provide the impetus for converting old historic buildings and areas into foci for tourism activity for example, Brimstome Hill in St Kitts and Historic Bridgetown and the Garrison in Barbados.

Any 2 positive impacts identified 1 mark each   [2 marks]

(ii) Negative environmental impacts of tourism

- Pollution (air, noise, water)
- Erosion (beach, soil)
- Loss of natural habitats due to deforestation, trekking, development
- Poor waste management by tourism and tourism-related development
- Climate change effects as a result of emissions from air and ground transport
- Overcrowding and traffic congestion when the volume of tourists exceeds the capacity of the environment

Any negative impact outlined 1 mark   [1 mark]

(b) Tools that are used to assist destinations in measuring progress towards sustainable tourism

- Indicators of sustainability **(1)** — indicators are used to assist destinations in assessing the extent to which they are moving towards greater levels of sustainable tourism

development. **(1)** Indicators are often developed across the dimensions of sustainable tourism; **(1)** there are social, cultural, economic and environmental indicators. **(1)** They are usually quantitative rather than qualitative measurements. The Association of Caribbean States, the World Tourism Organization and the Caribbean Tourism Organization have all developed indicator sets to assist their member countries in measuring their sustainability levels. **(1)** The types of indicators used depend on the context of their application, for example, developing country, urban destination, eco-tourism destination etc.**(1)**

- Codes of conduct **(1)** — codes of conduct are a set of guidelines that aim to influence the attitudes and behaviour of the tourism industry including that of the tourist. **(1)** Codes indicate a commitment to protect the natural environment and relevant cultures and a responsibility to take action to achieve this through sound environmental and social planning and management. **(1)** Unlike indicators and certification schemes, codes are not very costly to develop, are easily understood and do not require a lot of data. They also have some weaknesses **(1)** for example, they are voluntary, there is no policing so that each member regulates itself. They do not provide timelines. **(1)**

- Certification programmes/schemes **(1)** — a certification scheme is a method of compliance based on set criteria and administered by an impartial third party. **(1)** The schemes are standardized and therefore are used in the same way in every country. **(1)** When an organization's operations and management have gone through the process of certification by having its properties and sites assessed by the certifying body it is said to be certified.**(1)** Certification schemes provide key performance areas and objectives against which the organization is assessed. **(1)** Certification schemes include Green Globe, Blue Flag and Hospitality Assured. **(1)** Many of these schemes are used by tourism and hospitality organizations as a marketing tool to help consumers make informed decisions about services they wish to use. (1)

Identifying any 2 tools 1 mark each (2 x 1 mark)
Any 2 points describing tool 2 marks each (2 x 2 marks)
[6 marks]

CAPE TOURISM
Key and Mark Scheme
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(c)(i) Carrying capacity refers to the maximum number of people or tourism activity that can be accommodated in a destination or a site (beach, attraction, village, town) **(1)** without incurring serious damage to the physical environment or experiencing a decline in the quality of the visitor experience. **(1)** Carrying capacity has at least three dimensions—environmental carrying capacity, socio-cultural carrying capacity and economic carrying capacity. **(1)**

Definition — any 2 points   [2 marks]

(ii) Why carrying capacity is important to tourism stake-holders
   - Unchecked social carrying capacity can lead to a decline in host/resident acceptance of tourism — **(1)** if the social carrying capacity or the tolerance of the resident population to tourism is breached through overcrowding of beaches or public spaces, **(1)** then this can lead to resentment or even hostility towards visitors.   It is therefore important for tourism stakeholders to ensure that adequate measures are put in place to reduce overcrowding, congestion, price inflation etc. **(1)**
   - Unchecked environmental carrying capacity can diminish a destination's attractiveness — **(1)** environmental capacity recognizes that there are physical limits to increasing tourism numbers and tourism development. **(1)** At some point, reduced environmental quality occurs due to overuse of environmental resources resulting in adverse impacts such as pollution, loss of flora and fauna etc. **(1)** Because tourism depends on the natural resources for its viability, it is important that policymakers ensure that there is adequate planning, legislation, enforcement and monitoring of a destination's resources so that it remains attractive long into the future. **(1)**

Identifying 2 reasons 1 mark each
Developing the points 1 mark (2 x 1 mark)
**   [4 marks]**
**   Total 15 marks**

Question 4

Issues affecting tourism and how these may be resolved.

Issue

- Safety and security (crime) **(1)** — The popularity of a tourism destination depends, in part, on its ability to provide a safe and secure environment for visitors. **(1)** The events of September 11, 2001 have increased travellers' awareness of safety and security issues and altered their travel choices. **(1)** The issue of safety and security has also influenced tourists' travel patterns

    POST 9/11:

    - tourists opted for different modes of transport **(1)**
    - travelled in larger groups **(1)**
    - chose shorter travel distances **(1)**

How issue may be resolved

Destinations will need to be cognizant of the safety concerns of travellers and implement procedures and strategies to ensure the highest level of safety and security of their visitors at all times. **(1)** For example, tourists must have access to consulates from their respective countries in cases of unfair treatment. **(1)**

Issue

- Epidemics and health risks (HIV/AIDS) **(1)** — The emergence of health epidemics can severely affect tourists' travel patterns. Tourists will choose destinations where they perceive the risk of contracting an illness to be lower. **(1)** Examples of this include

    - The impact of SARS in South Asia
    - Effect of Foot and Mouth Disease on tourism in the UK
    - Effect of Swine Flu **(1)**

Resolution

It is imperative that destinations keep abreast of ongoing global health-related threats and implement procedures that protect their visitors from such. **(1)** This may include making health facilities available to the traveller. **(1)**

Issue

- Rapid technological change **(1)** — Tourism traditionally has been characterized as a 'people industry', it now faces the realities of advances in technology—with consumers being able

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to easily access several services through the Internet and engage in virtual reality tours. **(1)** Consumers are now able to access more information about destinations and plan trips for themselves. **(1)** This presents a challenge for destination marketing. Methods of marketing have to be changed to facilitate the online consumer. **(1)**

Resolution

- Destinations must utilize technology and the Internet to improve their visitor information services. They must adjust their marketing campaigns to ensure that they appeal to their online consumers and use the means available to them to consistently communicate with their customers. **(1)**

- Destinations can also facilitate the payment for tourism goods and services online with the use of credit cards and other online payment methods to bring about a greater level of convenience for travellers.**(1)**

- Ongoing research is essential to understanding the changing taste and preferences of the traveller. **(1)** The development of knowledge base databases can foster the creation, storage and management of market research. **(1)**

Issue

- Natural Resources **(1)** — The tourism industry is very resource and land use intensive. Destinations with progressively increasing visitor arrivals continue to face contemporary environmental problems as there continues to be competition for limited natural resources. **(1)** These issues include degradation of arable lands and water resource issues. **(1)**

- Global warming continues to challenge the international community with consequences such as melting polar ice, rises in sea levels, and increasing frequency of major storms thus affecting tourists' travel patterns and preferences. **(1)**

- The modern traveller is very discerning and aware of issues regarding the sustainability of resources at a destination. **(1)**

Resolution

- Governments must implement sustainable tourism development methods to ensure that the tourism industry utilizes currently available resources wisely. **(1)** Through education and awareness campaigns, tourists can be encouraged in responsible tourism that benefits the preservation of the natural and built environments **(1)**

- Destinations can ensure that all tourism businesses that are being developed in environmentally sensitive areas conduct environmental impact assessments (EIAs) before engaging in development. **(1)**
- A collaborative and integral approach can be fostered among stakeholders at all levels, and they can be encouraged to adopt sustainable practices and foster dialogue on key sustainable tourism issues. **(1)**
- Incentives can also be given to accelerate the adoption of sustainable practices among tourism businesses. **(1)**

Issue
- Risk and disaster management **(1)** — Tourism is highly people-oriented and as such both employees and tourists are vulnerable to damages from natural disasters **(1)** such as hurricanes, storms, earthquakes, tornadoes, floods, or from man-made incidents such as terrorist attacks. **(1)** Tourists will be less prone to travel to destinations where there are threats of natural disasters **(1)** and where the destination has not articulated disaster plans. **(1)**

Resolution
- Destinations will need to ensure that they have proper disaster management plans in place to protect visitors in the event of an emergency.**(1)** Such plans will assist in identifying organizations involved in recovery processes as well as the role of each stakeholder in managing the effects of disasters. **(1)** The development of risk and disaster management strategies and plans of action for the tourism sector **(1)** reap a number of benefits such as helping to decrease the possible financial loss to the tourism industry. **(1)** It allows destinations to prepare for, respond to and recover from natural and man-made disasters more efficiently.**(1)**

Other Issues
- Changing consumer tastes and preferences **(1)** — Tourists' values, attitudes and behaviour are determined by their social environment, cultural identity and way of life. **(1)** Consumers over the years have become more sophisticated in their travel plans and habits. **(1)** They are very knowledgeable about products and services being offered. **(1)** There is great focus on quality services as well as value for money. **(1)**

- There is a move away from mass tourism activities and a greater interest in the experience to be gained from visiting a destination. **(1)** This transformation into an 'experience market' is based on personalized services and customized holidays. **(1)**

- The inability of destinations to identify and respond to the changing needs of the traveller and provide for them valuable experiences will impact negatively on the travel and tourism industry. **(1)** Travellers will visit destinations that allow them to play a more active role in their travelling experiences. **(1)**

- Airlift and access **(1)** — Airlift and access continue to be an issue affecting several destinations. Without reliable, efficient, safe and affordable air access, visitors are unable to get to some destinations. **(1)** A lack of affordable air access to key tourist destinations can negatively impact the growth of the global tourism industry. **(1)**

- Political **(1)** — Political barriers to travel through the introduction of travel restrictions **(1)** such as visa requirements **(1)**, can reduce the amount of persons who travel to certain regions or countries. **(1)**

- Resolution - Educational awareness

  - In general, the tourist industry should engage in promoting responsible practice for all activities engaged in within the industry.**(1)**

  - Tourism can help promote conservation by raising awareness amongst visitors through well-designed and interpretation programmes. It can raise the profile of biodiversity conservation at national and local levels. **(1)**
  - Information can be provided on respecting the cultural and natural heritage of destination areas. **(1)**
  - Education and awareness can also assist a destination in preparing its tourists and tourism supplier for disasters
    (9-11) **(1)** Programmes can be initiated to educate persons on risk and disaster migration strategies as well as provide useful information on actions to be taken in the event of a disaster. **(1)**
  - Several forms of awareness programmes to sensitize locals about the benefits of tourism can also be undertaken. **(1)** These can assist in the reduction of crime. Likewise safety advisories can be tactfully disseminated to tourists to advise them on safety precautions to be taken. **(1)**

- Proper and consistent education drives can address the issues of safety and security, natural resource use, epidemics and health risks, political issues as well as risk and disaster management. **(1)**
- Effective and well-targeted tourism can be used to inform, attract and maintain tourists at a destination. **(1)**
- Through Desalination Marketing, a particular brand or image can be portrayed. (1)
- Destination marketing can support and reinforce education and awareness drives by the tourism authorities at a destination. **(1)**

Identifying issue 1 mark (3 x 1 mark)
Outlining how issue affects tourism 2 marks (3 x 2 marks)
Showing how issue may be resolved 2 marks (3 x 2 marks)
Total 15 marks

Question 5

Ways in which governments can facilitate inter-sectoral linkages between tourism and other sectors.

Emphasis must also be placed on the inter-sectoral linkages and integration of tourism planning into overall national development strategies. Linkages can be culinary, cultural, health, sports, agriculture and village tourism linkages.

- Responsive and effective legislation **(1)** to encourage and support pro-poor tourism development. **(1)** Consequently, administrative structures must be developed that do not provide obstacles to the integrated approaches necessary. **(1)** This will require the willingness of various government ministries and departments to cooperate **(1)** in ensuring that various ministerial and departmental concerns are adequately addressed.**(1)**
- Government policies should be implemented to promote the access of enterprises to finance, **(1)** and to strengthen the provision of support services. **(1)** The investment policies should encourage linkages among small and medium enterprises. **(1)** Also, governments should provide tax incentives **(1)** and implement deregulation to promote the development and competitiveness of such enterprises in the tourism industry. **(1)**

- Investments in critical infrastructure **(1)** — Governments have to invest in critical infrastructure. This infrastructure is needed for innovation within **(1)** and the on-going diversification of our main industry. **(1)** Countries need to improve transportation networks, technology and training **(1)** inclusive of our schools and retraining programmes for adults. **(1)**

- Facilitation of partnerships **(1)** — Government has a central role in facilitating inter-sector partnerships between businesses by organizing workshops to bring persons from the various sectors together**(1)**, providing information, **(1)** providing incentives and concessions to encourage the establishment of partnerships.

Identifying 3 ways 1 mark each 3 x 1 mark
Discussion including practical examples 4 marks each
(3 x 4 marks)

Total 15 marks

Question 6

Challenges that impact the implementation of sustainable tourism

- Political will **(1)** — relates to a government's willingness to implement and enforce legislation **(1)** that will support sustainable tourism goals. **(1)** There are instances in which government will be unwilling or unable to implement legislation because of the power of developers, **(1)** the impact enforcement will have on the voting public or the resources (technical, human, financial) may not be available to assist with enforcement. **(1)**

- Absence of relevant legislation **(1)** — the appropriate institutional, legal, economic, social and environmental framework **(1)** must be in place as well as a mix of instruments **(1)** such as integrated land-use planning and coastal zone management **(1)** and social and economic impact assessments to ensure sustainable tourism management. **(1)**

- Costs **(1)**—At the national level, the costs associated with managing negative environment impacts (for example, introduction of national recycling plant, increase in the number of waste treatment plants, fining litter, introduction of legislation) **(1)** may be too high or not prioritized. **(1)** From the private sector or industry perspective, costs associated with certification or the adoption of labels are often considered too high. **(1)** These costs may be a particular challenge to small, locally-owned businesses. **(1)**

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CAPE TOURISM
Key and Mark Scheme
Unit 1 — Paper 2

- Lack of enforcement **(1)** — In order for sustainable tourism to take place, countries must ensure enforcement of legislation to protect the tourism product. **(1)** Trinidad and Tobago and other Caribbean countries have a number of environmental and other legislation that are not enforced **(1)** and so unplanned development, **(1)** health risks to visitors and residents result.**(1)**

- Lack of interest or awareness of stakeholders **(1)** — some organizations in the industry may simply not be interested **(1)** in social and environmental sustainability. **(1)** In some instances, the levels of awareness surrounding sustainable tourism might be low. **(1)** Hence, little will be done to encourage sustainable tourism development. **(1)**

- Culture **(1)** — In some countries, sustainable tourism development is integral to cultural norms **(1)** (separating garbage, recycling, taking grocery bags to the supermarket rather than using plastic bags—Scandinavian countries, Canada, the UK) **(1)** and so the system to allow these practices to be successful are present. **(1)** Developing countries, on the other hand, do not have a long history of sustainable practices and so it can be challenging to change practices among households. **(1)**

Identifying 3 challenges (3 x 1 mark)   **[3 marks]**
Discussing 3 challenges (3 x 4 marks)   **[12 marks]**
                                        Total 15 marks

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CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

SPECIMEN PAPER

Unit 1 – Paper 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.

2. All answers must be written in this booklet.

3. You are advised to take some time to read through the paper and plan your answers.

4. You may use silent electronic, non-programmable calculators to answer questions.

INSTRUCTION: Read the following case study and answer ALL the questions.

CASE STUDY

Trouble in Argyle

Argyle, situated in the coastal town of St Romaine, is a leisure destination of 55 000 residents. It has abundant natural assets—waterfalls, reefs, exotic flora and fauna, rare species of birds and other animals and a unique language, but most residents are fluent in English. Argyle also has an active volcano which lies within the hurricane belt. In recent times, tourism development has 'taken off' as a result of increased access by road, air and sea, as well as overwhelming external private sector investment. Residents have traditionally been employed in the public sector, fishing, agriculture and manufacturing. In recent years there has been a movement away from fishing and agriculture to tourism where wages are steady and tips are modest. Interestingly, opportunities for educational advancement have also increased due to tourism development.

The destination has been experiencing rapid growth in visitor arrival. The number of arrivals has increased from 120 000 in 2000 to 650 000 in 2010 and visitor spending in the local shops and bars has also increased. In general, tourism development in this locale has brought improvements in infrastructure as well as created jobs and opportunities for entrepreneurial activities.

However, over the last two years there has been an uneasy tension as residents have been denied access to local beaches. Recreational areas have been converted to private property, some qualified local persons have been overlooked for middle management positions, and water resources have had to be diverted away from residential communities to service the hotels. Gradual changes are also being noticed in terms of the availability of water, air quality, the variety of bird species, and degradation of beaches, which have raised an alarm among the elderly in the community. There has been an increase in waste in the marine environment and this is affecting residents as well as the ecosystems. There has also been increasing harassment of visitors as economic disparities become more noticeable. The Ministry of Tourism and other tourism stakeholders are aware of the problems but are turning a blind eye because of the prosperity that the country as a whole is experiencing.

You are a member of a community group that is concerned about the way in which tourism is developing in Argyle.

1.   Outline TWO positive and TWO negative socio-cultural impacts that are currently affecting St Romaine.

Two positive socio-cultural impacts:

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[4 marks]

Two negative socio-cultural impacts:

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[4 marks]

2.   Evaluate THREE factors that have led to the growth of tourism in Argyle.

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[15 marks]

3. (a) Define the term 'sustainable tourism'.

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[2 marks]

(b) Discuss THREE recommendations for improving sustainable tourism in Argyle.

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[15 marks]

Total 40 marks

END OF TEST

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

TOURISM

UNIT 1 – PAPER 032

KEY AND MARK SCHEME

SPECIMEN

CAPE TOURISM
Key and Mark Scheme
Unit 1 — Paper 032

Question 1

Positive socio-cultural impacts include

- Educational Advancement **(1)** — persons have greater access to education as wealth increased as a result of tourism development. **(1)**
- Inter-cultural understanding **(1)** — residents have welcomed the interaction between themselves and visitors through invitations to their homes. This friendly interaction often leads to better understanding among cultures. **(1)**

Identifying 2 positive impacts 1 mark each (2 x 1 mark)
Outlining the impacts 1 mark each (2 x 1 mark)

[4 marks]

Negative socio-cultural impacts include:

- Overcrowding **(1)** — the volume of visitors in Argyle suggests that there would be competition for shared areas/facilities at certain times of the year. **(1)**
- Harassment of visitors **(1)** — visitors to Argyle are being harassed by residents as residents perceive them to have more wealth than the locals. **(1)**

Identifying 2 negative impacts 1 mark each (2 x 1 mark)
Outlining the impacts 1 mark each (2 x 1 mark)

[4 marks]

Question 2

Factors which have led to the growth of tourism in Argyle include:

- Injection of external private sector investment (capital). **(1)**

Pros
- This has led to an increase in hotels, shops, bars etc. which are important for tourism. **(1)**
- Increase in jobs and other entrepreneurial activities. **(1)**

Cons
- Displacement of jobs in traditional sectors such as fishing and agriculture. **(1)**
- Foreign investment leads to leakages; money in the form of profits and wages. **(1)**

2

- Access by road, sea and air **(1)**

Pros
- Transportation ensures that visitors can get to the destination and move around it with ease. **(1)**

Cons
- Influx of visitors has resulted in water resources being diverted away from residents, **(1)** increase in waste which is affecting the marine environment **(1)**

- Improvement in infrastructure **(1)**

Pros
- Provided residents with a better standard of living **(1)**
- Since infrastructure is a public good then in general both residents and tourists benefit from its development **(1)**

Cons
- Heavy use of roads and other infrastructure will lead to deterioration.

**Identification of factor 1 mark each (3 x 1 mark)
In evaluating candidates should highlight 2 pros 1 mark each
and 2 cons 1 mark each   (3 x 4 marks)**
[15 marks]

Question 3

(a)   Sustainable tourism defined

"Sustainable tourism development means the optimal use of social, natural, cultural and financial resources for national development on an equitable and self-sustaining basis **(1)** to provide a unique visitor experience and an improved quality of life through partnerships among government, the private sector and communities." **(1)** (Regional Sustainable Tourism Policy Framework, 2007, vii.)

Definition including 2 points   [2 marks]

(b)   Recommendations for improving sustainable tourism

Environmental

- Water resources being diverted from the residential communities **(1)** — Make it mandatory for all large hotels to have their own water resource systems. **(1)**

CAPE TOURISM
Key and Mark Scheme
Unit 1 — Paper 032

- Changes in water and air quality **(1)** - Implement and enforce environmental legislation, on-going quality of water and air quality checks.
- Decline in the bird species — Designate protected areas.
- Waste in the marine environment — **(1)** Insist on proactive planning, national education and community awareness. **(1)**

Socio-Cultural

- Loss of recreational areas **(1)** — Designate areas such as parks and beaches specifically for residential use. **(1)**
- Preference for foreign middle managers **(1)** — Government through its immigration department and labour department should institute a policy that allows for foreign-owned businesses to employ at least 50 per cent of local labour at the middle-management level.**(1)**
- Visitor harassment **(1)** — Generate a greater awareness of safety tips among visitors; **(1)** have mobile patrols in heavily populated tourist areas. **(1)**

Economic

- Displacement of industry/weak sectoral linkages **(1)** — Provide incentives (low interest rates, duty-free concessions, training) to local residents **(1)** to start their own business in specific areas related to agriculture and fishing. **(1)**
- Overwhelming external investment **(1)** — Legislate that external investors must have a local partner. Bermuda can be used as an example. **(1)**
- Lack of access by locals to high-level jobs **(1)** — Training of persons to fill middle-management positions **(1)** or place in contracts the idea of an understudy to foreign middle measure managers. **(1)**

Identifying the problem 1 mark   (3 x 1 mark)
Discussing a related recommendation (3 X 4 marks)

[**15 marks**]

Total 40 marks

SPEC 2013/02246010

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

SPECIMEN PAPER

Unit 2 – Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This specimen paper consists of 45 items. You will have 1 hour and 30 minutes to answer them.

2. In addition to the test booklet, you should have an answer sheet.

3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

4. Find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

   Sample Item

   'Actual demand', in tourism, refers to the

   (A) traveller's desire to travel   Sample Answer
   (B) length of stay of the visitor
   (C) number of persons who travel   Ⓐ Ⓑ ● Ⓓ
   (D) economic activity of the visitor

   The best answer to this item is "number of persons who travel", so answer space (C) has been shaded.

5. You may use silent, non-programmable calculators to answer questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

1. A tourism product which delivers value while meeting the demands of its guests can be seen as

- (A) creating visitor satisfaction
- (B) achieving tourism objectives
- (C) promoting tourism destinations
- (D) enhancing economic activities

2. Statements of the knowledge, skills and abilities which individuals should possess in order to carry out key tasks effectively are referred to as which type of standard?

- (A) Quality
- (B) Performance
- (C) Occupational
- (D) Motivational

3. Which of the following is NOT a characteristic of a tourism product?

- (A) Variability
- (B) Tangibility
- (C) Perishability
- (D) Inseparability

4. Measuring an organization's internal processes or best practices against similar organizations or industry standards is called

- (A) licensing
- (B) certyfying
- (C) standardizing
- (D) benchmarking

5. Legal permission to do a specific activity for which a fee may be charged, and which allows the authority to monitor and set conditions and limitations is called a

- (A) licence
- (B) standard
- (C) certificate
- (D) benchmark

6. A document established by a consensus of subject matter experts and approved by a recognized body that provides guidance on the design, use or performance of products, processes, services and systems is called a

- (A) permit
- (B) licence
- (C) standard
- (D) benchmark

7. John operates a 'dolphin encounter attraction' and adapts operational strategies that differentiate his business and create customer loyalty. John can be said to be creating an

- (A) encounter
- (B) adventure
- (C) advantage
- (D) experience

Item **8** refers to the following scenario.

Andrew attended a seminar at Diamond Resorts. This was his first visit to the hotel and he was late. Upon arrival, he was immediately met by Heather, a pleasant, well-groomed employee, who offered assistance. Heather offered Andrew a cold towel and rather than giving him direction, escorted him to the meeting room.

8. In this scenario, Andrew's expectations were

- (A) met
- (B) not met
- (C) exceeded
- (D) not expressed

9. In October, Tobago and Dominica host the Blue Food Festival and Creole Music Festival respectively. The Rum, Food & Wine Festival is one of Barbados' major events in November while Saint Lucia showcases an annual Saint Lucia Jazz Festival in May. Which of these destinations are NOT highlighting a culture and heritage tourism product?

(A) Tobago and Barbados
(B) Dominica and Tobago
(C) Saint Lucia and Barbados
(D) Saint Lucia and Dominica

10. The Management of an organization has devised policies which allow its employees to participate in improving processes, products, services and the culture of the organization. This type of management approach is referred to as

(A) team management
(B) total quality management
(C) quality service management
(D) customer service management

11. Turtle Tours is known for its good business practices and client satisfaction. It is hiring additional staff but is concerned about maintaining its reputation. Turtle Tours should hire staff who display which of the following attributes?

(A) Abrasiveness, accountability to community and respect for cultural heritage
(B) Positive attitude, in-depth knowledge of the product, tact and diplomacy
(C) Multi-lingual, emotionally secure and unaware of environmental requirements
(D) Aggressiveness, appreciation of family and accountability to self

12. Destination Sanderville has developed its tourism with a focus on destination weddings. Families, couples and friends always have a great experience. Sanderville has developed this experience as a

(A) niche
(B) service
(C) market
(D) benchmark

13. The Island of St. Raphael has implemented a customer feedback system to ensure that the destination is achieving its primary goal of being a premier tourism destination. St. Raphael knows that it has achieved its goal when customers

(A) consistently rate Saint Raphael's products as expensive
(B) often praise Saint Raphael's for its distinctive attractions
(C) sometimes express concern that Saint Raphael's products are not of high quality
(D) consistently complain that Saint Raphael does not have enough tourism activities

14. Llanos is a developing tourist destination. It must follow particular guidelines in order to enhance its tourism product. Which of the following factors would determine the success of Llanos?

I. Engineering policies
II. Safety and security policies
III. Occupational health policies

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

15. Susan is a guest at a hotel. She is very angry and upset about the way she was treated by a worker. The MOST appropriate way that the worker should have dealt with the situation was to apologize

    (A) even if it was not his fault
    (B) but explain that the mistake was not his fault
    (C) and inform Susan who was at fault
    (D) then refer Susan to the person who was at fault

16. Tourism marketing may BEST be described as the process

    (A) of selling tourism products to tourists via websites and other media
    (B) of creating a positive image of a destination through advertising and promotion
    (C) through which tourists obtain what they want by choosing the lowest priced destination
    (D) of creating, communicating and exchanging values with all customers

17. The primary purpose of marketing intermediaries is to match

    (A) demand from producers to supply from consumers
    (B) supply from producers to demand from consumers
    (C) supply from tourism entities to demand from the airlines
    (D) demand and supply to create a balance within the industry

18. Public relations, as a marketing tool, may BEST be defined as the process of

    (A) influencing the market to stimulate the sales force
    (B) advertising a specific product to a specific target market
    (C) placing newsworthy information into the news media to attract attention
    (D) creating a positive image of the organization for its target markets

19. The service characteristic of perishability suggests that

    (A) fresh produce should be used in all tourism entities
    (B) services cannot be stored for later sale or use
    (C) all products must have an extended expiry date
    (D) the quality of service depends on who provides them and when

20. According to marketing terminology, human needs are shaped by culture and individual personality. This is referred to as a

    (A) want
    (B) desire
    (C) feeling
    (D) satisfier

21. The term 'inseparable', in relation to providing a tourism service, refers to services that cannot be

    (A) sold after a certain time
    (B) severed from their providers
    (C) seen, felt, heard or tasted before purchase
    (D) severed from the other goods provided by the same company

22. Demographic segmentation is based on

(A) age, gender, income and occupation
(B) age, education, lifestyle and religion
(C) family size, race, age and social class
(D) nationality, age, lifestyle and occupation

23. Which of the following statements about branding is true?

(A) The product is easy to identify by colour, logo or trademark.
(B) Quality is easy to maintain and distribution is easy.
(C) The product is perceived as the best value for the price.
(D) There is a heavy demand for the product and it is easily identifiable.

24. A traditional distribution channel can BEST be described as a set of

(A) dependent organizations that are efficient in making products available to consumers
(B) intermediaries who are efficient in making goods available to target markets
(C) experienced marketing firms that specialize in getting products to consumers
(D) independent organizations that make products available to consumers

Item **25** refers to the following scenario.

Brandon has created square peanut cookies that he sells at his school as part of the practical component for his management of business class. To help sales, he does tasting at break and lunch periods. Sales have tripled compared with the sales figures of the first week.

25. Brandon thinks he has the right

(A) marketing mix
(B) marketing channel
(C) marketing strategy
(D) marketing promotion

26. Bertnelli Designs sells their products to merchandisers throughout the Caribbean region. These merchandisers sell to hotel chains, who then sell to their customers. These companies are a part of a

(A) supply chain
(B) demand chain
(C) distribution channel
(D) distribution network

27. Dominica's advertisements in the marketplace focus on the natural beauty of the island – its flora, fauna, rivers and mountainous landscapes. Dominica's marketing strategy is focused on the destination

(A) brand
(B) image
(C) product
(D) segment

Item **28** refers to the following scenario.

Craigg is the new director of tourism in Jamaica. He has decided to develop a marketing campaign geared towards the local and international markets. The campaign will include advertising, sales, promotion and the use of social media to inform, persuade and remind the target markets about destination Jamaica.

28. Which of the following strategies is Craigg using to increase the island's competitive advantage?

(A) Marketing
(B) Advertising
(C) Mass communication
(D) Marketing communication

29. Lamm Tour Company has been experiencing a steady decline in market share over the past five years. After extensive research it was discovered that the company did not have a strong presence in consumers' minds. To strengthen its visibility, Lamm Tour Company needs to increase its

(A) prices, change its packaging and other promotions
(B) advertising, rebrand its product and offer promotions
(C) promotions and advertising and train the marketing staff
(D) public relations, train the marketing staff and rebrand its product

Item **30** refers to the following scenario.

The Saba Tourism Board (STB) is considering the development of a marina with shopping facilities to grow the emerging luxury segment of its market. Two key objectives of the STB are to stimulate entrepreneurial activity and increase government revenue.

30. Which of the following types of research should the STB undertake?

(A) Causal
(B) Grounded
(C) Descriptive
(D) Exploratory

31. The purposes of a business plan are to

  I   seek finance to start or expand a business
  II define the operations of the business
  III assess the performance of the business over time

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

32. The SME in tourism means

(A) small, medium enterprises
(B) small management enterprises
(C) standard marketing enterprises
(D) standard management enterprises

33. The THREE Cs of a business plan are

(A) capital, concept, credit
(B) customer, capital, credit
(C) concept, customer, credit
(D) concept, customer, capital

34. The entrepreneurial process includes

    I.   evaluating opportunities
    II.   considering technological
          influences
    III.   deciding to go ahead with, or
          abandoning the opportunity

    (A)   I and II only
    (B)   I and III only
    (C)   II and III only
    (D)   I, II, and III

35. Start-up capital and operational costs are regarded as entrepreneurial

    (A)   risks
    (B)   resources
    (C)   challenges
    (D)   opportunities

36. An opportunity assessment plan is also known as a/an

    (A)   a business plan
    (B)   an opportunity analysis
    (C)   a competition analysis
    (D)   a business development strategy

37. Which of the following is an example of a non-traditional tourism business opportunity in the Caribbean?

    (A)   Operating a restaurant
    (B)   Selling souvenirs at the airport
    (C)   Providing accommodation for tourists in private homes
    (D)   Providing taxi service to and from the cruise ship terminal

38. Which of the following BEST exemplifies a tourism entrepreneur?

    (A)   The travel agent who specializes in well-known destinations
    (B)   The general manager of a hotel who is part of an international chain
    (C)   The farmer who decides to offer tours of his banana plantation to tourists
    (D)   The small hotel owner who is afraid to take the risk of adding five more rooms to his hotel

39. A MAJOR challenge to an entrepreneur interested in opening a new tourist attraction is

    (A)   a well-known product
    (B)   risk, liability insurance
    (C)   government incentives
    (D)   minimal operational costs

40. Which of the following tourism businesses is LIKELY to provide the **greatest** amount of entrepreneurial freedom?

    (A)   A family-owned restaurant
    (B)   An international hotel franchise
    (C)   A hotel under management contract
    (D)   A tour guiding service started from scratch by the entrepreneur

41. One attribute of successful entrepreneurs is that they

    (A)   tend to avoid risk
    (B)   set trends for others to follow
    (C)   focus more on the means than the outcome
    (D)   prefer tried and true products rather than creating new ones

42. Which of the following factors is MOST likely to encourage individuals to become tourism entrepreneurs?

    (A)   Unemployment
    (B)   Family tradition
    (C)   Need for independence
    (D)   Government incentives

43. A restaurateur is applying for a loan to expand his business. However, his business plan does not include strategies to manage events or risks. Which component of the plan does he need to improve?

    (A)   Financial plan
    (B)   Market research
    (C)   Operating schedule
    (D)   Product description

44. In which of the following situations would the owner of a tourism attraction be considered to be innovative?

    (A)   Avoid the use of Facebook or other social media for promotion
    (B)   Start using Facebook or other social media after other attractions
    (C)   Start using Facebook or other social media when the business starts doing well
    (D)   Use Facebook or other social media for marketing in the early stages of the development of APPs

45. After completing the CAPE Associate Degree in Tourism, Tricia has the opportunity to open her own souvenir shop. Which of the following would MOST likely prevent her from doing so?

    I.   Having complete responsibility for the operation
    II.   The ability to use a range of skills and talents
    III.   Uncertainty of income for the first year of operation

    (A)   I and II only
    (B)   I and III only
    (C)   II and III only
    (D)   I, III, and III

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

KEY

Unit 2-Paper 01

Item No.	Objective	Key	Level	Item No.	Objective	Key	Level
1	2.1.2	A	K	31	2.3.7	D	K
2	2.1.3	C	K	32	2.3.1	A	K
3	2.1.1	B	K	33	2.3.7	D	K
4	2.1.3	D	K	34	2.3.5	D	K
5	2.1.3	A	K	35	2.3.6	C	K
6	2.1.3	C	K	36	2.3.7	A	K
7	2.1.2	D	C	37	2.3.4	C	C
8	2.1.4	A	C	38	2.3.4	C	C
9	2.1.6	A	C	39	2.3.6	B	C
10	2.1.5	B	C	40	2.3.3	D	C
11	2.1.4	B	C	41	2.3.3	B	C
12	2.1.6	A	C	42	2.3.2	C	C
13	2.1.5	B	A	43	2.3.7	C	A
14	2.1.3	C	A	44	2.3.3	D	A
15	2.1.4	A	A	45	2.3.2	B	A
16	2.2.1	D	K				
17	2.2.5	B	K				
18	2.2.3	D	K				
19	2.2.1	B	K				
20	2.2.1	A	K				
21	2.2.1	B	K				
22	2.2.2	A	C				
23	2.2.3	C	C				
24	2.2.5	D	C				
25	2.2.7	A	C				
26	2.2.5	A	C				
27	2.2.4	B	C				
28	2.2.6	D	A				
29	2.2.4	B	A				
30	2.2.7	A	A				

SPEC 2013/02246020

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

SPECIMEN PAPER

Unit 2 – Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of TWO sections and SIX questions.

2. Answer ALL questions.

3. All answers MUST be written in the answer booklet provided.

4. Begin EACH question on a separate page.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

SECTION A

Answer ALL questions.

1. (a) (i) Define the term 'customer'. **[2 marks]**

   (ii) Differentiate between internal customers and external customers. **[4 marks]**

   (b) (i) Explain what is meant by the term 'service excellence'. **[3 marks]**

   (ii) Using examples, explain TWO ways in which service excellence can be used as a strategic tool. **[6 marks]**

   Total 15 marks

2. (a) (i) State ONE objective of marketing research. **[1 mark]**

   (ii) Define the term 'causal research'. **[2 marks]**

   (iii) State FOUR benefits of causal research. **[4 marks]**

   (b) Outline the following steps in the marketing research process:

   (i) Defining the problem
   (ii) Defining the research objectives
   (iii) Developing the research plan
   (iv) Implementing the research plan **[8 marks]**

   Total 15 marks

3. (a) (i) Define the term 'entrepreneur'. **[2 marks]**

   (ii) Identify FOUR characteristics of successful entrepreneurs. **[4 marks]**

   (b) Identify THREE non-traditional opportunities for entrepreneurial ventures in the Caribbean. **[3 marks]**

   (c) Outline THREE challenges which entrepreneurs are **likely** to face when starting a tourism business. **[6 marks]**

   Total 15 marks

SECTION B

Answer ALL questions.

4. The services provided by the tourism sector differ from the processes involved in the manufacture of goods. Discuss THREE ways in which they differ.

[15 marks]

5. Discuss THREE ways in which branding contributes to the success of tourism entities.

[15 marks]

6. Discuss THREE advantages of using a franchise over a family operated tourism business.

[15 marks]

END OF TEST

IF YOU FINISH BERFOE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

TOURISM

UNIT 2 – PAPER 2

KEY AND MARK SCHEME

SPECIMEN

CAPE TOURISM
Key and Mark Scheme
Unit — 2 Paper 2

Question 1

(a)(i) A customer (also known as a client, buyer, or purchaser) is the recipient of a <u>good</u>, <u>service</u>, <u>product</u>, information or an idea, **(1)** obtained from a <u>seller</u>, <u>vendor</u>, or <u>supplier</u> for a monetary or other valuable consideration. **(1)**

Definition 2 marks   **[2 marks]**

Difference between internal customers and external customers

(ii) An internal customer is a person inside the organization **(1)** who requires your goods and services, as well as other employees with whom you interact to get the work done. **(1)** An external customer, on the other hand is a person outside of the organization **(1)** who requires your goods and services. **(1)**

Two points distinguishing each concept 1 mark each (2 x 2 marks)
[4 marks]

(b)(i) Service excellence

Service excellence involves more than just identifying what customers want/need and defining the resources to meet such wants/needs. It also involves strategically managing these resources to create favourable impressions in the mind of customers **(1)**, about the quality of services provided by an organization **(1)**. It emphasizes delivering delightful customer relationships that will result in competitive advantage and increased profitability for the organization **(1)**.

Any 3 points 1 mark each (3 x 1 mark)   **[3 marks]**

(ii) Ways in which service excellence can be used as a strategic tool

- To differentiate an organization from its competitors (1) — With increased product similarities within organizations, service excellence is viewed as a suitable strategy for differentiating an organization from its competitors. **(1)** The delivery of excellent customer service is what makes the difference and assists an organization in gaining competitive advantage. **(1)** For example, all pharmacies basically offer the same products, so do building societies, travel services, banks etc.

CAPE TOURISM
Key and Mark Scheme
Unit — 2 Paper 2

- The increasing expectation and knowledge of customers, as a result of competition and increasing travel. **(1)** – This is causing customers to increasingly demand better quality services. **(1)** To keep customers, organizations will have to meet or surpass these expectations equal to or better than the competition, thereby continuously raising service standards. **(1)**

- Removing all the barriers that prevent the customer from feeling comfortable and confident as they use the services **(1)** — It first starts with finding out the customer's needs and supplying these needs better than the competitors. **(1)** It is understanding that the customer's wants to be treated well during the process of having his/her problems solved. **(1)**

- Ensuring sustainable growth and development **(1)** — In order to do this, the organization uses the needs and wants of customers to guide its decisions about organizational structure, use of technology, selection of human resources, overall systems and processes and the aesthetics of premises and offices. **(1)** Essentially, when an organization is needs driven, it will ultimately meet customers' needs for assurance, responsiveness and empathy, leaving them satisfied and feeling good as every aspect of the organization will be geared towards achieving this. **(1)**

- Improving employee engagement **(1)** — Employee engagement strategies include all the tools and resources provided by the organization to increase employee productivity and motivational levels, **(1)** thus improving employees' loyalty to the organization. These tools may include on-going training programmes and workshops for employees and opportunities that include staff at all levels in the decision-making process. **(1)**

Identifying two ways 1 mark each (2 x 1 mark)
Explaining two ways 2 marks each (2 x 2 marks)   **[6 marks]**

                                        Total 15 marks

Question 2

(a)(i)   The objective of marketing research is to gather systematic and relevant information.   **[1 mark]**

CAPE TOURISM
Key and Mark Scheme
Unit — 2 Paper 2

    (ii)   Definition of causal research
- Marketing research to test or
- Show cause and effect relationships.

             Key words: *cause, effect, relationship*   **[2 marks]**

    (iii)   Benefits of causal research.

- Can be used with other research methods
- Identifies the reason for a phenomenon
- Provides directions for the way forward
- Provides a means of testing results from exploratory research

Any 4 benefits 1 mark each (4 x 1 mark)   [4 marks]

(b)   Steps in the marketing research process

    (i)   Step 1 - Defining the problem
             Determining what information is needed and how it can be obtained in the most feasible way
             Description of the problem will lead to the determination of the type of research to be conducted
             Must lead to an understanding of the environmental (legal, economic, market and technology) context of the problem

Any 2 valid points outlined 1 mark each (2 x 1 mark)   [2 marks]

    (ii)   Step 2 – Defining the research objectives
             Determining what needs to be achieved by the research
             Shaping the questions to be asked
             Providing guidance and direction
             Formulating well-defined objectives that are directly related to the value and usefulness of the results of the research

Any 2 valid points outlined 1 mark each (2 x 1 mark)   [2 marks]

    (iii)   Step 3 – Developing the research plan
             Determining the information needed and developing a data collection plan
             Determining specific information needs
             Developing a data collection plan
             Answers the questions – How? Where? When? How data will be collected? From where, will the data will be collected? How will data be collected?

Any 2 valid points outlined 1 mark each (2 x 1 mark)   [2 marks]

CAPE TOURISM
Key and Mark Scheme
Unit — 2 Paper 2

(iv)   Step 4 – Implementing the research plan
         Collecting data — this is the most expensive stage of the
         plan and is subject to the most errors.

         Processing the data — this must be done in a timely manner
         in order to avoid dated results which will not accurately
         reflect the conditions of the current market.

         Analysing the data — the researcher must ensure that the
         right measurement tool is chosen for this stage

Any 2 valid points outlined 1 mark each (2 x 1 mark)   [2 marks]

4 x 2 marks   [8 marks]
                                              Total 15 marks

Question 3

(a)(i) An entrepreneur is an individual who identifies and pursues
        opportunities **(1)** beyond the resources he/she currently controls
        (1) OR one who is able to change ideas into action **(1)** in an
        uncertain and risky environment. **(1)**

Definition 2 marks   [2 marks]

(ii) Characteristics of successful entrepreneurs
        • Creative
        • Innovative
        • Have a positive state of mind
        • Are risk takers
        • Proactive
        • Determined
        • Committed
        • Visionary
        • Capable of management
        • Independent

Any 4 characteristics identified 1 mark each (4 x 1 mark)   [4 marks]

(b) Non-traditional opportunities for entrepreneurial ventures in the
     Caribbean
        • Homestays
        • Volunteering
        • Camping
        • Backpacking
        • Agritourism, for example, farm stays, farm tours, and other
          farming activities

5

CAPE TOURISM
Key and Mark Scheme
Unit — 2 Paper 2

Any 3 opportunities identified 1 mark each (2 x 1 mark)   [3 marks]

(c)   Challenges to starting a tourism business

- Start-up capital **(1)** - The money needed to start a new business. Also known as seed money. Money may be needed to lease office space, do marketing, pay for permits/licences, develop products etc. Accessing seed money may be difficult because the business is new, has no track record and may have no assets.**(1)**
- Operational costs **(1)** — These comprise all of the costs involved in running a business (for example, human resource costs, marketing expenses, administration). With limited capital and cash flow new businesses may have difficulty covering these costs.**(1)**
- Building product/service awareness (1) — If the market is unfamiliar with a product or service it would be more difficult for the entrepreneur to attract customers. To be successful entrepreneurs must determine the best strategies to build awareness.**(1)**
- Risk, liability insurance (1) — Risk management and liability insurance may be legally required to start and operate a business. Insurance may be costly depending on the type of risks involved in the tourism product/service. Without adequate insurance a business could easily be ruined if a customer has a problem or an accident. **(1)**
- Lack of facilitators **(1)** — Being an entrepreneur entails a significant amount of risk. Facilitators make the entrepreneurial process easier for example, incentives, training, mentoring, financial support.**(1)**

Identifying 3 challenges 1 mark each (3 x 1 mark)
Outlining 3 challenges 1 mark each (3 x 1 mark)   [6 marks]
                                         Total 15 marks

Question 4

Ways in which tourism services differ from manufactured goods:

- Intangibility **(1)** — Unlike a tangible product, say, a motor car or refrigerator, no transfer of ownership of goods is involved in tourism. **(1)** The product here cannot be seen or inspected before it is purchased, **(1)** it is an experience. (1) Instead, certain facilities, installations, items of equipment are made available for a specified time and for a specified use. For example, a seat in an aeroplane is provided only for a specified time.(1)

CAPE TOURISM
Key and Mark Scheme
Unit — 2 Paper 2

- Inseparability **(1)** — Individuals who work with companies that provide tourism services have consumer contact and are seen by the tourists to be an inseparable aspect of the service product. **(1)** Whereas commodities can be tested and guaranteed, and product performance can be enforced by consumer protection laws, **(1)** this is much more difficult with tourism services. **(1)** The performance in an aircraft, an attraction or a hotel is determined by the attitude of the staff, and normal guarantees or legal enforcement cannot be expected. **(1)** Indeed, the attitude of the staff (for example, friendliness, helpfulness) is often a vital element in delivering tourism products. **(1)** Human beings are not machines, and one group of hotel tourists may be very satisfied with the staff's behaviour whereas another group arriving a week later may have a lot of complaints – **(1)** perhaps owing to the staff's pressure of work. **(1)**

- Variability (1) — Services are highly variable because the quality of service depends on who provides and where and when the service is provided.(1) The level of service provided during peak season may differ from the service provided during off-peak season if consistency is not being practised. **(1)** For example, when there is a small number of customers, service providers are more specific and polite. If there is a large number of customers, service providers tend to be busy and service might be inconsistent. **(1)** Variability can also mean lack of consistency.**(1)**

- Perishability **(1)** — Services have zero inventory. Perishability describes why <u>service</u> <u>products</u> cannot be <u>stored</u> as they are produced and <u>offered</u> at particular moments in time. **(1)** A travel agent or tour operator who sells a tourism product cannot store it. Production can only take place if the customer is actually present. **(1)** And once consumption begins, it cannot be stopped, interrupted or modified. **(1)** If the product remains unused, the chances are lost, that is, if tourists do not visit a particular place, the opportunity at that time is lost. **(1)** It is because of this reason that heavy discounts are offered by hotels and transport generating organizations during off season. **(1)**

Identifying 3 ways 1 mark each   (3 x 1 mark)   [3 marks]
Discussing 3 ways including at least 4 points (3 x 4 marks) [12 marks]
**   Total 15 marks**

Question 5

Ways in which branding contributes to the success of tourism entities

- Helps to identify the product of a particular supplier **(1)** — through the use of logos, colour, image, slogan, design, symbol, graphics, shapes, sounds, scents, tastes and movements **(1)** or any

other feature that identifies one competitor's product from others. **(1)** These make the brand more recognizable to consumers (1) and should be relevant to the target audience as it represents the sum of all qualities of the product, not only cost and selling price. **(1)**

- Helps to differentiate the product from the competitors' **(1)** – communicates the differences of the product, **(1)** which highlights the unique aspects of the product and create a sense of value. **(1)** Expand markets by making the product more attractive to a particular target market **(1)** and gives the company a source of competitive advantage. It helps to establish and maintain brand identity. **(1)**

- Communicates to the consumers what the company does, **(1)** what the company is **(1)** and what the company stands for **(1)** through the use of advertisements in all media, infomercials and websites, also making the brand visible **(1)** and tangible through souvenirs such as stationery, magnets, cups, mugs, backpacks, mouse pads etc. **(1)**

- Owns a place in consumers' minds — loyalty. **(1)** Loyalty is created through brand experience — **(1)** experiences, feelings, perceptions, images and beliefs. **(1)** This is achieved through standards that are maintained and/or surpassed to build good reputations through dependability. **(1)** The good reputation builds expectations and results in higher and continuous sales as the loyalty intensifies. **(1)**

**Identifying any 3 ways (3 x 1 mark)   [3 marks]
Discussing any 3 ways including at least 4 points (3 x 4 marks)**
                                                        [12 marks]
                                               Total 15 marks

Question 6

Advantages of using a franchise over family operated tourism business

- Proven system **(1)** — Tested system/procedures/processes help reduce risks **(1)** and promote the success of the business. **(1)** For example, in a typical franchise, the franchisor provides the franchisee with standard operating procedures that have already been proven to work. **(1)** With these types of guides, an entrepreneur is more likely to be successful than starting procedures and systems from scratch in a family business or running the business without standard procedures. **(1)**

- Brand awareness **(1)** — With a franchise agreement, the entrepreneur is authorized to use the franchisor's established brand and logo. **(1)** The use of an established brand gives the entrepreneur's product some legitimacy and an established market. (**1**) Since customers tend to buy from businesses they recognize

and trust, the entrepreneur will benefit from having a brand that is already known in the market. **(1)** This is of great importance in Caribbean tourism since most of our visitors come from North American and European source markets. Examples — global hotel brands like Marriott and Hilton. **(1)**

- Multiple benefits provided by the franchisor **(1)** — Franchisor provides initial training **(1)** and technical expertise on how to set up and operate the business. **(1)** The franchisor also often provides ongoing operational support such as product updates, training, and management assistance. **(1)** The franchisee also benefits from franchisor marketing nationally and internationally. **(1)**

- Exclusive geographical area **(1)** — Competition may be lower **(1)** since franchisor typically controls the number of franchises operating within a particular area/region. **(1)** The entrepreneur would therefore benefit from being the only one, or one of a few of the same business in the area. **(1)** Also, if the franchisor wants to expand within the geographical area, existing successful franchisees may be preferred. **(1)**

- Easier financing **(1)** — Lending agencies are more inclined to lend money to an individual/company buying a franchise (1) because of the other advantages outlined (established business model, brand awareness, etc.). **(1)** Also, globally franchises experience higher rates of success than independent businesses. **(1)** In some cases, franchisors may also offer/provide access to financing to their franchisees, though this is not typical. **(1)**

Identifying any 3 advantages (3 x 1 mark)   **[3 marks]**
Discussing any 3 advantages (3 x 4 marks)   **[12 marks]**
[Advantage must be accompanied by at least one example]
                                    Total 15 marks

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

SPECIMEN PAPER

Unit 2 – Paper 032

1 hour 30 minutes

READ THE FOLLOWING IINSTRUCTIONS CAREFULLY.

1. This paper consists of a case study and a template for a business plan.

2. Read the case and use the information to complete the business plan.

3. All answers must be written in this booklet.

4. You are advised to take some time to read through the paper and plan your answers.

5. You may use silent electronic, non-programmable calculators to answer question.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

INSTRUCTION: Read the following case study and answer the questions that follow.

CASE STUDY

Whizzing Along

Marc plans to develop a zipline attraction in Arawai, a government-owned forestry reserve in the community of Rochelle, a popular tourism destination.   The name of the attraction will be 'Whizzing Along'. The amenities at Whizzing Along will include a welcome centre, a snack and juice bar, restrooms, a first-aid station and an office. The facility will have adequate parking.

Visitors to Whizzing Along will begin their adventure with a scenic tour of the welcome centre. Afterwards, they will experience the greatest adrenaline rush from sipping through the air over one of the most tropical landscapes in the country – consisting of a course more than 1 000 ft in length, inclusive of eight platforms, with the highest platform being over 300 ft. The daily carrying capacity will be 60 visitors and the zipline will operate five days per week.

Whizzing Along will cater mainly to adventurous persons between the ages of 18 and 40. These will include persons who are enthusiastic about new possibilities, seeking variety/excitement, savour new, offbeat, risky experiences and those whose energy finds an outlet in exercise, sports, outdoor recreation and social activities. The general target includes, persons who spend a comparatively high proportion of their income on entertainment, socializing and outdoor recreational activities.

While Marc has been thinking about this opportunity for a few months, he has done nothing to set up the business. It is January and Marc has decided to try to make the business operational by the start of October.

Whizzing Along's staff of 15 will include trained guides, a receptionist, customer service representatives and public space attendants.

The table below summarizes the projected annual recurring expenses.

Expenses	Amount US$ (Per Annum)
Wages and salaries	250 000
Marketing	10 000
Public liability insurance	10 000
Concession fee for land and facility use	1 000
Overhead costs	4 000
Zipline maintenance	15 000
Training	25 000
Administrative costs	2 500
5% of total cost is to be allocated for contingencies.	

Using information from the case, complete the following business plan for Whizzing Along.

1. Description of the Business

    (a)   Differentiate between a 'tourism product' and a 'tourism service'.

    _____

    _____

    _____

    _____

                                                                [3 marks]

    (b)   Give a brief description of the business.

    _____

    _____

    _____

                                                                [2 marks]

2. Mission Statement

    If you were to create a mission statement for Whizzing Along, identify TWO
    components that should be included.

    _____

    _____

    _____

                                                                [2 marks]

3.   <u>Target Market</u>

Describe the target market.

_____

_____

_____

_____

[3 marks]

4.   <u>Competitors</u>

Suggest THREE potential competitors for an attraction like Whizzing Along. Justify your selection.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

[9 marks]

5. <u>Marketing Mix</u>

Outline TWO appropriate strategies that could be used to promote the product.

_____

_____

_____

_____

_____

[4 marks]

6. <u>Operating Schedule</u>

(a) Identify TWO potential risks to the following:

(i) Customers

_____

_____

_____

[2 marks]

(ii) Whizzing Along or its employees

_____

_____

[2 marks]

(b) Outline ONE strategy for reducing **each** risk identified in (a) above.

(i) _____

_____

_____

[2 marks]

(ii) _____

_____

_____

[2 marks]

7.   Financial Plan

(a)   Assuming that Whizzing Along will operate at 50 per cent of its daily carrying capacity, determine the minimum price that should be charged per customer for a tour in order to break even annually.

[5 marks]

(b)   Using the break-even price calculated in (a), and given that the price range for Whizzing Along's direct competitors is $40 – $60, recommend a price for a zipline tour. Justify your recommendation.

_____

_____

_____

_____

_____

_____

[4 marks]

Total 40 marks

END OF TEST

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

TOURISM

UNIT 2 – PAPER 032

KEY AND MARK SCHEME

SPECIMEN

CAPE TOURISM
Key and Mark Scheme
Unit 2 — Paper 032

Question 1

(a) Difference between a tourism product and a tourism service

A tourism product is an action, event or experience in which a tourist takes an active part. **(1)** A service may be regarded as a part of a product. **(1)** A product is tangible, while a service is intangible. For example, a tourist purchases a drink at a bar (product), the bar tender mixes it quickly, is pleasant and chats with the guest (service).

Defining tourism product 1 mark
Defining tourism service 1 mark
Including an example 1 mark

[3 marks]

(b) Description of the business

Whizzing Along is a zipline attraction located in Arawai, a government-owned forestry reserve in the community of Rochelle. **(1)** The 1,000 ft zipline course runs through a tropical rainforest and there are eight platforms, the highest of which is over 300 ft. **(1)** Whizzing Along caters to adventurous individuals in the 18-40 age group who are seeking a new and exciting outdoor recreation experience. **(1)** Located on site are a welcome centre, a snack and juice bar, restrooms, a first-aid station and parking facilities. **(1)**

Any 2 points included 1 mark each (2 x 1 mark)   [2 marks]

Question 2

Information that should be included in the mission statement

- Why the company exists
- What is special or unique about the company
- The company's main goal
- What the company wants to become in the future
- The company's main market
- How the company will satisfy the needs of its customers

Any 2 points identified 1 mark each (2 x 1 mark)   [2 marks]

CAPE TOURISM
Key and Mark Scheme
Unit 2 – Paper 032

<u>Question 3</u>

Description of the target market   **[3 marks]**

- Adventure recreationists in the 18-40 age group
- Risk takers seeking new experiences
- Persons who to participate in sports, exercise and outdoor activities
- Persons who spend a lot of their income on entertainment, socializing and outdoor recreational activities

Any 3 descriptors 1 mark each (3 x 1 mark)   [3 marks]

<u>Question 4</u>

Competitors

- Similar adventure-type attractions, for example, Island Safari **(1)** and Aerial Trek Zipline Adventures in Barbados; **(1)** Morne Coubaril Ziplining in Saint Lucia **(1);** hiking to Dominica's Boiling Lake **(1);** or other appropriate country example. Attractions offering similar experiences will be the most competitive, **(1)** particularly if the price range is also similar.**(1)**

- Other natural attractions, for example, whale watching in Dominica; **(1)** beaches on most islands; rainforests in Guyana, **(1)** Belize, **(1)** Dominica; **(1)** Green Grotto Caves **(1)** or Dunn's River Falls in Jamaica; **(1)** or other appropriate country example. While these attractions may not provide the same level of risk or adventure as similar attractions, **(1)** they will still interest the market because of their tendency to focus on outdoor recreational activities. **(1)**

- Other attractions, for example, cultural heritage sites, **(1)** events, **(1)** etc. Though the nature of the attraction may be different, **(1)** these may also provide some attraction for persons who are just looking for an experience.**(1)** These will provide the least competition to Whizzing Along.

    Any 3 competitors identified 1 mark each (3 x 1 mark)
    Justification 2 marks each (3 x 2 marks)   [9 marks]

CAPE TOURISM
Key and Mark Scheme
Unit 2 – Paper 032

Question 5

Strategies to promote the product

- A well-designed website **(1)** that is user friendly and very informative **(1)**
- Use of social media, **(1)** such as Facebook (setting up a page and running promotions). **(1)**
- Advertisements in appropriate magazines **(1)** such as *Adventure Travel, National Geographic Traveller, National Geographic Adventure, Travel & Leisure, Condé Nast Traveler*.**(1)**
- Participate in adventure travel trade and trade shows, **(1)** such as the Travel & Adventure Show hosted in five US states annually.**(1)**
- Create traditional collateral pieces **(1)** like brochures and business card sized posters that can be placed in any visitors' centre or kiosk.**(1)**
- Advertise in source markets,**(1)** to capture the market directly.**(1)**

Any 2 strategies outlined 2 marks each (2 x 2 marks)   [4 marks]

Question 6

(a) (i) Potential risk to customers

Customers may

- fall from the zipline due to equipment failure
- fall from a platform due to faulty equipment
- fall from zipline or platform due to customer negligence
- suffer from vertigo
- have allergic reaction to plants

Any 2 risks identified (2 x 1 mark)   [2 marks]

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CAPE TOURISM
Key and Mark Scheme
Unit 2 — Paper 032

(b)   (ii) Potential risks to Whizzing Along or its employees

- Injuries to employees while conducting tour
- Reactions/responses from disgruntled or disappointed customers, for example, complaints or lawsuits
- Failure to attract enough customers to help the business to break even, at the very least

1 mark for each risk identified   [2 marks]

(a)   (i) Strategies for reducing risks to customers

- Routine testing and maintenance of all equipment with appropriate logs/records kept.
- Require each customer to provide information on their physical challenges, allergies, medical needs, etc.
- Require each customer to sign a waiver which covers use of mandatory safety equipment, adherences to guide instructions, risks, etc.
- Orientation with customers to explain equipment use and safety procedures.
- Appropriate training and certification for staff in first aid and CPR.
- Appropriate training and certification for staff in zipline operation and maintenance.

Any 2 strategies identified 1 mark each (2 x 1 marks) [2 marks]

(b)(ii) Strategies for reducing risks to Whizzing Along or its employees

- Cash flow plan
- Public (general) liability insurance
- Loss of business insurance
- Well-researched marketing plan
- Workers' compensation insurance
- Certification of zipline by an international agency such as the Association for Challenge Course Technology (ACCT) or ASTM International (formerly the American Society for Testing and Materials)

5

CAPE TOURISM
Key and Mark Scheme
Unit 2 – Paper 032

- Appropriate training and certification for staff in first aid and CPR
- Appropriate training and certification for staff in zipline operation and maintenance

Any 2 strategies identified 1 mark each (2 x 1 marks) [2 marks]

Question 7

(a) Minimum price that should be charged per person for a tour in order to break even annually.

Expenses	US$ (Per Annum)
Wages and salaries	$250 000
Marketing	10 000
Public liability insurance	10 000
Concession fee for land and facility use	1 000
Overhead costs	4 000
Zipline maintenance	15 000
Training	25 000
Administrative Costs	2 500
Subtotal	**317 500**
5% costs allocated to contingencies	15 875
TOTAL Expenses	**$333,375**

30 customers/day, 5 days/week, 52 weeks/year = 7,800 customers/year
Break-even price: $333,375/7,800 = $42.74/customer

[5% contingency 1 mark; total expenses 1 mark; total customers 1 mark; break-even price 2 marks]

[5 marks]

(b) Recommended price for Whizzing Along's zipline tour, with justification

- Recommended price: $42.75 **(1)**

    At this stage, Marc should be more concerned about testing the market to see what it can bear rather than making a profit. **(1)** Breaking even is acceptable because his expenses will be covered.**(1)** This price is within the range

CAPE TOURISM
Key and Mark Scheme
Unit 2 – Paper 032

of similar attractions and because it is on the lower end of the range, Whizzing Along will be more competitive.**(1)**

- Recommended price: $47 **(1)**
  If Marc wants to make a profit he will need to charge more than $42.74 per customer.**(1)** A price of $47 per customer represents a little more than a 10% mark up on the break-even price.**(1)** This price is within the range of similar attractions and will allow Whizzing Along to make a profit while remaining competitive. **(1)**

- Recommended price: $52 **(1)**
  If Marc wants to make a profit, he will need to charge more than $42.74 per customer. **(1)** A price of $52 per person represents a little more than a 20% mark up on the break-even price. **(1)** This price is the mid-range of similar attractions and will allow Whizzing Along to make a profit while remaining competitive.**(1)** Also, Marc needs to capitalize on the fact that his business is new, and novelty may attract more customers.**(1)**

Recommended price 1 mark; justification 3 marks **[4 marks]**
Total 40 marks