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EXAMINATIONS
COUNCIL**

**Caribbean Advanced
Proficiency Examination®**

SYLLABUS

TOURISM

CXC A31/U2/21

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CAPE®

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NOTE TO TEACHERS AND LEARNERS

Please note that the syllabus has been revised and amendments are indicated by italics.

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Please access relevant curated resources to support teaching and learning of the syllabus at
<https://learninghub.cxc.org/>

For access to short courses, training opportunities and teacher orientation webinars and workshops go to our Learning Institute.

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

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 at the **CAPE**® level. 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 *ten* **CAPE**® Units including Caribbean Studies, Communication Studies *and Integrated Mathematics. Integrated Mathematics is not a requirement for the CXC® Associate Degree in Mathematics.* The complete list of Associate Degrees may be found in the **CXC**® Associate Degree Handbook.

For the **CAPE**® Diploma and the **CXC**® Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years. *To be eligible for a CXC® Associate Degree, the educational institution presenting the candidates for the award, must select the Associate Degree of choice at the time of registration at the sitting (year) the candidates are expected to qualify for the award.* Candidates will not be awarded an Associate Degree for which they were not registered.

Tourism Syllabus

◆ RATIONALE

The World Tourism Organisation describes Tourism as 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. The tourism industry is defined by the Caribbean Tourism Organisation as a composite of eight sectors. The Caribbean is the most tourism dependent region of the world. For this reason, tourism must be studied as a system and managed as a major vehicle for economic development and growth for the Caribbean Region. The future of the Caribbean Region relies on the development of its human and natural resources; strengthening of inter-sectorial linkages; and managing tourism for sustainable development.

Tourism provides each country with an opportunity to develop strong export capabilities. Tourism endorses the quality of an export product and enables the transfer of knowledge from that product experience to a broader external export market. Having an understanding of tourism, the opportunities it presents, and the responses needed to capitalise on the industry, the Caribbean will be assured of economic development. This strategic approach to tourism as espoused in the Syllabus will provide an avenue for continuous sustainable economic, social and environmental development. The catalyst for achieving these goals is the strategic development of its human resources. Tourism is one of the largest employers of persons in the Caribbean Region. By creating a cadre of human resources that understands the tourism system, the industry and the interplay between them will yield a complement of stakeholders for governments, private sector organisations, non-governmental organisations, entrepreneurs and communities to participate and collaborate for regional and national development.

*The design of the **CAPE®** Tourism Syllabus will enable students to examine the contribution of tourism to the development and growth and provide useful information for their own career development. Through the use of learner-centred approaches, the syllabus will also enable students to develop an appreciation of the role and use of the tourism system and to provide an understanding of the impacts of tourism in the Caribbean. Students pursuing this course of study will gain an appreciation of the scope of the tourism product, appreciate the marketing of the competitive attributes of the Caribbean as a pull factor for tourism. They will also benefit from exposure to entrepreneurship in tourism as a vehicle for rural and micro tourism enterprises and economic development in the Caribbean.*

In keeping with the attributes of the Ideal Caribbean Person articulated by the [Caribbean Community] 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). The focused area of study will enhance the development of students' Twenty-first Century skills, as it requires them to work collaboratively, develop creative ideas, and enhance communication and critical thinking skills. This course of study will also help students to meet the criteria of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Pillars of Learning, which are: Learning to know, Learning to be, Learning to do, Learning to live together, and Learning to transform themselves and society.

◆ AIMS

The syllabus aims to:

1. develop conceptual knowledge and practical skills in preparation for *business, entrepreneurial and career opportunities* in tourism;
2. *develop an understanding of tourism emergence in the national, regional, and global contexts at the micro and macro levels;*
3. *foster an awareness of the interrelationships among the various framework/model, components and stakeholders involved in tourism;*
4. develop an *understanding of the impacts on national and regional tourism development in the Caribbean;*
5. *create an awareness of the implications of tourism on national and regional economic development;*
6. develop an *interest for more innovative, creative and management approaches/practices/principles/strategies used in sustainable tourism development;*
7. *encourage tourism product development, entrepreneurship (including export) and marketing in the Caribbean; and,*
8. *appreciate the value of–research and critical thinking, problem solving, entrepreneurial, information and communication technology skills in applying the concepts and principles of tourism.*

◆ CAREERS

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of *areas within the Tourism Industry*, including those below.

*Travel and Trade
Sales and Marketing
Public Relations and Publicity
Accommodation Services and Management
Convention Services
Tour Operations
Spa and Wellness Operations
Festivals and Events Management
Tourism Consultancy
Tourism Entrepreneurship
Environmental Management
Travel Agent/Airline Services*

*Reservations Management
Transportation/Fleet Management
Tourism Product Development and Co-ordination
Tourism Education
Tourism Law
Leisure Travel Management
Sports Tourism Co-ordination
Food and Beverage Services and Management
Revenue Management
Heritage Operations and Management
Museums and Gallery Operations
Cultural Resources Services and Management*

◆ 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) *Application of Knowledge.*
- (c) *Research and Analysis.*

Knowledge and Comprehension

The ability to:

- (a) define concepts related to tourism;
- (b) describe tourism sectors and products; and,
- (c) explain the issues affecting the various tourism sectors.

Application of Knowledge

The ability to:

- (a) discuss the role of tourism in economic development *and growth*;
- (b) discuss the challenges, opportunities *and impacts* associated with tourism;
- (c) *analyse* the importance of *leakages and* linkages in tourism;
- (d) assess the role of government and other major stakeholders in the sustainability of tourism; and,
- (e) evaluate *the sustainability of tourism development* in the Caribbean to *include the preservation, conservation and protection of the natural environment and the use of renewable energy.*

Research and Analysis

The ability to:

- (a) develop *a business proposal* for tourism products and services;
- (b) *create innovative* tourism-related products *and services*;
- (c) *discuss* creative and effective marketing strategies for tourism products *and services*; and,
- (d) *apply Information Communication Technology (ICT)* in the creation of innovative tourism related products *and services*.

◆ PREREQUISITES 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 programme of study in the field of Tourism.

Unit 1: Tourism *Principles*

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

Unit 2: Tourism *Management*

Module 1	-	<i>Tourism</i> Product Development
Module 2	-	Marketing <i>in Tourism</i>
Module 3	-	Entrepreneurship <i>in Tourism</i>

◆ APPROACHES TO TEACHING THE SYLLABUS

The Specific Objectives indicate the scope of the content and the activities that should be covered. The learner-centered approach to teaching and assessment should be employed. This supports the use of a collaborative, integrative and highly practical teaching strategies to facilitate students' learning which will help to engender the skills and competencies needed to function in a dynamic tourism environment.

♦ UNIT 1: TOURISM PRINCIPLES

MODULE 1: CONCEPTS AND ISSUES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *develop an understanding of key tourism concepts and principles;*
2. *appreciate the contribution of tourism to national, regional and global societies and economies ; and,*
3. *develop an understanding of issues impacting tourism.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Tourism Key Concepts and Principles

- | | |
|---|--|
| 1. <i>explain the key concepts and principles of tourism;</i> | (a) definition of key concepts: <ul style="list-style-type: none"> (i) <i>tourism (United Nations World Tourism Organisation /UNWTO and Caribbean Tourism Organisation/CTO);</i> (ii) <i>tourist, (UNWTO and CTO)host;</i> (iii) <i>guest;</i> (iv) <i>visitor;</i> (v) <i>community; and,</i> (vi) <i>government.</i> |
| | (b) <i>Principles:</i> <ul style="list-style-type: none"> (i) <i>Mass/Traditional Tourism, Eco-Tourism, Niche tourism, Sustainable Development and Sustainable Tourism.</i> (ii) <i>The interdisciplinary nature of tourism as a field of study, for example, Geography, Business, Entrepreneurship, Sociology, Economics, Anthropology.</i> |

Structure and Role of tourism organization

- | | |
|---|--|
| 2. <i>describe the structure of tourism organizations and agencies;</i> | <i>Organizations and Agencies:</i> <ul style="list-style-type: none"> (i) <i>national;</i> (ii) <i>regional – CTO; and,</i> (iii) <i>international - UNWTO, WTTC.</i> |
|---|--|

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Structure and Role of tourism organization

3. *evaluate the role of tourism organizations and agencies;*

Role of Tourism organisation and Agencies such as:

- (a) *creation of tourism policies;*
- (b) *promotion of tourism advocacy;*
- (c) *development tourism regulation;*
- (d) *facilitation of tourism lobby; and,*
- (e) *management of economic development.*

Classifications of Tourism and Tourists

4. *explain the classifications of tourism and tourists;*

- (a) *Classifications:*
- (i) *domestic;*
 - (ii) *regional;*
 - (iii) *international;*
 - (iv) *inbound; and,*
 - (iv) *outbound.*

Travel Motivation

5. *assess the factors that motivate people to travel;*

- (a) *Tourist typologies:*
- (i) *Cohen 1972;*
 - (ii) *Plog 1974; and,*
- (b) *Push and Pull factors in tourism:*
- (i) *Travel motivations to include purposes of travel, physical factors, economic factors, advertising and marketing, statistical profiles of tourists; and,*
 - (ii) *Maslow's theory.*

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Tourism Key Concepts and Principles

Global and Caribbean Tourism

- | | | | |
|----|---|-------|--|
| 6. | <i>analyse the emergence of tourism – national, regional and International;</i> | (a) | Global overview of the tourism sector: |
| | | (i) | historical perspective of <i>national, regional</i> and international tourism development; |
| | | (ii) | emergence of tourism in the Dutch, French, Spanish and English-speaking Caribbean; |
| | | (iii) | contribution to global economy; |
| | | (iv) | employment generated; and, |
| | | (v) | contribution of tourism to the Caribbean. |

The Tourism System

- | | | | |
|----|--|-------|--|
| 7. | <i>discuss the components of the tourism system;</i> | (a) | The tourism system and its components: |
| | | (i) | traveller generating region; |
| | | (ii) | transit route; |
| | | (iii) | <i>tourist destination region; and,</i> |
| | | (iv) | <i>industry;</i> |
| | | (b) | <i>tourism systems models such as Leiper's model and Z. Liu's model.</i> |

Tourism Linkages and Leakages

- | | | | |
|----|--|-------|---|
| 8. | <i>describe tourism linkages and tourism leakages;</i> | (a) | Tourism leakages and linkages: |
| | | (i) | <i>definition of tourism linkages;</i> |
| | | (ii) | <i>definition of tourism leakages; and,</i> |
| | | (iii) | sectors involved in tourism <i>linkages/leakages</i> such as: |
| | | | core sectors closely linked to tourism – agriculture, <i>manufacturing, transportation, community-based, and tourism</i> (craft, fishing, entertainment). |

UNIT 1

MODULE 1: CONCEPTS AND ISSUES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

9. *describe* the impacts of tourism and tourist activity;
- (a) *the concept of impacts:*
 - *long-term; and,*
 - *short-term.*
 - (b) *who is impacted – government, individuals, businesses, and communities.*
 - (c) *types of impact: sociocultural, economic, environmental, technological.*

Issues Affecting Tourism

10. *examine* the issues affecting tourism; and,
- (a) *safety and security to include crime, terrorism, political instability.*
 - (b) *discrimination and inclusion.*
 - (c) *over tourism.*
 - (d) *under tourism.*
 - (e) *destination megatrends.*
 - (f) *climate change (epidemics, environmental disasters, global food shortage, sea-level rise, impacts on biodiversity).*
 - (g) *natural resources.*
 - (h) *health risks: communicable and non-communicable diseases such as pandemics.*
 - (i) *Rapid technological change: cybersecurity, penetration of the internet and access, fake news, mobile technology, redundancy, transport technology, social media, disruptive technologies.*
 - (j) *Risk and disaster management.*
 - (k) *Changing consumer tastes, behaviour and preferences.*
 - (l) *Political influence on facilitating the sector, airlift and access, immigration, border security.*

UNIT 1

MODULE 1: CONCEPTS AND ISSUES (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Strategies to Manage Tourism Issues

- | | |
|---|---|
| 11. evaluate the methods used to manage the issues affecting tourism. | <ul style="list-style-type: none">(a) Education and <i>public</i> awareness.(b) Public relations.(c) Use of information communication technologies.(d) Implementation of sustainable tourism practices <i>to include carrying capacity, commodification, manage interaction with authentic cultural and heritage resources, energy conservation measures and renewable sources.</i>(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. *Provide practical examples locally, regionally and globally to further explain the basic definitions, concepts and classifications of tourism.*
2. 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 on the role of tourism entities.*
3. *Provide authentic experience by inviting industry specialists to present on the classifications of tourists and tourism to the local, regional and global industries and travel motivation. Have students reflect on the experience and relate their thoughts in an online discussion forum.*
4. Have students collaborate in groups to engage in and produce *an* independent research on the *emergence of the tourism system in the Caribbean*. Encourage the use of graphical representations such as infographics.
5. Allow students to search and share newspaper, magazine and website articles that give information on the ways in which tourism affects *Caribbean* countries.
6. *Have students collaboratively present on the various impacts of tourism in different destinations using technological aids. They should also produce a reflection on the learning experience.*
7. *Have students brainstorm tourism issues and critique and recommend methods to mitigate the issues identified.*

UNIT 1

MODULE 1: CONCEPTS AND ISSUES (cont'd)

Suggested Teaching and Learning Activities

8. Have students discuss and present case studies, local (where possible), regional and international, to assist students in identifying and examining tourism issues.
9. Have students collaboratively create a wiki or blog through which current advancements in the tourism industry can be shared, discussed and analysed.
10. Have students participate in free webinars on *tourism concepts and issues* (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).
11. Provide relevant Caribbean centric resources such as interactive websites, video tutorials, podcasts or explainer videos on *tourism concepts and issues* to reinforce concepts and evoke interest in the topics being taught. Students should then write a reflection which can be placed in an e-journal about the learning experience.

RESOURCES

Cooper, C.	<i>Tourism: Principles and Practice</i> . United Kingdom: Pearson Education Limited, 2008.
Edgell, D. L., Allen, M. D., Smith, G., Swanson, J., Sr., D. L., & Swanson, J. R.	<i>Tourism Policy and Planning: Yesterday, Today, and Tomorrow</i> 3rd Ed. New York: Routledge, 2018.
Fennel, A. D., and Cooper, C.	<i>Sustainable Tourism: Principles, Contexts and Practices</i> . United Kingdom: Channel View Publications, 2020.
Holder, J	<i>Caribbean Tourism, 2013</i>
McKercher, B.	<i>Tourism Theories, Concepts and Models, 2020</i>
Page, S. J	<i>Tourism Management</i> . 6 th Ed. London: Routledge, 2019
Roberts, S., Best, M. and Cameron, A.	<i>Contemporary Caribbean Tourism: Concepts and Cases</i> . Kingston, Jamaica: Ian Randle Publishers, 2015.
Smith, J. D., and Warburton, F.	<i>Cambridge IGCSE Travel and Tourism</i> . Cambridge: Cambridge University Press, 2012.
Spencer, A.	<i>Travel and Tourism in the Caribbean: Challenges and Opportunities for Small Island Developing States</i> . Cham: Palgrave MacMillian, 2019.
Timothy, J. D.	<i>Cultural Heritage and Tourism: An Introduction</i> . United Kingdom: Channel View Publications, 2020.

Websites

Association of Caribbean States	www.acs-aec.org
Caribbean Community	www.caricom.org
Caribbean Hotel and Tourism Organisation	www.caribbeanhotelandtourism.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. *demonstrate an understanding of the eight (8) key sectors in tourism;*
2. *understand the importance of inter-sectoral linkages for economic development;*
3. *appreciate the economic impacts associated with inter-sectoral linkages;*
4. *recognize leakages in tourism; and,*
5. *understand the need for effective management of inter-sectoral linkages.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

The Eight Key Sectors of Tourism

- | | |
|---|--|
| 1. <i>identify the various sectors involved in tourism;</i> | <ul style="list-style-type: none"> (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. |
|---|--|

Types of Tourism Businesses

Sector 1: Accommodation

- | | |
|--|--|
| 2. <i>examine the different types of accommodation businesses within the tourism sector;</i> | <ul style="list-style-type: none"> (a) <i>Definition of accommodation and its role in tourism.</i> (b) Types of businesses in the accommodation sector: <ul style="list-style-type: none"> (i) Hotels, guest houses, inns. (ii) Villas. (iii) Bed and breakfast. (iv) Resorts. (v) All-inclusives. (vi) Homestays. (vii) Eco-lodges/ Green Hotels. |
|--|--|

UNIT 1

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sector 1: Accommodation (cont'd)

- (viii) Time-share facilities:
 - descriptions;
 - classifications;
 - offerings;
 - types;
 - ownership; and,
 - patterns.
 - *Trends to include peer to peer accommodation, energy-efficient accommodations, smart hotels, sustainable hotels, renewable energy sources, sharing economy, public health protocols, social media, multicultural employment, cryptocurrencies, advanced technologies, virtual reality, augmented reality, artificial intelligence, voice technologies, digital guests experiences.*
 - *Issues include market changes, travel embargos/restrictions, advanced technologies competition, sustainability, education and training.*

Sector 2: Food and Beverage

- (a) *Definition of food and beverage and its role in the tourism industry.*
- (b) Types of businesses in the food and beverage sector:
 - (i) Restaurants.
 - (ii) Coffee shops.
 - (iii) Catering operations.
 - (iv) Bars/night clubs.
 - (v) Club facilities.

UNIT 1

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sector 2: Food and Beverage (cont'd)

- (vi) *Other Food and Beverage institutional facilities for example hospitals, airline caterers:*
 - Trends to include Farm to Fork, organic, fair-trade products/ingredients, ecofriendly products, advanced technologies, co-creation of food and beverage experiences. bar hopping, food tours, genetic engineering, interactive menus, cooking demos, click and collect, mindful eating, veganism, healthy dieting, zero waste, social media-able meals, energy rating and energy labels, energy-efficient appliances and equipment.
 - Issues to include cultural appropriation, health and safety, human capital development, poor financial management, service quality and experience, wastage, sustainable practices, seasonality, restrictive menus. education and training.

Sector 3: Adventure Tourism and Recreation

- (a) *Definition of Adventure Tourism and Recreation and its role in tourism.*
- (b) Types of Businesses:
 - (i) *Eco-tours.*
 - (ii) *Parks.*
 - (iii) *Ziplining and aerial trams.*
 - (iv) *Deep Sea Fishing.*
 - (v) *Marine facilities.*
 - (vi) *Golf /tennis.*
 - (vii) *Yacht charter services.*
 - (viii) *Scuba Diving.*

UNIT 1

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sector 3: Adventure Tourism and Recreation (cont'd)

- (c) *Definition of Adventure Tourism and Recreation and its role in tourism.*
- (d) Types of Businesses:
 - (i) *Eco-tours.*
 - (ii) *Parks.*
 - (iii) *Ziplining and aerial trams.*
 - (iv) *Deep Sea Fishing.*
 - (v) *Marine facilities.*
 - (vi) *Golf /tennis.*
 - (vii) *Yacht charter services.*
 - (viii) *Scuba Diving.*
 - (ix) Off-road tours:
 - *Trends to include community-managed community managed activities, advanced technology, solo travel, virtual experiences, nomadic sabbaticals, underwater exploration, urban cycling, space tourism, professional photography, Solar PV lighting, energy efficient lighting and appliances.*
 - *Issues to include risk and safety, natural hazards, seasonality, natural resources depletion and environmental degradation, human capital development. travel embargos/restrictions.*

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

SPECIFIC OBJECTIVES

Students should be able to:

Sector 4: Transportation

CONTENT

- (a) *Definition of transportation and its role in tourism.*
- (b) *Modes of Transportation:*
 - (i) airlines;
 - (ii) bus and tour companies;
 - (iii) cruise lines;
 - (iv) taxis;
 - (v) car rentals;
 - (vi) ferries; and,
 - (vii) rail.
- (c) Inbound and outbound.
 - *Trends to include chartered, low cost/budget, luxury travel, advanced technologies, drone technology, artificial intelligence, blockchain, ticketless travel, ride-sharing, wayfinding, reward systems, electric modes of transport, corporate social responsibility, climate emergency, sustainable transport, use of bio-fuels, e-mobility.*
 - *Issues to include fluctuating fuel prices, over-dependence dependence on nonrenewable fuels, greenhouse gas emissions, accessibility, inclusion of special needs. travel restrictions/ embargos, increased taxes.*

UNIT 1

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

SPECIFIC OBJECTIVES

Students should be able to:

Sector 5: Attractions

CONTENT

- (a) Definition of attractions *and their role in tourism.*
- (b) Categories of attractions:
 - (i) natural attractions *to include Wildlife reserves, volcanoes, coral reefs, blue hole;*
 - (ii) man-made attractions *to include zoos, aquarium, theme parks, galleries, theatre, castles, museums; and,*
 - (iii) events *to include carnivals, festivals, literary, cultural, heritage, sporting.*
- (c) Importance of attractions as pull factors.
- (d) *Supply and demand for visitor attractions.*
 - *Trends to include personalization, twinning of attraction and entertainment, advanced technologies for interpretation and enhanced visitor experience. virtual reality, artificial intelligence, augmented reality, gamification, 3D printing, pop-up attractions, virtual attractions, customized experiences, immersive experiences, edutainment, social media, renewable energy installations.*
 - *Issues to include overcrowding, natural resources degradation, authenticity of cultural attractions, traffic-related problems. pollution, funding, lack of community involvement.*

Sector 6: Travel Trade *and* Intermediaries

- (a) *Definition of travel trade and Intermediaries.*
- (b) *Trade Associations.*
- (c) *Intermediaries.*
 - (i) *Global Distribution System (Transit Route).*
 - (ii) *Booking Agencies.*

UNIT 1

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sector 6: Travel Trade *and* Intermediaries (cont'd)

- (iii) Travel agencies.
- (iv) Tour operators.
- (v) Tour wholesalers.
- (vi) *Internet.*
 - *Trends to include for example, sharing economy, disruptors, advanced technologies, blockchain.*
 - *Issues to include internet penetration, advanced technologies, and data protection.*

Sector 7: Meetings, Incentive, Conferences and Events (MICE)

- (a) *Definition of events and conferences and its role in tourism.*
- (b) *Types of events and conferences:*
 - (i) *special events;*
 - (ii) *meeting / conferences;*
 - (iii) *conventions;*
 - (iv) *retreats;*
 - (v) *trade shows; and,*
 - (vi) *entertainment (music, sports, literary, spiritual concerts).*
 - *Trends to include for example: live streaming, co-creation, advanced technologies, health and wellness, multi-faceted entertainment, medical tourism, radio frequency identification, wearable technology, smart cards, quick response codes, venue flexibility, micro-events, hybrid events, social media.*
 - *Issues to include degradation of natural resources, changes in visitor preferences and expectations, cultural appropriation, sustainable practices, procurement. public health protocols.*

UNIT 1

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

SPECIFIC OBJECTIVES

Students should be able to:

Sector 8: Tourism Services

CONTENT

- (a) Reservations services.
- (b) Professional associations.
- (c) Tourism suppliers.
- (d) Retail operations, for example, duty free shopping.
- (e) Educational Institutions.
- (f) Marketing / advertising agencies.
- (g) Government tourism departments (Ministries agencies).
 - *Trends to include advanced technologies, human capital development.*
 - *Issues to include lack of understanding Tourism, bureaucracy, barriers to entry, obsolete legislation, absence of policy development and implementation. education and training.*

Importance of Inter-sectoral Linkages in Tourism

- 3. *evaluate the importance of inter sectoral linkages for economic development;*
 - (a) *Definition of inter-sectoral linkages.*
 - (b) *Types of Inter-sectoral linkages:*
 - (i) *Forward linkages;*
 - (ii) *Backward linkages;*
 - (iii) *Horizontal linkages; and,*
 - (iv) *Vertical linkages.*
 - (c) *Importance of inter-sectoral linkages:*
 - (i) *mutual benefits to tourism and other sectors;*
 - (ii) *the role of government (ministry);*
 - (iii) *tourism in the development of; and,*
 - (iv) *export industries through tourism linkages.*

UNIT 1

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Impact of Inter-Sectoral Linkages

4. *discuss the economic impact of inter-sectoral linkages;*

Positive:

- (a) Types of economic impacts- investment, revenue, foreign exchange, income, jobs, employment, infrastructural development, increase in Gross Domestic Product (GDP) *and monitoring the Sustainable Development Goals (SDG), Human Development Index (HDI) - raise awareness of economic benefits and poverty alleviation, Global Tourism Competitive Index.*
- (b) *The Multiplier Effect:*
 - (i) *Tourism expenditure and the multiplier effect.*
 - (ii) *Entrepreneurial ventures and the multiplier effect for example food, craft, and entertainment.*
- (c) *Environmental resource management.*
- (d) *Management of socio-cultural assets.*
- (e) *Spreading benefits to communities through Inter-sectoral Linkages; expand definitions of community to include common interests.*
- (f) *Community-based tourism development through the Inter-sectoral Linkages.*

Negative:

- (a) *Overcrowding.*
- (b) *Shortage of resources such as water and food.*
- (c) *Environmental damage.*
- (d) *Doxey' Irritation Index.*
- (e) *Infrastructure costs.*
- (f) *Economic dependence on tourism.*
- (g) *Increase in prices for basic goods and services.*
- (h) *Displacement of locals and communities.*
- (i) *Leakages.*

UNIT 1

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

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Relationship between Linkages and Leakages

5. *examine leakages in Tourism; and,*
- (a) *Creation of leakages - Challenges:*
 - (i) *importation of foreign goods;*
 - (ii) *underdevelopment of local industries; and,*
 - (iii) *profit repatriation.*
 - (b) *Impacts of leakages:*
 - (i) *food shortage;*
 - (ii) *inflation; and,*
 - (iii) *diminished export capabilities for local industries.*
 - (c) *Strategies to reduce leakages - Opportunities:*
 - (i) *strengthen synergies within local export sector;*
 - (ii) *support local industries;*
 - (iii) *participation of local industries in the global distribution system; and,*
 - (iv) *increase awareness, communication, and collaboration among key sectors.*
 - (d) *utilize backward linkages best practices.*

Management of Inter-sectoral Linkages

6. *evaluate the role of government in managing inter-sectoral linkages*
- (a) *development of business model of the foreign direct investment;*
 - (b) *development of business model for the Caribbean/country;*
 - (c) *development and implementation of policies and processes;*
 - (d) *brokering of partnerships (Public Private Partnerships - PPP) such as funding renewable energy projects and creating avenues of local industries in the global distribution system;*
 - (e) *application of sustainable concepts to socio cultural and environmental management;*
 - (f) *Granting of Incentives; and,*
 - (g) *Granting of Concessions.*

Note: Teachers are encouraged to place equal emphasis on the importance of the small and large hotel sectors when dealing with the accommodation sector.

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.

1. Arrange field trips to various types of businesses involved in tourism activities within the various sectors and have students *interact or interview* with personnel at these entities so that students can acquire a better understanding of these businesses. *Have them prepare a summary of lessons learnt during the experience.*
2. *Have students discuss the use of dimmers, motions sensors and energy-efficient (inverter) air conditioning and other energy conservation measures that can be applied across the eight tourism sectors so that students appreciate the importance of creating sustainable tourism businesses and products.*
3. *Invite banking representatives to make presentations on access to green financing, and private sector representatives to make presentations on the advantages and disadvantages of private sector funding for renewable energy projects.*
4. *Place students in groups and have them 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.*
5. *Have students examine case studies on inter sectoral- linkages and their application to various forms of tourism such as agritourism, edu-tourism, community-based tourism, and sustainable tourism.*
6. *Provide students with topics that can be researched for a project on tourism linkages that affect economic development. The students are then required to research and present their findings. Using relevant checklist students will then engage in peer evaluation and feedback under the guidance of the teacher.*
7. *Invite tourism professionals and other experts from associated Ministries to include the Ministry of Agriculture, Ministry of Culture and Tourism 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.*
8. *Provide relevant Caribbean centric resources such as interactive websites, video tutorials, podcasts or explainer videos on tourism linkages to reinforce concepts and evoke interest in the topics being taught. Students should then write a reflection which can be placed in an e-journal about the learning experience.*

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.
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- Dwyer, L., Forsyth, P., and Dwyer, W. *Tourism Economics and Policy: (Aspects of Tourism Texts), 2nd Ed. Bristol: Channel View Publications, 2020.*
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- Fyall, A., Garrod, B., and Leask, A. *Managing Visitor Attractions, London: Routledge, 2003.*
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- Katsoni, V., and Velandar, K. *Innovative Approaches to Tourism and Leisure. Cham: Springer International Publishing, 2018.*
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- 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.
- Rhiney, K. *Agritourism linkages in Jamaica: case study of the Negril all-inclusive hotel subsector. In R. Torres & J. Momsen (Eds.), Tourism and Agriculture: New Geographies of Consumption, Production and Rural Restructuring (pp. 117–138). London: Routledge, 2011.*
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- Spencer, A. *Travel and Tourism in the Caribbean: Challenges and Opportunities for Small Island Developing States. Cham: Palgrave Macmillan, 2019.*

UNIT 1

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

RESOURCES (cont'd)

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Improving Linkages Through a Service-oriented Local Farmers-Hotel Supply Chain – An Explanatory Case in Grenada, Tourism Planning and Development, 15(4), 398-418, 2017.

Weidenfeld, A., Butler, R., and Williams, A. M.

Visitor Attractions and Events: Locations and linkages. London: Routledge, 2016.

Websites

Caribbean Tourism
Organisation/Tourism Statistics

<https://www.onecaribbean.org/>

United Nations Conference on Trade and Development. (2014). *Enhancing backward linkages between tourism and other sectors in Lao People's Democratic Republic.*

https://unctad.org/en/PublicationsLibrary/ditcted2014d4_en.pdf

UNIT 1

MODULE 3: SUSTAINABLE TOURISM

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the *concepts of sustainable development and sustainable tourism*;
2. understand the impacts of tourism *in the Caribbean*;
3. *appreciate the concept of community based tourism as a sustainable tourism approach; and,*
4. *appreciate the importance of managing sustainable tourism development.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sustainable Development and Sustainable Tourism

- | | |
|--|--|
| 1. <i>distinguish among the key terminologies and concepts related to sustainable development and sustainable tourism;</i> | (a) <i>Definition of sustainable development.</i>
(b) <i>Definition of sustainable tourism.</i>
(c) <i>Pillars of Sustainability:</i>
(i) <i>Socio-cultural;</i>
(ii) <i>Economic; and,</i>
(iii) <i>Environment.</i> |
| 2. <i>explain the principles of sustainable tourism;</i> | <i>Principles of Sustainable tourism to include limits, equity (inter-generational and intra- generational), futurity/long term and proactive planning.</i> |

Tourism Impacts

- | | |
|--|--|
| 3. <i>discuss the impacts of tourism in the Caribbean;</i> | <i>Positive and Negative Impacts</i>
(a) <i>Socio-cultural:</i>
(i) <i>positive, for example, education; exchange of cultural information and practices; infrastructural development; improved standard of living; revitalisation of culture; historic preservation; and social integration; and,</i>
(ii) <i>negative, for example, acculturation; cultural commodification; staged authenticity, cultural appropriation, loss of artefacts; invasion of privacy; cultural imperialism – (visitor to host); reinforcement of social inequalities, over tourism, under tourism.</i> |
|--|--|

UNIT 1
MODULE 3: SUSTAINABLE TOURISM

SPECIFIC OBJECTIVES

Students should be able to:

Tourism Impacts

CONTENT

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

Classification:

 - (i) *natural*;
 - (ii) *physical*;
 - (iii) *built*;
 - (iv) positive, for example, biological preservation; creation or preservation of parks, nature preserves; protected areas – marine and terrestrial; better use of marginal lands; improved waste management; *integration of sustainable energy concepts and principles*, generated concern for the environment, *building regulations*; and,
 - (v) negative, for example, loss of habitat; degradation of parks; loss of parks and open spaces to tourism development; littering; *traffic congestion*; vandalism; extensive development; changes in land use; waste generation; water and air pollution (*from construction of infrastructure, transportation vessels*).

UNIT 1

MODULE 3: SUSTAINABLE TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sustainable Tourism Approaches

- (d) Technological:
- (i) positive, for example *confidentiality and security of information, enhanced customer service, convenience, Augmented and Virtual Reality Marketing, Personalization, operational efficiency; and,*
 - (ii) *negative, for example, expensive to create digital infrastructure, connectivity challenges, service disruptions, confidentiality, inaccessibility, confidentiality and security challenges.*
4. *apply the pillars of sustainable development to sustainable tourism approaches;*
- Sustainable Tourism Approaches to include:
- (a) *Community Participation.*
 - (b) *Community-based tourism enterprise.*
 - (c) *Natural Resource Management.*

Sustainable Tourism Approach – Community Based Tourism

5. *explain the concept of community participation in Sustainable Tourism;*
- Community Participation*
- (a) *definition of community participation.*
 - (b) *categories of community participation to include:*
 - (i) *coercive participation;*
 - (ii) *induced community participation; and,*
 - (iii) *spontaneous participation.*
6. *discuss the benefits and challenges of community-based tourism enterprises;*
- (a) *benefits of community-based tourism enterprises:*
 - (i) *training and employment of community members.*
 - (ii) *entrepreneurship opportunities for members to be engaged (community-based tourism).*

UNIT 1

MODULE 3: SUSTAINABLE TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sustainable Tourism Approach – Community Based Tourism (cont'd)

- (iii) *economic diversification.*
- (iv) *development of communities.*
- (b) *challenges of community-based enterprises:*
 - (i) *Lack of cooperation on part of the residents.*
 - (ii) *Length of Implementation process.*
 - (iii) *Inequality /Bureaucracy.*
 - (iv) *Conflict.*

Lack of protection of from local resources.

Sustainable Tourism Approaches

7. *explain the importance of natural resource management in sustainable tourism;*

Natural resource management to include:

- (a) *Eco tourism.*
- (b) *Nature tourism.*
- (c) *Protected area such as terrestrial park, marine park.*
- (d) *Preservation areas.*

Managing Sustainable Tourism

8. *assess the types of strategies used in managing sustainable tourism;*

Management strategies:

- (a) *providing and implementing education and training;*
- (b) *prioritizing local community;*
- (c) *strengthening regulation;*
- (d) *building tourism awareness; and,*
- (e) *supporting creative industries.*

UNIT 1

MODULE 3: SUSTAINABLE TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Managing Sustainable Tourism (cont'd)

9. *assess the role of tools for managing, monitoring and measuring sustainable tourism;*
- Tools to include:*
- (a) Codes of conduct.
 - (b) Ecolabels.
 - (c) *Eco-costs.*
 - (d) Certification schemes/*indicators.*
 - (e) Carrying capacity studies (types of carrying capacity).
 - (f) *Environmental Impact Assessment.*
 - (g) *Energy efficiency buildings.*
- Strengths and weaknesses of the tools:*
- (a) *Strengths:*
 - (i) *easy to implement;*
 - (ii) *shows business is at a standard; and,*
 - (iii) *ensures quality of experience/visit.*
 - (b) *Weaknesses:*
 - (i) *cost;*
 - (ii) *calculation issues;*
 - (iii) *relevance;*
 - (iv) *lack of data;*
 - (v) *voluntary; and,*
 - (vi) *enforcement (lack of).*
10. *evaluate the guidelines required for sustainable tourism development; and,*
- (a) Sustainable tourism planning guidelines:
 - (i) policy;
 - (ii) legislation;

UNIT 1

MODULE 3: SUSTAINABLE TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Managing Sustainable Tourism (cont'd)

- (iii) environmental impact assessments;
 - (iv) carrying capacity and,
 - (v) stakeholder involvement in planning.
 - (b) Management guidelines:
 - (i) using resources sustainably (waste water management, energy conservation);
 - (ii) reducing over consumption and waste; maintaining diversity;
 - (iii) integrating tourism into planning;
 - (iv) supporting local economies – purchasing local produce; and,
 - (v) involving local communities:
 - consulting stakeholders and the public;
 - training staff;
 - marketing tourism responsibly; and,
 - undertaking research.
11. analyse the barriers to implementation of sustainable tourism policies.
- (a) *lack of political will.*
 - (b) *Absence of relevant legislation.*
 - (c) *lack of enforcement of existing policies and legislation.*
 - (d) *High capital costs.*
 - (e) *lack of stakeholder communication, awareness and interest. For example, residents, Trade Unions, environmental groups, Non-Government Organizations, Trade Associations.*

UNIT 1

MODULE 3: SUSTAINABLE TOURISM (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.

1. *Have students collaboratively participate in a 'Think Tank Session' to discuss the positive and negative impacts of tourism. Students should be encouraged to utilize audio visual aids. Students should peer review each other and post their feedback on a discussion forum.*
2. *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.*
3. *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. Students can also create a documentary video as part of building resources.*
4. *Have students engage in a debate on "Tourism and its Impact on the Environment" (natural/social). Invite members of the industry to guide and provide feedback.*
5. *Have students discuss their own travel experiences and the impacts (positive and negative) that were created because of their travel and stay.*
6. *Have students participate in discussion about sustainable tourism in the Caribbean. Teacher should provide relevant and appropriate case studies to facilitate discussion about sustainable tourism in the Caribbean.*
7. *Place students in groups and have them identify and interview participants of a community that is engaged in sustainable tourism. The interview should focus on the management, benefits and challenges of community participation. The interview should be filmed and produced as a 20 minute video on community participation and sustainable tourism.*
8. *Have students work collaboratively to research the tools for managing, measuring and monitoring sustainable tourism. Have them present their research with the use of models, props and technology aided tools.*
9. *Provide relevant content through the use of videos, podcasts from the Caribbean Alliance for Sustainable Tourism and other sustainable tourism sites to teach students about sustainable tourism.*
10. *Have students brainstorm at least four barriers to the implementation of sustainable tourism barriers within a Caribbean territory. Allow them to provide a creative solution to each of the barrier and for them to justify reasons for the solutions.*
11. *Provide relevant Caribbean centric resources such as interactive websites, video tutorials, podcasts or explainer videos on sustainable tourism to reinforce concepts and evoke interest in the topics being taught. Students should then write a reflection which can be placed in an e-journal about the learning experience.*

UNIT 1

MODULE 3: SUSTAINABLE TOURISM (cont'd)

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Smith, J. D., and Warburton, F.	<i>Cambridge IGCSE Travel and Tourism</i> . Cambridge: Cambridge University Press, 2012.
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Sloan, P., Legrand, W., and Chen, J. S.	<i>Sustainability in the Hospitality Industry: Principles of Sustainable Operations</i> . Oxford: Butterworth-Heinemann, 2009.
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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 MANAGEMENT

MODULE 1: PRODUCT DEVELOPMENT

GENERAL OBJECTIVES

On completion of this Module, students should *be able to*:

1. understand the *scope* of tourism product *development*;
2. appreciate the key concepts of service quality and customer service delivery in *developing* the tourism *product*;
3. understand the *importance* of monitoring and evaluation of the tourism *product*; and,
4. appreciate the importance of human resources in *developing* the tourism product.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

The *Scope* of the Tourism Product

- | | |
|---|--|
| 1. discuss the <i>scope</i> of the tourism product; | <div style="margin-left: 20px;">(a) <i>Definition of tourism product.</i></div> <div style="margin-left: 20px;">(b) <i>Types of tourism product.</i></div> <div style="margin-left: 40px;">(i) <i>tangible product; for example natural, marine and terrestrial parks; volcano; caves, wildlife cultural products; artisan items; food and beverage, clothing, nutraceuticals.</i></div> <div style="margin-left: 40px;">(ii) <i>man-made resources; For example hotel and attractions facilities, museum, gallery.</i></div> <div style="margin-left: 40px;">(iii) <i>Service component of the tourism product, For example, entertainment-based, education-based; service encounters.</i></div> <div style="margin-left: 20px;">(c) <i>Characteristics of Tourism Services to include for example, intangibility; perishability; inseparability; psychological; fixed supply; variability.</i></div> |
| 2. discuss the role of key stakeholders in tourism product development; | <div style="margin-left: 20px;">(a) <i>Role of key stakeholders in tourism product development.</i></div> <div style="margin-left: 20px;">(b) <i>Government, for example, policies, legislation, and regulations, permits, developmental orders, human resource certification and infrastructure.</i></div> |

UNIT 2

MODULE 1: PRODUCT DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (c) Private Sector, for example, *provision of services, amenities, entrepreneurship, development of tangible products, use of certification systems in human resource development and natural and cultural resource preservation and protection.*
- (d) Non-governmental organisations, for example, *lobbying and natural and cultural resource preservation and protection.*
- (e) Community, for example, *participation in tourism decision-making, natural and cultural resource preservation and protection and management, development of community experiences/packages for tourism.*

Customers' Needs, and Expectations

3. *discuss the importance of customer needs and expectation in developing tourism products;*

- (a) *Types of Customer*
 - (i) *internal customer; and,*
 - (ii) *external customer.*
- (b) *Needs and Expectations:*
 - (i) *Internal customer: training, recognition, rewards, fairness, equity, diversity, gender and opportunities for professional development.*
 - (ii) *external customer: value for money, reliability, responsiveness, assurance, empathy, tangibles, results, functionality, design, performance efficiency, information, accessibility, convenience, price, experience.*
- (c) *Importance of the customer:*
 - (i) *repeat visits and purchases;*
 - (ii) *increased revenues; and,*
 - (iii) *referrals/reviews (good versus bad).*

UNIT 2

MODULE 1: PRODUCT DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

Standards

4. assess the tools used in the monitoring and evaluation of the tourism product;

CONTENT

Monitoring and Evaluation Tools.

- (a) *Standards such as:*
- (i) *HAACP; ISO [9001-family business management, and 14001; 27001; 31000; 5001]; Occupational Health and Safety – 45001;*
 - (ii) *Service Excellence Standards;*
 - (iii) *Hospitality Assured (CTO); and,*
 - (iv) *Competency-based Standards; for example: NVQ, CVQ and global standards.*
- (b) government policies, regulations and licences:
- (i) requirements for operations (for example, fire extinguishers, entrance and exit signs, disclaimers, assembly points);
 - (ii) *public health protocols;*
 - (iii) *human resources standards;*
 - (iv) safety and security;
 - (v) procedures for Emergency Management (natural disasters, terrorism, fire);
 - (vi) *business licence; and,*
 - (vii) amusement licences.
- (c) *monitoring and evaluation instruments such as quality management checklists, sustainability indices, carrying capacity studies.*

UNIT 2

MODULE 1: PRODUCT DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

The 'Ideal' Tourism Professional

- | | |
|---|--|
| 5. <i>explain the importance of human resources to the tourism product;</i> | Importance of human resources to the tourism product. <ul style="list-style-type: none">(a) Benefits include: maintenance and awareness of current business environment and industry trends, commitment to best practices, credibility, motivation, team work, networking opportunities, profitability, self-confidence <i>and competitiveness</i>.(b) Challenges such as: long hours, high levels of staff turnover, seasonal employment. |
| 6. <i>discuss the key competencies of the 'ideal' tourism professional;</i> | Competencies of the ideal tourism professional <ul style="list-style-type: none">(a) Knowledge <i>of the destination and the tourism product</i>, for example, the <i>customer</i>, flora, fauna, history, heritage and culture, <i>regulation, and sustainability</i>.(b) Skills, for example, customer service, foreign language, computer literacy, digital capabilities, communication.(c) <i>Attitude/Employability skills such as, team work, Interpersonal and intrapersonal, cognitive, problem solving and conflict resolution.</i> |

Customer Service and Service Quality

- | | |
|---|--|
| 7. evaluate the impacts of service quality and customer service to the tourism product; | <ul style="list-style-type: none">(a) types of service encounters such as <i>remote, virtual, phone, face-to-face</i>.(b) <i>elements of Service Encounter such as customer, service provider, delivery processes and systems.</i>(c) <i>process for handling complaints; listen, empathise, apologise, offer solution, implement solutions, and follow up.</i>(d) impact:<ul style="list-style-type: none">(i) <i>positive such as satisfaction, repeat business, customer loyalty, repurchase intention, customer satisfaction, improved brand and image recognition.</i>(ii) <i>negative such as loss of customer, loss of sale and profit, loss of brand image and reputation.</i> |
|---|--|

UNIT 2

MODULE 1: PRODUCT DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Customer Service and Service Quality (cont'd)

- (e) evaluating customer service *and service quality* tools such as mystery shopping, customer service surveys, *focus groups*, *online rating systems*, *Trip Advisor*, *Yelp*).

Challenges Associated with Tourism Product Development

- | | |
|--|---|
| 8. discuss the challenges associated with tourism product development. | <ul style="list-style-type: none">(a) Lack of stakeholder buy-in;(b) Lack of political will;(c) Lack of awareness of the planning stages; and,(d) Lack of resource allocation. |
|--|---|

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. Provide relevant and applicable authentic experience through field trips to various types of tourism entities for students to have a broader understanding of the tourism product. Have students write a reflection of the experience in an E-Journal.
2. Have students collaboratively create a Service Delivery Flowchart based on the Customer's needs and expectations for a tourism establishment of their choice. Students in their groups should present and discuss the Service delivery flowchart.
3. Have students collaboratively present a summary and review of the various standards, licenses and regulations used by the tourism businesses in their territories. The presentation should include justifications, and importance of these standards to the tourism industry in the territory.
4. Have students collaboratively identify the competencies that are necessary for a tourism professionals. They should outline the key attributes, knowledge, skills and attitudes in any of the tourism sectors.
5. Have students collaboratively 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. Have the presentations filmed and peer critiqued by other students.

UNIT 2

MODULE 1: PRODUCT DEVELOPMENT (cont'd)

6. 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). *Teacher should guide students in the development of a Mystery Shopper Checklist.*
7. *Provide relevant content with product development case studies in the Caribbean. Have students discuss and share their responses to the case study questions.*
8. *Provide relevant Caribbean centric resources such as interactive websites, video tutorials, podcasts or explainer videos on topics relating to product development to reinforce concepts and evoke interest in the topics being taught. Students should write a reflection which can be placed in an e-journal about the learning experience.*

RESOURCES

Chandana, J. (ed).	Caribbean Tourism: People, Service and Hospitality. Kingston, Jamaica: Ian Randle Publishers, 2006.
Emerit Tourism Training Harrison, L. C., and Husbands, W.	Canadian Tourism Human Resource Council, 2005. Practicing Responsible Tourism: International Case Studies in Tourism Planning, Policy, and Development. New York: John Wiley and Sons, 2010.
Marriott, K., Tower, J. and McDonald, K.	Community Leisure and Recreation Planning. USA: Routledge, 2020.
MacNulty, P.	World Tourism Organization, European Travel Commission. Handbook on Tourism Product Development: World Tourism Organization, 2011.
National Occupational Standards.	Setting the Standard Tourism Small Business Owner.
Roberts, S. , Best, M. and Cameron, A.	Contemporary Caribbean Tourism: Concepts and Cases. Kingston, Jamaica: Ian Randle Publishers, 2015.
Roberts, S., Best, M., and Cameron, A.	Contemporary Caribbean Tourism: Concepts and Cases. Kingston: Ian Randle, 2014.
Telfer D. and Sharpley R.	Tourism and Development in the Developing World: Routledge, 2008.
Titus-Maxwell, J.	Caribbean Tourism Product Development, Marketing and Entrepreneurship: The Ultimate CAPE® Tourism Unit 2 Reader (The Fundamental of Caribbean Tourism) (Volume 2): CreateSpace Independent Publishing Platform, 2017.
Wiltshier, P. and Clarke, A.	Community-Based Tourism in the Developing World: Community Learning, Development & Enterprise. USA: Routledge, 2019.

Websites

Caribbean Tourism Organisation/Tourism Statistics	https://www.onecaribbean.org/
World Tourism Organisation	www.unwto.org



UNIT 2

MODULE 2: MARKETING IN TOURISM

GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the role of marketing in tourism;
2. *understand the importance of marketing to the tourism system; and,*
3. understand the *components* of a marketing plan.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Marketing Concepts

1. explain the *key concepts* of *marketing in tourism*;
definition of key concepts:
 - (a) marketing;
 - (b) tourism marketing;
 - (c) *destination pull factor*;
 - (d) *destination marketing; and,*
 - (e) *tourism niche market.*
2. *describe the types of tourism niche markets;*
Types of tourism niche markets such as:
Ecotourism; Adventure tourism; Voluntourism, Polar Tourism, Sport and Extreme Sport tourism; Heritage and cultural tourism; Health and wellness tourism; Luxury Tourism, Medical tourism; Community-based tourism; Agro tourism; Events tourism; Spa Tourism; Religious Tourism; Culinary Tourism, dark tourism, charity tourism.

Market Research

3. *discuss the market research process used in Tourism;*
 - (a) *Definition of Marketing Research.*
 - (b) Types of marketing research such as exploratory, descriptive, causal.
 - (c) Types of marketing research methods such as qualitative, quantitative and *mixed methods*.
 - (d) Sources of data collection: primary and secondary.

UNIT 2

MODULE 2: MARKETING IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

Market Research (cont'd)

4. *examine the destination pull factors in the destination component of the tourism system;*

CONTENT

The Market Research Process

- (a) define the problem and research objectives;
- (b) developing the research plan;
- (c) implementing the research plan; and,
- (d) interpreting and reporting the findings.

- (a) Destination Pull Factors to include:
 - (i) Branding;
 - (ii) Image;
 - (iii) Cultural such as Food, Music, Art;
 - (iv) Sport Icons; and,
 - (v) Heritage.
- (b) Destination pull factor considerations
 - (i) Intellectual Property;
 - (ii) Public and Private Sectors; and,
 - (iii) Communities and other stakeholders.

Marketing Mix

5. *Examine the four “P’s” of Marketing in Tourism;*

Marketing Mix (four ‘P’s) in Tourism

Product – good (tangible) or service (intangible).

Tourism Product Development Process

- (a) *product idea/creation/idea generation;*
- (b) *research the market;*
- (c) *match market with product;*
- (d) *conduct product analysis;*
- (e) *assess the destination;*
- (f) *build product (facilities, amenities, service, experience; and,*
- (g) *provide human, financial and technical resources.*

UNIT 2

MODULE 2: MARKETING IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

Marketing Mix (cont'd)

CONTENT

Price – strategies such as penetration, skimming, demand based, competition oriented, cost plus, experience curve.

Place – transit route: air, sea, and information communication technology (ICT).

- (a) *destination (country, region, community and specific sites); distribution channels; and,*
- (b) *traditional distribution system such as:*
 - (i) *travel intermediaries;*
 - (ii) *tourism wholesalers;*
 - (iii) *tour operators;*
 - (iv) *travel agents;*
 - (v) *consolidators;*
 - (vi) *charter brokers;*
 - (vii) *reservation systems; and,*
 - (viii) *visitor information centres.*

Contemporary distribution systems such as Digital Marketing: Social Media, augmented and virtual reality, websites, mobile technology.

Promotion

- (a) *Public relations/Publicity.*
- (b) *Advertising (print or broadcasts, infomercials, websites).*
- (c) *Sales promotions.*
- (d) *Personal selling.*
- (e) *Direct Marketing.*
- (f) *Digital Marketing (social media, E-marketing).*

UNIT 2

MODULE 2: MARKETING IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Segmentation, Targeting and Positioning

6. *discuss the different methods of segmentation, targeting and positioning in relation to the generating market and the destination; and,*
- (a) *Methods of segmentation:*
 - (i) geographic;
 - (ii) demographic;
 - (iii) psychographic; and,
 - (iv) behavioural.
 - (b) targeting:
 - (i) evaluation of market segments; and,
 - (ii) select appropriate market segments.
 - (c) positioning:
 - (i) competitive advantage;
 - (ii) placement of product in front of intended target market; and,
 - (iii) product placement based on differentiation strategies.

Marketing Plan

7. Prepare a basic marketing plan.
- Key components of a marketing plan:
- (a) executive summary;
 - (b) situation analysis
 - (i) external for example, political, economic, social, technological, legal, environmental; (*PESTLE*);
 - (ii) customer;
 - (iii) internal;

UNIT 2

MODULE 2: MARKETING IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Marketing Plan (cont'd)

- (iv) SWOT Analysis; *strengths, weaknesses, opportunities and threats (SWOT)*;
- (v) mission statement;
- (vi) marketing goals and objectives;
- (vii) marketing strategies;
- (viii) marketing budget;
- (ix) implementation; and,
- (x) 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 students collaboratively create and present infographics on tourism marketing concepts.*
2. *Have students in pairs of two create a 5 minutes marketing pitch using the 4 P's of marketing on an identified social media platform. Have them upload the pitch to the social media platform soliciting comments and votes about the marketing pitch.*
3. *Have students discuss and cite examples of tourism entities, attractions and destinations that have used segmentation, targeting and positioning ~~successfully~~ to attract more business to help foster the student's understanding of these marketing methods.*
4. *Have students 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.*
5. *Have students stage a mini exhibition and let them collaboratively develop a niche tourism product or repackage an existing niche tourism product using the application of the product development process. Invite a panel of industry professionals to judge the products using an evaluation checklist. Teacher should have the checklist developed for the activity.*
6. *Place students in groups and have them create a basic tourism-marketing plan for a Caribbean tourism product of their choice. Have them present the marketing plan and share the marketing concept and vision of the tourism product.*

UNIT 2

MODULE 2: MARKETING IN TOURISM (cont'd)

Suggested Teaching and Learning Activities

7. *Invite resource persons with the relevant expertise in tourism marketing to demonstrate how marketing works in the tourism industry. Encourage student to pose questions for a better understanding of the marketing presentation.*
8. *Provide relevant Caribbean centric resources such as interactive websites, video tutorials, podcasts or explainer videos on tourism marketing to reinforce concepts and evoke interest in the topics being taught. Students should then write a reflection which can be placed in an e-journal about the learning experience.*

RESOURCES

Clayton, Ian	<i>Marketing Hotels and Tourism On-Line, Apple Pie Books. (e-book) 2021.</i>
Gayle, Dennis, Goodrich, Jonathan N.	<i>Marketing and Management in the Caribbean (RLE Marketing), Routledge, 2015.</i>
Kotler, P. Bowen, J.T., Makens James C., Bagloglu, Seyhmus	<i>Marketing for Hospitality and Tourism, 7th Edition, Pearson, 2017.</i>
McMurtry, Jeanette	<i>Marketing for Dummies, 5th Edition, John Wiley & Sons, 2017.</i>

Websites

<i>Journal of Destination Marketing and Management.</i>	https://www.sciencedirect.com/journal/journal-of-destination-marketing-and-management
<i>Journal of Travel and Marketing.</i>	https://think.taylorandfrancis.com/pgas-wttm-2019/
<i>Caribbean Tourism Organisation/ Statistics.</i>	www.onecaribbean.org

UNIT 2

MODULE 3: ENTREPRENEURSHIP IN TOURISM

GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the role of entrepreneurship in tourism;
2. appreciate the importance of creativity and innovation;
3. understand *the entrepreneurship process in the development of* tourism enterprises; *and*,
4. understand the importance of a business *proposal* for a tourism *venture*.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Key terms and Concepts

- | | |
|--|--|
| 1. <i>differentiate</i> among the key <i>terms</i> and concepts in entrepreneurship; | (a) Entrepreneur. |
| | (b) <i>Intrapreneur</i> . |
| | (c) Entrepreneurship. |
| | (d) <i>Creativity</i> . |
| | (e) Innovation. |
| | (f) Intrapreneurship. |
| | (g) <i>Enterprise</i> . |
| | (h) Micro, small, medium enterprises (<i>MSMEs</i>). |
| | (i) Risk willingness and risk aversion. |
| | (j) <i>Social entrepreneurship</i> . |
| | (k) Theories/Models of Entrepreneurship such as Schumpeter, McClelland, Drucker, Walker, Edgeworth, Carland, Shapiro, Cole, Timmons. |

Characteristics of Entrepreneurs

- | | |
|---|--|
| 2. <i>discuss the characteristics of</i> tourism entrepreneurs; | Personal Abilities and Talents of Entrepreneurs |
| | (a) creativity; |
| | (b) positive state of mind; |
| | (c) risk <i>tolerance</i> ; |
| | (d) management <i>and leadership</i> capabilities; |
| | (e) <i>empathy</i> ; <i>and</i> , |
| | (f) <i>self-confidence</i> . |

UNIT 2

MODULE 3: ENTREPRENEURSHIP *IN TOURISM* (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

Characteristics of Entrepreneurs (cont'd)

CONTENT

Attitudes and Behaviours of Entrepreneurs

- (a) achievement oriented;
- (b) competitive;
- (c) innovative;
- (d) risk-taking;
- (e) proactive;
- (f) determined;
- (g) committed;
- (h) *resilient*;
- (i) *passionate*;
- (j) *visionary*; and,
- (k) *emotional stability*.

Benefits and Challenges to Entrepreneurship

- | | |
|--|--|
| 3. <i>examine the benefits and challenges associated with entrepreneurial ventures in tourism;</i> | <ul style="list-style-type: none">(a) <i>Benefits of business venture opportunities for example self-confidence, independence and networking, personal and intergenerational wealth creation, value generation, flexible work arrangements, improved quality of life, competitiveness, job creation, provision of product and services, economic development.</i>(b) <i>Challenges for example start-up capital, operational costs, building product/service awareness, risk, liability insurance, lack of incentives, limited access to finance, poor regulatory framework, hustler mentality, resistance to training, absence or inhibition of Government policies, lack of political will, non-participation of private sector, lack of understanding of business processes, lack of family and social support, emphasis on traditional careers support.</i> |
|--|--|

UNIT 2

MODULE 3: ENTREPRENEURSHIP IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Creativity and Innovation

4. *discuss the value of creativity and innovation in tourism;*

Creativity and Innovation:

- (a) *definition of creativity;*
- (b) *definition of innovation;*
- (c) *sources of creativity and innovation such as new market and technologies, changing consumer attitudes and preferences, political changes, new or modified business models; and,*
- (d) *methods of protecting creativity and innovation such as patents, copy rights, trademarks, trade secrets.*

5. *describe the categories of enterprise and business ventures in Tourism;*

Categories of enterprises ventures:

- (a) *home-based;*
- (b) *family;*
- (c) *corporate venture;*
- (d) *franchise; and,*
- (e) *micro, small and medium enterprises (MSMEs).*

6. *evaluate entrepreneurial venture opportunities in the tourism industry;*

Types of entrepreneurial venture Opportunities.

- (a) *Non-traditional areas directly related to tourism, for example homestays, volunteering, social media management, mobile apps, and virtual tours.*
- (b) *Emerging areas such as Energy Service Companies (ESCos); water conservation, products and services, solid waste innovation, culture and heritage, information and Communication Technology (ICT); and social entrepreneurship.*
- (c) *Secondary/subsidiary services directly related to tourism, for example, gas stations, medical services, coconut vendors.*
- (d) *Value added products available for sale for example nutraceuticals, cookbooks, confections and art and craft.*

UNIT 2

MODULE 3: ENTREPRENEURSHIP IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Entrepreneurship Process in the Tourism Context

7. *discuss the regulatory framework and supportive environment for entrepreneurial ventures;*
- (a) Requirements for establishing a tourism enterprise:
 - (i) *registration;*
 - (ii) *licences and permits;*
 - (iii) *labour laws;*
 - (iv) *tax regulations;*
 - (v) *other regulations such as environmental;*
 - (vi) *guidelines for product development; and,*
 - (vii) *guidelines for export.*
 - (b) *Supportive environment (Entrepreneurship ecosystem) for example,*
 - (i) *Eight Main Pillars: the World Economic Forum's Accessible Markets, Government & Regulatory Framework, Funding & Finance, Major Universities as Catalysts, Human Capital/Workforce, Support Systems/Mentors, Family, Education & Training and Cultural Support.*
 - (ii) *Sustainable Development Goals such as Gender, Inclusivity and Diversity.*
 - (iii) *Other supportive environment such as Incubators, Social Network.*
8. *evaluate the entrepreneurship process in the tourism context; and,*
- The Entrepreneurship Process*
- (a) *Idea Generation (focus group, brainstorming, ideation, mapping, note book, delphi method, Gordon method, scenario thinking).*
 - (b) *Opportunity Identification and Evaluation (emerging markets, new technologies, regulatory and social changes).*
 - (c) *Business Concept (new products, services, markets and processes, distribution channels).*
 - (d) *Resources (Financial, physical and Human).*
 - (e) *Implementation (monitoring).*
 - (f) *Managing (leading, directing, achieving, performing).*
 - (g) *Harvesting (licensing, intellectual property rights, succession planning, initial Public Offering).*

UNIT 2

MODULE 3: ENTREPRENEURSHIP IN TOURISM (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Components of a Business *Proposal* for a Tourism Opportunity

- | | |
|--|---|
| 9. prepare a business <i>proposal</i> for a tourism opportunity. | <ul style="list-style-type: none">(a) <i>Executive Summary.</i>(b) <i>Description of the product or service.</i>(c) <i>Mission, objectives, legal structure including organisational chart.</i>(d) <i>Market research, target market, competition (competitor analysis) stakeholder roles, and plan.</i>(e) <i>Operating schedule such as Gantt implementation schedule.</i>(f) <i>Financial plan to include projections, budgeting.</i>(g) <i>Export strategy for the business (where applicable).</i> |
|--|---|

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. *Have students collaboratively discuss and present on the key concepts in Entrepreneurship.*
2. *Have students in pairs conduct an interview of a successful tourism entrepreneur to determine his/her entrepreneurial characteristics. The findings of this interview should be collated in a report and must include a profile of the business, identification of the entrepreneurial characteristics and the justification for the findings.*
3. *Have students interview the owner/manager of a linked enterprise that now exports product outside of the tourism industry.*
4. *Have students collaboratively create and present a mind map of innovative, new and emerging opportunities for tourism entrepreneurship.*
5. *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 faced by entrepreneurs.*
6. *Stage a Business Proposal competition where students will collaboratively prepare and present a Business Proposal for a tourism opportunity. Teachers should have a panel comprising of local tourism entrepreneurs to evaluate the business proposal and the presentation pitch at the competition.*

UNIT 2

MODULE 3: ENTREPRENEURSHIP IN TOURISM (cont'd)

7. Provide relevant Caribbean centric resources such as interactive websites, video tutorials, podcasts or explainer videos on entrepreneurship in Tourism to reinforce concepts and evoke interest in the topics being taught. Students should then write a reflection, which can be placed in an e-journal about the learning experience.

RESOURCES

- Acs, Z. J., and Correa, P. *Identifying the Obstacles to High Impact Entrepreneurship in Latin America and the Caribbean. Report, CreateSpace Independent Publishing Platform, 2014.*
- Barringer, B. R., and Ireland, R. D. *Entrepreneurship: Successfully Launching New Ventures (3rd ed.). Upper Saddle River, NJ: Prentice Hall, 2010.*
- Bhuyan, A. *Tourism Entrepreneurship in Assam: A Study of Entrepreneurial Growth in Tourism with Special Reference to Accommodation Industry, VDM Verlag Dr. Muller, 2010.*
- Brooks, M. and Altinay, L. *Entrepreneurship in Hospitality and Tourism: A Global Perspective. Goodfellow Publisher, 2015.*
- Imbaya, B.O. *Indigenous Tourism Entrepreneurship: A Focus on Samburu District, Kenya. LAP LAMBERT Academic Publisher, 2011.*
- Lee-Ross, D. and Lashley, C. *Entrepreneurship and Small Business Management in the Hospitality Industry. Oxford, UK: Butterworth-Heinemann, 2009.*
- Manyara, G., and Jones, E. *Community-based tourism enterprises development in Kenya: An exploration of their potential as avenues of poverty reduction. Journal of sustainable tourism, 15(6), 628-644, 2007.*
- Morrison, A., Rimmington, M., and Williams, C. *Entrepreneurship in the Hospitality, Tourism and Leisure Industries. Oxford, UK: Butterworth-Heinemann, 1999.*
- Ohe, Y. *Community-based Rural Tourism and Entrepreneurship: A Micro-Economic Approach, Springer Nature 2020.*
- Page, S. J. *Tourism and Entrepreneurship: International Perspectives. Butterworth-Heinemann, 2009.*
- Pearce, L. *Business plans handbook: A compilation of actual business plans developed by small businesses throughout North America. Michigan, United States: Cengage Gale, 2008.*
- Pezzi, M. G., Faggian, A., & Reid, N. *Agritourism, wine tourism, and craft beer tourism: Local responses to peripherality through tourism niches. Routledge, 2020.*

UNIT 2

MODULE 3: ENTREPRENEURSHIP IN TOURISM (cont'd)

RESOURCES (cont'd)

<i>Stam, E. and Spigel, B.</i>	<i>Entrepreneurial Ecosystems; U.S.E Discussion Paper Series nr:16-13 (Sage), 2017.</i>
<i>Timmons, J. A., Spinelli, S., and Zacharakis, A.</i>	<i>Business Plans That Work: A guide for small business. New York: McGraw-Hill, 2004.</i>
<i>Titus-Maxwell, J.</i>	<i>Caribbean Tourism Product Development, Marketing and Entrepreneurship. Caribe-Indie Publishing, 2017.</i>
<i>Walmsley, A.</i>	<i>Entrepreneurship in Tourism. Emerald Publishing Limited, 2018.</i>
<i>Williams, C. C. and Gurtoo, A.</i>	<i>Routledge Handbook of Entrepreneurship in Developing Economies, New York: Routledge, 2017.</i>
<i>World Economic Forum</i>	<i>Entrepreneurial Ecosystems Around the Globe and Company Growth Dynamics. Switzerland, 2013.</i>
<i>Zenelaj, E.</i>	<i>Tourism Entrepreneurships: Factors of Positive Evolution of Tourism Entrepreneurships in Saranda (Albania), LAP LAMBERT Academic Publisher, 2011.</i>
<i>Prifti, R., and Jaupi, F.</i>	<i>Entrepreneurial Urban Regeneration: Business Improvement Districts as a Form of Organizational Innovation. Routledge, 2020.</i>
<i>Sotiriadis, M.</i>	<i>The Emerald Handbook of Entrepreneurship in Tourism, Travel and Hospitality, Emerald. 2018.</i>
<i>Sheldon, P. J., and Daniele, R</i>	<i>Social Entrepreneurship and Tourism. Cham: Springer International Publishing, 2017.</i>

◆ 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	<i>This paper will consist of three compulsory questions, one on Each module.</i>	30 per cent

SCHOOL-BASED ASSESSMENT (SBA)

(40%)

Paper 03

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 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 TWO recommendations that the business can utilise to improve sustainability of its operations.*

Students will be required to collect data from their understudy of a tourism service provider in one of the named tourism sectors. Data for the research can be collected from primary and/or secondary sources. Students may use a combination of methods to gather data, including interviews, focus groups, site visits, observations and questionnaires. They may also use data from print media, social media narratives, newspapers, data archives and Internet articles.

Students may work in groups of 3-5 persons, for this activity.

UNIT 2

*The topic for the School-Based Assessment is **Developing a business Proposal** for the creation of a **Tourism-Related Product, Service or Event**. Students will be required to produce a business proposal for the creation of an innovative, new or modified sustainable tourism-related product, service or event.*

Students will be required to collect data to justify the creation or modification of an innovative sustainable tourism-related product, service or event. Data may be collected from business owners, staff and customers of similar existing product, service or event, as well as from potential

customers/users. Data may be collected from primary and/or secondary sources. Primary data sources may include interviews, focus group, observation and questionnaire. Secondary data sources may include print media, social media narratives, newspapers, data archives and Internet articles.

Students may work in groups of 3-5 persons, for this activity.

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 reassessed 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

- (a) This paper will consist of forty-five (45) multiple-choice items. There will be fifteen (15) items based on each Module.
- (b) All items are compulsory.

2. Syllabus Coverage

- (a) Knowledge of the entire syllabus is required.
- (b) The intention of this paper is to test candidates' knowledge across the breadth of the syllabus.

3. Question Type

Questions will test candidates' understanding of tourism concepts and issues.

4. Mark Allocation

- (a) The maximum mark available for this paper is 90.
- (b) One mark will be assigned to each item. Each item will be weighted by 2.
- (c) *The 45 marks for this paper will be weighted to 90 marks.*

- (d) This paper contributes 30 per cent towards the final assessment.
- (e) 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 three compulsory questions, one on each module.

2. Syllabus Coverage

- (a) Each question may focus on or develop a single theme or several related themes.
- (b) This paper will require greater in-depth knowledge of the syllabus.

3. Question Type

Questions will consist of subparts and will test the understanding and application of tourism concepts, principles, and issues.

4. Mark Allocation

- (a) The maximum mark available for this paper is 90.
- (b) *Twenty-five (25) marks will be assigned to each question.*
- (c) *Each question will then be weighted to 30 marks.*
- (d) *The 75 marks for this paper will be weighted to 90 marks.*
- (e) This paper contributes 30 per cent towards the final assessment.
- (f) *Marks will be awarded for application, analysis, synthesis, and evaluation.*

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. *Students are encouraged to work in groups to complete the School-Based Assessment.*

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.*

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.

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 SBA projects from ALL centers must be submitted to **CXC®** by the stipulated deadlines.*

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 *for the next sitting of the examination*.

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

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; and,
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 60 and weighted to 120. A total of 40 weighted marks will be assigned to each Module.

Management of the Project

Teachers are expected to provide guidance and feedback to students at all stages of the project. They should assist students in gaining access to businesses, personnel and documents for the purpose of collecting data/evaluating the business. They should also guide students in selecting the appropriate methodology and data collection and *analysis* technique. *Teachers should encourage and facilitate collaboration among students.*

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. *Teachers and students should set agreed deadlines for the submission of the various components of the project which should be assessed and feedback provided on a continuous basis to facilitate further improvement 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; and,
3. allocating some class time for students to work on the projects.

UNIT 1

FORMAT OF THE PROJECT

- (a) Length: 1500 words:
 - (i) *Font: Times New Roman*
 - (ii) *Font Size: 12*
 - (iii) *Line spacing: 1.5*
 - (iv) *Page Size: A4*
 - (v) *Page Number: Bottom right corner of page*
- (b) Structure: Cover Page (Title, Name, Date);
- (c) *Acknowledgements*
- (d) Table of Contents:
 - (i) *Introduction*
 - (ii) *Research Design*
 - (iii) *Presentation and Analysis of Data*
 - (iv) *Discussion of Findings and Recommendations*
 - (v) *Bibliography*
 - (vi) *Appendices*

Allocation of Marks

Marks will be allocated according to the following scheme

	DETAILED MARK SCHEME FOR THE SCHOOL-BASED ASSESSMENT		MARK
1.	SECTION ONE		
	INTRODUCTION		16 Marks
	(a) <i>Description/Profile of the tourism business</i>		5 marks
	<i>Type of business</i>	1 Mark	
	<i>Ownership structure</i>	1 Mark	
	<i>Profile of the users</i>	1 Mark	
	<i>Presence of sustainability practices</i>	1-2 Marks	
	(b) <i>Aims and Objectives of the Study</i>		3 marks
	<i>Purpose or reason for conducting the research clearly and concisely stated</i>	1-2 Marks	
	<i>Value of the research to business owner(s) clearly stated (impact of tourism on business)</i>	1 Mark	
	(c) <i>Review of Literature</i>		8 marks
	[A synthesis and discussion of existing literature/previous research relevant to the topic]		
	<ul style="list-style-type: none"> Discussion is well organized and includes relevant sources 	1-2 Marks	
	<ul style="list-style-type: none"> Discussion highlights importance of sustainability practices for tourism business continuity 	1-2 Marks	
	<ul style="list-style-type: none"> Discussion includes relationship between inter-sectoral linkages and sustainability of tourism business 	1-2 Marks	
	<ul style="list-style-type: none"> Discussion highlights sustainability practices of similar tourism businesses 	1-2 Marks	
2.	SECTION TWO		
	RESEARCH DESIGN		[7 Marks]
	[A plan outlining how data was collected, including a description of the sample]		
	<ul style="list-style-type: none"> Description of data collection method/technique/source 	1-2 Marks	
	<ul style="list-style-type: none"> Justification of data collection method 	1-2 Marks	
	<ul style="list-style-type: none"> Limitations of method 	1 Mark	
	<ul style="list-style-type: none"> Description of sample (number, demographics, sector) 	1-2 Marks	
3.	SECTION THREE		
	PRESENTATION AND ANALYSIS OF DATA		12 Marks
	(a) PRESENTATION OF DATA		6 marks
	[Presentation of data using appropriate forms; tables, charts, graphs, summaries]		
	<ul style="list-style-type: none"> Data presented are relevant to the aims of the project 	1-2 Marks	
	<ul style="list-style-type: none"> Data are systematically organized 	1-2 Marks	
	<ul style="list-style-type: none"> Data are presented using appropriate forms 	1-2 Marks	

	DETAILED MARK SCHEME FOR THE SCHOOL-BASED ASSESSMENT		MARK
	(b) ANALYSIS OF DATA		6 marks
	[A synthesis of the results, identifying trends, patterns and anomalies]		
	<ul style="list-style-type: none"> Data are summarized accurately using descriptive statistics 	1-2 Marks	
	<ul style="list-style-type: none"> Data summary is meaningful and related to findings 	1-2 Marks	
	<ul style="list-style-type: none"> Data analysis shows trends/patterns/anomalies 	1-2 Marks	
4.	SECTION FOUR		
	DISCUSSION OF FINDINGS AND RECOMMENDATIONS		18 Marks
	(a) DISCUSSION OF FINDINGS		
	[A logical and coherent discussion of the findings based on the purpose of the investigation, and the implications for sustainability]		8 marks
	<ul style="list-style-type: none"> Discussion is well developed (coherent and logical) 	1-2 Marks	
	<ul style="list-style-type: none"> Discussion is related to the purpose and findings of the investigation 	1-2 Marks	
	<ul style="list-style-type: none"> Comparison/contrast of review of literature with findings 	1-2 Marks	
	<ul style="list-style-type: none"> Implications of assessment impacts 	1-2 Marks	
	(b) RECOMMENDATIONS		
	[Formulation of TWO well-crafted recommendations based on the findings]		10 marks
	<ul style="list-style-type: none"> Outline recommendations to improve sustainability practices of business (2 x2) 	4 Marks	
	<ul style="list-style-type: none"> Recommendation is suitable and practical (2x1) 	2 Marks	
	<ul style="list-style-type: none"> Explain how recommendation will improve sustainability (2x2) 	4 Marks	
5.	SECTION FIVE		7 Marks
	OVERALL PRESENTATION OF REPORT		
	(a) Organisation of ideas	2 Marks	2 marks
	(i) Idea very well organized (2) (ii) Ideas fairly well organized (1)		
	(b) Conventions		(2 marks)
	(i) Correct spelling, punctuation, capitalisation (ii) Correct use of grammar	1 Mark 1 Mark	
	(c) References		(3 marks)
	Correct and consistent use of APA 6 th reference style	1 Mark	
	(i) Reference list organized in alphabetical order	1 Mark	
	(ii) Reference list arranged in correct APA format	1 Mark	
	(iii) Correct in-text citation		
	Total		60 Marks

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 60 marks; a maximum of 20 marks will be assigned to each module. *The teacher will divide the marks earned by a student equally among the three modules. For example, if a student earns 45 out of 60 for his School-Based Assessment, 15 marks will be assigned to Module 1, 15 marks to Module 2 and 15 marks to Module 3. CXC® will weight the marks by 2. The student's final score will be 90 out of 120; 30 on each module.*

If there is a remainder of 1 mark, it should be allocated to Module 3. If there is a remainder of 2 marks, 1 mark should be allocated to Module 3 and the other mark to Module 2. For example, if a student earns 41 out of 60 for his School-Based Assessment, 14 marks will be assigned to Module 3, 14 marks to Module 2 and 13 marks to Module 1. CXC® will weight the marks by 2. The student's final score will be 82 out of 120; 26 on Module 1, 28 on Module 2 and 28 on Module 3.

UNIT 2

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; and,
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 proposal;
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 proposal;
4. compile supporting prototypes, documentation, collateral pieces, and other relevant materials; and,
5. present the business proposal 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 business proposal for EITHER an innovation in an existing tourism product, activity or service OR a new tourism product, activity or service.

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. The teacher should assist students in selecting an appropriate tourism product.

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

FORMAT OF THE PROJECT (Business Proposal Outline)

FORMAT OF THE PROJECT

- (a) Length: 1500 words
 - (i) *Font: Times New Roman;*
 - (ii) *Font Size: 12;*
 - (iii) *Line spacing: 1.5;*
 - (iv) *Page Size: A4; and,*
 - (v) *Page Number: Bottom right corner of page.*
- (b) *Structure: Cover Page (Title, Name, Date)*
- (c) *Acknowledgements*
- (d) *Table of Contents:*
 - (i) *Description of the tourism Product;*
 - (ii) *Mission, Objective and Legal Structure;*
 - (iii) *Marketing Plan;*
 - (iv) *Operational Schedule;*
 - (v) *Financial Plan;*
 - (vi) *Benchmarking, Monitoring and Evaluation;*
 - (vii) *Summary; and,*
 - (viii) *Bibliography.*

Allocation of Marks

Marks will be allocated according to the following scheme:

1.	SECTION ONE		
	DESCRIPTION OF THE TOURISM PRODUCT		7 marks
	(a) Description of key components of the product <ul style="list-style-type: none"> State the name of the product Identify the sector Identify the customers 	1 Mark 1 Mark 1 Mark	3 marks
	(b) Justification of choice of tourism product <ul style="list-style-type: none"> Describe the niche market that the product serves Outline the contribution of the product to economic development 	1-2 Marks 1-2 Marks	4 marks
2.	SECTION TWO		
	MISSION, OBJECTIVE AND LEGAL STRUCTURE		5 Marks
	(a) Create a Mission Statement for the tourism product	1-2 Marks	
	(b) State the objective of the product	1 Mark	
	(c) Identify at least TWO legal requirements/special licence for operation	1-2 Marks	
3.	SECTION THREE		
	MARKETING PLAN		13 marks
	(a) Description of market research <ul style="list-style-type: none"> State the research method Describe the market research process 	1-2 Marks 1-2 Marks	4 marks
	(b) Identification and justification of target market <ul style="list-style-type: none"> Identify segmentation strategy Justify strategy (state why choice of strategy is appropriate) Describe composition of market 	1 Mark 1-2 Marks 1 Mark	4 marks
	(c) Assessment of Competitors <ul style="list-style-type: none"> Identify Competitors Describe possible threats from competitors 	1 Mark 1-2 Marks	3 Marks
	(d) Describe the proposed promotional strategies	1-2 Marks	2 marks

4.	SECTION FOUR		
	OPERATIONAL SCHEDULE		10 marks
	(a) Timeline for implementation of product <ul style="list-style-type: none"> Identify standards Outline policies and procedures Establish timeline for implementation of product 	1 Mark 1-2 Marks 1 Mark	4 marks
	(b) Risk management <ul style="list-style-type: none"> Identify two risks associated with the product (2x1) Outline one strategy for reducing each risk (2x2) 	1-2 Marks 4 Marks	6 marks
5.	SECTION FIVE		
	FINANCIAL PLAN		6 marks
	(a) Cost of the product and pricing strategy <ul style="list-style-type: none"> Determine the cost of the product Describe the pricing strategy 	1-2 Marks 1-2 Marks	4 marks
	(b) Identify at least two sources of finance	1-2 Marks	2 marks
6.	SECTION SIX		
	BENCHMARKING, MONITORING AND EVALUATION		8 marks
	(a) List the key performance targets	1-2 Marks	8 marks
	(b) Describe the tools for monitoring the indicators	1-3 Marks	
	(c) Evaluate the effectiveness/impact of the matrices)	1-3 Marks	
7.	SECTION SEVEN		
	SUMMARY		4 marks
	(a) Concisely summarise the main points of the project	1-2 Marks	4 marks
	(b) Briefly summarise the of activities undertaken in the project	1-2 Marks	
8.	SECTION EIGHT		
	OVERALL PRESENTATION OF REPORT		7 marks
	(a) Organisation of ideas <ul style="list-style-type: none"> Idea very well organized Ideas fairly well organized 	1-2 Marks 1 Mark	2 Marks
	(b) Conventions <ul style="list-style-type: none"> Correct spelling, punctuation, capitalisation Correct use of grammar 	1 Mark 1 Mark	2 Marks
	(c) References Correct and consistent use of APA 6 th reference style <ul style="list-style-type: none"> Reference list organized in alphabetical order Reference list arranged in correct APA format Correct in-text citation 	1 Mark 1 Mark 1 Mark	3 Marks
	Total		60 marks

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 60 marks; a maximum of 20 marks will be assigned to each module. *The teacher will divide the marks earned by a student equally among the three module. For example, if a student earns 45 out of 60 for his School-Based Assessment, 15 marks will be assigned to Module 1, 15 marks to Module 2 and 15 marks to Module 3. CXC® will weight the marks by 2. The student's final score will be 90 out of 120; 30 on each module.*

If there is a remainder of 1 mark, it should be allocated to Module 3. If there is a remainder of 2 marks, 1 mark should be allocated to Module 3 and the other mark to Module 2. For example, if a student earns 41 out of 60 for his School-Based Assessment, 14 marks will be assigned to Module 3, 14 marks to Module 2 and 13 marks to Module 1. CXC® will weight the marks by 2. The student's final score will be 82 out of 120; 26 on Module 1, 28 on Module 2 and 28 on Module 3.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to write Papers 01, 02 and 032. Detailed information on Papers 01 and 02 is given on *pages 52-54* 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 032 is a written paper consisting of a case study based on ***Evaluating the Sustainability of a Tourism Business in one of the eight identified tourism sectors***. Candidates *will be* 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 032.

Paper 032 (1 hour 30 minutes – 40 per cent of Total Assessment)

1. Composition of Paper

- (a) The paper comprises a case study and 6-8 compulsory questions.
- (b) The questions will be worth 60 marks.

2. Syllabus Coverage

This paper is intended to test the knowledge and skills contained in Module 3 as outlined on pages 24-31 of the syllabus.

3. Question type

Question will be a structured essay.

4. Mark Allocation

The question will be worth 60 marks.

UNIT 2

Paper 032 is a written paper consisting of a case study based on the three modules of the Unit.

Candidates are required to complete a business proposal 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 032.

Paper 032 (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 *proposal* is worth 60 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 worth 60 marks.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01 and 02 of the examination for the year for which they reregister.

CAPE® candidates may reuse any moderated SBA score within a two-year period. To assist candidates in making decisions about whether to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50 per cent in a particular Unit. Candidates reusing SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering.

Resit candidates may be entered through schools, recognised educational institutions, 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 TERMS USED IN TOURISM

WORD/TERM	DEFINITION/MEANING
<i>Backward linkages</i>	<i>Growth of one tourism business leads to the development of other companies and sectors that supplies it.</i>
<i>Benchmark</i>	<i>A standard or point of reference against which things may be compared.</i>
<i>Business Concept</i>	<i>A precise nature and description of the business to suppliers, customers, financier and other stakeholders. It is the stage between a business idea and a business plan and is critical to the success of the entrepreneur.</i>
<i>Business Processes</i>	<i>A set of activities and tasks that are linked from start to finish, allowing the delivery of the good or service to the client or customer.</i>
<i>Carrying Capacity</i>	<i>The maximum number of people that may visit a tourist destination at the same time, without causing destruction of the environment.</i>
<i>Community</i>	<i>A group of people living in the same place or having a particular characteristic in common.</i>
<i>Community-based tourism</i>	<i>Local residents are involved in tourism activities that will enable them to earn an income from tourism and hospitality services such as accommodation, food and beverage, tours of their natural and cultural heritage, cultural events and other goods and services. This fosters community unity and conservation of resources.</i>
<i>Corporate Venture</i>	<i>This occurs when a large company invests in a smaller but innovative business at the start up stage.</i>
<i>Customers</i>	<i>End-users of tourism products and services.</i>
<i>Demand-side</i>	<i>Focuses on the tourist and their participation in activities and use of tourism businesses and facilities.</i>
<i>Distributors</i>	<i>Store and provide information as well as reserve tourism products and services.</i>
<i>Economic Development</i>	<i>Growing the economy at the community and country levels to improve the standard of living of residents.</i>
<i>Emerging Market</i>	<i>This type of market is transitioning from a low income stage to a</i>

WORD/TERM	DEFINITION/MEANING
	<i>more modern and developed economy that will improve the quality of life of residents.</i>
<i>Energy Companies</i>	<i>Service These businesses or companies provide energy solutions such as the designing and implementation of projects for energy saving and conservation, retrofit or implement new energy infrastructure and offer risk management procedures. They also provide power generation and energy supply.</i>
<i>Enterprise</i>	<i>A project, business or company.</i>
<i>Entrepreneurial venture</i>	<i>This type of business or enterprise focuses on offering new and innovative goods or services.</i>
<i>Entrepreneurship</i>	<i>The process of identifying an opportunity and using one's passion and vision to create and develop new products, processes or services to serve existing or new markets.</i>
<i>Forward linkages</i>	<i>Growth of one tourism business leads to the development and expansion of other companies in different sectors that use their inputs and outputs.</i>
<i>Franchise</i>	<i>An authorisation granted by an existing business entity or individual (franchisor) to another business entity or individual (franchisee) to sell its goods or operate its services using its brand name, trade mark and business model with the agreement of receiving a fee.</i>
<i>Global Distribution System (GDS)</i>	<i>Network operated reservation systems used by travel agents to complete automated transactions with suppliers.</i>
<i>Home-based Venture</i>	<i>Starting and operating a business within one's home.</i>
<i>Homestays</i>	<i>A type of accommodation service where visitors stay in the home of a resident when visiting that location or surrounding areas.</i>
<i>Horizontal linkages</i>	<i>Inter-organisational relationships within one industry.</i>
<i>Human Resources</i>	<i>People who make up the workforce of an organization, business sector, industry, or economy.</i>
<i>Index</i>	<i>An indicator or measure of something.</i>
<i>Innovation</i>	<i>The process by which ideas are created and developed into new products or services with the aim of improving efficiency and effectiveness.</i>
<i>Intellectual Rights</i>	<i>Property The rights given to persons over their creation and / or innovation.</i>

WORD/TERM	DEFINITION/MEANING
<i>Inter-sectoral linkages</i>	<i>Cooperation of companies operating in different sectors to build economic links with tourism businesses.</i>
<i>Intrapreneurship</i>	<i>A process that takes place within a business or organisation, utilising existing or budgeted resources to create new products, and services or implement innovative processes and systems so as to improve the financial status and operation of the entity.</i>
<i>Intra-sectoral linkages</i>	<i>Interaction and cooperation between two firms from the same industry.</i>
<i>Labour law</i>	<i>This law regulates the relationship between the employer and employee.</i>
<i>Liability insurance</i>	<i>This type of insurance provides protection to an insured party against claims resulting from injuries and damage to other people or property.</i>
<i>Licence</i>	<i>A permit from an authority to own or use something.</i>
<i>Licences and permits</i>	<i>Government regulation that provides the right to operate a business. Having the required licensing and permits for establishing a tourism enterprise will ensure that the business owners/s or operators, employees and customers are protected.</i>
<i>Micro, small, medium enterprises</i>	<i>Micro, small, medium enterprises and is abbreviated as MSMEs.</i>
<i>Multiplier effect</i>	<i>Money spent by tourists that circulate through a country's economy.</i>
<i>Non-governmental Organization (NGO)</i>	<i>A non-profit organization that operates independently of any government, typically one whose purpose is to address a social or political issue.</i>
<i>Online booking systems</i>	<i>Acts as distributors in the tourism distribution system to reserve tourism products and services electronically.</i>
<i>Operational costs</i>	<i>The expenses incurred from the normal day-to-day operation of a business.</i>
<i>Policy</i>	<i>A course or principle of action adopted or proposed by an organization or individual.</i>
<i>Private Sector</i>	<i>The part of the national economy that is not under direct state control.</i>
<i>Regulations</i>	<i>a rule or directive made and maintained by an authority.</i>
<i>Regulations</i>	<i>Rules that are enforced by governmental agencies. They</i>

WORD/TERM	DEFINITION/MEANING
	<i>are established standards of what the business can and cannot do and are important to follow and adhere to as there are penalties by law for any defiance. They bring consistency and order to the business environment.</i>
<i>Regulatory Framework</i>	<i>These are legal systems that are in place in a country or at the international level to include laws, regulations and codes of conduct to guide the behaviour of people, organisations and companies.</i>
<i>Risk</i>	<i>Any exposure to loss, harm or danger.</i>
<i>Risk Aversion</i>	<i>The tendency of individuals to prefer situations with low uncertainty rather than those with high uncertainty.</i>
<i>Risk Tolerance</i>	<i>The degree by which an investor is willing to withstand a decline in their return on investment.</i>
<i>Risk Willingness</i>	<i>The willingness to take on risk.</i>
<i>Social Entrepreneurship</i>	<i>A means of creating social value to achieve social change through innovative approaches.</i>
<i>Standards</i>	<i>A set of definitions and guidelines technically related to an identified area, sector, practice or item.</i>
<i>Start-up capital</i>	<i>The money needed to cover the expenses that are related to getting the new business started.</i>
<i>Suppliers</i>	<i>Produces tourism products and or services such as restaurants, airlines and entertainment.</i>
<i>Supply-side</i>	<i>Focuses on the managerial perspective of tourism businesses that serve exclusively tourists.</i>
<i>Tax Regulations</i>	<i>The law relating to taxation both within a country and internationally.</i>
<i>Tour operator</i>	<i>Sells tours directly to end customer and operate and guide group tours.</i>
<i>Tourism leakages</i>	<i>Revenue generated by tourism that is lost to economies outside the host destination.</i>
<i>Tourism Product</i>	<i>Tangible and intangible components that enable a tourist to be engaged in a specific activity at one or at several destinations.</i>
<i>Tourism sector</i>	<i>All businesses that directly provide goods and services to facilitate tourism.</i>

WORD/TERM	DEFINITION/MEANING
<i>Travel agent</i>	<i>Someone who sells and arranges accommodation, transportation and tours for travellers.</i>
<i>Travel intermediaries</i>	<i>Third parties such as travel agents and tour wholesalers, who are “middlemen” acting as a link between the customer and the supplier.</i>
<i>Value added products</i>	<i>Products that have been enhanced or modified so as to have higher market value or more convenience to the user.</i>
<i>Value Generation</i>	<i>Creating value for customers in terms of service efficiencies, convenience of product and performance of the product.</i>
<i>Vertical linkages</i>	<i>Relationships with various sectors.</i>

◆ 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.

WORD/TERM	DEFINITION/MEANING
Describe	Provide statements of the features or characteristics of a situation or concept.
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.

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TOURISM

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Keys:

Unit 1 Paper 01
Unit 1 Paper 02
Unit 1 Paper 032
Unit 2 Paper 01
Unit 2 Paper 02
Unit 2 Paper 032

SPECIMEN 2021



TEST CODE **02163010**

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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 this 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

Sample Answer

- (A) traveller’s desire to travel
- (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 (C) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.
7. You may do any rough work in this booklet.
8. The use of a silent, non-programmable calculator is allowed.

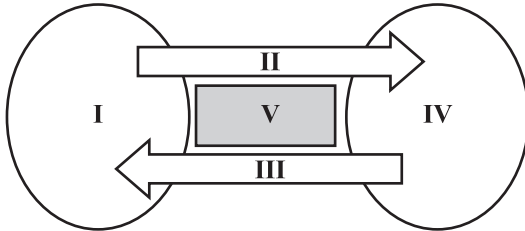
DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. Tourism may BEST be defined as the movement of people to destinations outside their usual place of residence for a period of
 - (A) less than one day
 - (B) less than one year
 - (C) more than one day but less than six months
 - (D) more than one day but less than one year
2. Fidel lives in the United Kingdom. For Fidel, which of the following is a tourism 'push factor' to the Caribbean?
 - (A) Winter in the United Kingdom
 - (B) Cost of living in the Caribbean
 - (C) Warm climate in the Caribbean
 - (D) Safe environment in the Caribbean
3. 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
4. In tourism, the acronym CTO stands for
 - (A) Caribbean Travel Organization
 - (B) CARICOM Travel Organization
 - (C) Caribbean Tourism Organization
 - (D) CARICOM Tourism Organization
5. Which of the following United Nations Organizations is associated with international tourism?
 - (A) UNDP
 - (B) UNWTO
 - (C) UNICEF
 - (D) UNESCO
6. Which of the following sectors is directly linked to tourism?
 - (A) Health
 - (B) Finance
 - (C) Education
 - (D) Agriculture
7. 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

GO ON TO THE NEXT PAGE

Items 8 and 9 refer to the following diagram showing Leiper's (1979) model of the tourism system with regions labelled I, II, III, IV and V.



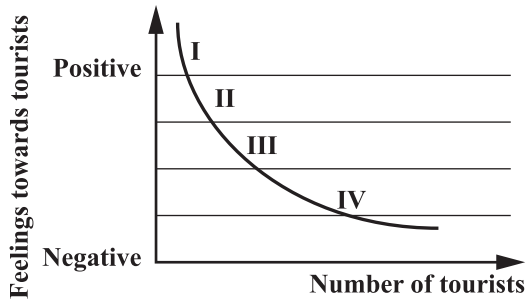
8. Region I on the diagram represents the
- (A) tourist destination
 - (B) departing traveller
 - (C) returning traveller
 - (D) traveller generating
9. Stuart resides in Europe. He visits Peru where he has booked accommodation, sightseeing tours and travel guides.
- Which component of Leiper's tourism is illustrated in the scenario above?
- (A) Tourist destination
 - (B) Departing traveller
 - (C) Returning traveller
 - (D) Traveller generating
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. Which of the following models describes the stages of a community in response to tourists?
- (A) Leiper's Tourism
 - (B) Butler's Life Cycle
 - (C) Doxey's Irritation Index
 - (D) Britton's Core-Periphery Enclave
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. The Internet has created significant opportunities for the tourism industries of destination countries by
- (A) providing online booking portals
 - (B) acting as a platform for the promotion of products
 - (C) acting as an important information source for potential tourists
 - (D) changing the method used by consumers to research their holidays
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

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15. John travelled from Barbados to St. Lucia on 01 August, 2020 and stayed until 31 September 2021, visiting relatives and friends. John can be classified as
- (A) a tourist
 - (B) a resident
 - (C) an expatriate
 - (D) an excursionist
16. Which of the following strategies is likely to reduce leakage from a destination's economy?
- (A) Transfer pricing
 - (B) Import substitution
 - (C) Demonstration effect
 - (D) Income elasticity of demand
17. Which of the following factors is NOT associated with tourism income?
- (A) Multiplier effect
 - (B) Balance of payments
 - (C) Input-output analysis
 - (D) Foreign exchange earnings
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 generate the LARGEST proportion of tourism industry employment?
- (A) Travel agencies
 - (B) Tour operations
 - (C) Hotels and catering services
 - (D) Passenger transport services
20. Darren owns an art and craft shop in Jam Rock. He outsources the materials to make his art and crafts. The government supports Darren's enterprise by waiving importation duties.
- The scenario described above illustrates governments' support for tourism businesses in the form of
- (A) processes
 - (B) incentives
 - (C) partnerships
 - (D) concessions
21. Café Moko restaurant offers an upscale meal experience comprising several courses.
- Which of the following terms BEST represents the type of dining experience that the restaurant offers?
- (A) Fine
 - (B) Casual
 - (C) Specialty
 - (D) Family style
22. Compared with tourism multiplier values in developed countries, those in developing countries are usually
- (A) lower
 - (B) equal
 - (C) higher
 - (D) about the same

GO ON TO THE NEXT PAGE

Item 23 refers to the following diagram of a Doxey's irritation index with regions labelled I, II, III and IV.



23. Region III on the diagram is called

- (A) apathy
- (B) irritation
- (C) euphoria
- (D) antagonism

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. John is a farmer who supplies hotels and resorts with fresh fruits and vegetables in the Cumberland area. The income from this produce is his main source of livelihood.

Which type of employment is illustrated in the scenario?

- (A) Direct
- (B) Lateral
- (C) Indirect
- (D) Contralateral

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.

Item **27** refers to the following information on tourism contribution to GDP by countries in Central America.

Country	Tourism Contribution to GDP (\$ millions)		
	2019	2020	2021
Belize	365.22	375.25	390.31
Panama	352.60	353.76	375.69
Honduras	375.67	385.69	353.67
Nicaragua	350.27	308.75	390.31

27. Which country's tourism contribution to GDP increased by \$10.2 million in 2020?
- (A) Belize
(B) Panama
(C) Honduras
(D) Nicaragua
-
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. Alban participates in physically challenging outdoor activities and interacts with the natural environment.
- Which type of tourism is illustrated in the statement above?
- (A) Eco
(B) Health
(C) Adventure
(D) Responsible
30. Which of the following operations represents an inter-sectoral linkage in tourism?
- (A) Fisherman Jack supplies fresh fish to the local hospital daily.
(B) Farmer Brown supplies anthuriums to Downtown Cruises monthly.
(C) Fresh Food Farm plans to diversify its business by selling tomatoes to local hotels.
(D) Home Hardware is located five miles from Sunshine Hotel which imports all of its supplies.
31. Which of the following groups represents the three pillars of sustainability?
- (A) Environmental, Socio-cultural, and Economic
(B) Technological, Environmental, and Economic
(C) Agricultural, Financial, and Manufacturing
(D) Economic, Agricultural, and Socio-Cultural

GO ON TO THE NEXT PAGE

32. Which of the following outcomes is NOT a benefit of economical sustainable tourism?
- (A) Employment of local labour
 - (B) Over-dependence on tourism
 - (C) Generation of foreign exchange
 - (D) Increased Entrepreneurial activity
33. The idea that visitor volume must NOT be exceeded is associated with the concept of
- (A) Doxey's irridex
 - (B) carrying capacity
 - (C) tourism accounting
 - (D) visitor volume studies
34. The type of effect where local people imitate the lifestyles of visitors is commonly referred to as
- (A) copycat
 - (B) hollywood
 - (C) demonstration
 - (D) discontentment
35. Which of the following situations is a positive social impact of tourism?
- (A) Inflation
 - (B) Changing values
 - (C) Increase in sex trade
 - (D) Inter-cultural understanding
36. Inter-generational equity is BEST described as equity between
- (A) people of past generations
 - (B) past and present generations
 - (C) people of the same generation
 - (D) present and future generations
37. Which of the following features is NOT a benefit of sustainable development through community participation?
- (A) Education and training
 - (B) Positive feelings of self-worth
 - (C) Decreased property values
 - (D) Entrepreneurship opportunities
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. Which of the following tools are used for monitoring and measuring for sustainable tourism?
- (A) Education and eco-labels
 - (B) Monitoring and certification schemes
 - (C) Blue flag and eco-label indicators
 - (D) Eco-labels, certification schemes and blue flag

GO ON TO THE NEXT PAGE

41. Which of the following factors is NOT a barrier to the implementation of sustainable tourism?

(A) Costs
(B) Political will
(C) Lack of enforcement
(D) Presence of relevant legislation

42. Which of the following groups of stakeholders is 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. Yellow Door Hotel was built in the 1960's. The hotel is now experiencing high utility costs and decreased tourist arrivals.

Which of the following initiatives can management undertake to lower these costs and increase community participation at the hotel?

I. Build schools
II. Install solar panels
III. Introduce cultural nights

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

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 above, sustainable tourism is undermined because of a lack of

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

END OF TEST

Key

Tourism Unit 1 Paper 1

Item No:	Objective	Key	Item No:	Objective	Key
1	1.1.1	D	31	1.3.1	A
2	1.1.5	A	32	1.3.3	B
3	1.1.5	C	33	1.3.9	B
4	1.1.1	C	34	1.3.3	C
5	1.1.2	B	35	1.3.3	D
6	1.1.8	D	36	1.3.6	D
7	1.1.5	D	37	1.3.6	C
8	1.1.7	B	38	1.3.7	C
9	1.1.7	A	39	1.3.5	A
10	1.1.6	B	40	1.3.8	B
11	1.1.4	B	41	1.3.11	B
12	1.1.11	A	42	1.3.10	A
13	1.1.10	D	43	1.3.5	C
14	1.1.9	D	44	1.3.9	A
15	1.1.1	B	45	1.3.11	B
16	1.2.5	B			
17	1.2.2	C			
18	1.2.1	D			
19	1.2.5	C			
20	1.2.6	D			
21	1.2.2	A			
22	1.2.7	A			
23	1.2.1	B			
24	1.2.5	D			
25	1.2.4	C			
26	1.2.7	D			
27	1.2.4	C			
28	1.2.4	B			
29	1.2.2	C			
30	1.2.3	B			

SPECIMEN 2021



TEST CODE **02163020**

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

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N[®]

TOURISM

UNIT 1 – Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. Marks will be awarded for organization of essay.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
6. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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“*”Barcode Area”*”
Sequential Bar Code

Answer ALL questions.

MODULE 1: CONCEPTS AND ISSUES

1. (a) Differentiate between an 'inbound tourist' and an 'outbound tourist'.

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[4 marks]

(b) Explain EACH of the following types of impacts from tourism-related activities:

(i) Socio-cultural

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[3 marks]

(ii) Environmental

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[3 marks]

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- (c) Caribbean countries face many issues including those related to crime and security, environmental degradation, and climate change related events, which potentially threaten the tourism industry.

With reference to countries with which you are familiar, discuss THREE methods that governments can use to manage issues faced by tourism destinations.

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Total 25 marks

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MODULE 2: LINKAGES AND KEY SECTORS

2. (a) (i) Define the term 'travel intermediary'.

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[2 marks]

- (ii) Identify TWO types of business within the tourism accommodation sector.

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[2 marks]

- (b) Explain TWO positive economic impacts of tourism.

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[6 marks]

- (c) Small and medium enterprises (SMEs) participation in tourism can help diversify economic activity and contribute to poverty reduction. However, some barriers and weaknesses exist between SMEs and tourism businesses, which have implications for policies related to sustainable tourism development, socio-economic development, and the development of local communities and livelihoods.

Discuss THREE ways in which Caribbean governments can facilitate and strengthen linkages between tourism businesses and small and medium enterprises (SMEs).

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[15 marks]

Total 25 marks

DO NOT WRITE IN THIS AREA

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MODULE 3: SUSTAINABLE TOURISM

3. (a) (i) Define the term ‘sustainable development’.

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[2 marks]

- (ii) Outline ONE **negative** environmental impacts of tourism on Caribbean destinations.

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[2 marks]

- (b) Describe TWO tools used by tourism businesses to measure progress towards sustainable tourism.

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[6 marks]

- (c) Mr. Belgrave has been newly appointed to the position of General Manager at the New Haven Hotel, a twenty-year-old operation. While reviewing the hotel's financials, he realizes that the energy and water consumption bills have been extremely high over the last five years. Mr Belgrave is considering implementing some sustainable policies within the hotel to help reduce these costs and to ensure the longevity of the business.

Discuss THREE barriers Mr Belgrave may face while trying to implement these sustainable tourism policies.

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[15 marks]

Total 25 marks

END OF TEST

02163020/CAPE/SPEC 2021

“*”Barcode Area”*”
Sequential Bar Code

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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 02

KEYS AND MARK SCHEME

SPECIMEN

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 1 Objectives: 1.1.4; 1.1.9; 1.1.11

- (a) Differentiate between an 'inbound tourist' and an 'outbound tourist'.

An inbound tourist is a non-resident visitor **(1)** engaged in tourism activities within the destination country or area as in the case of domestic tourism **(1)**. While an outbound tourist is a resident visitor **(1)** engaged in tourism activities outside their country or area of residence **(1)**.

**Distinction including two points about each concept 1 mark each
(4 × 1 mark) [4 marks]**

- (b) (i) Socio-cultural impacts

Socio-cultural impacts of tourism refer to positive and negative effects at the individual and community level **(1)** because of tourism-related activities in the destination country or area. These impacts occur as a result of tourist and host interaction **(1)** and can include changes to community and individual values, lifestyle changes, revitalisation of arts, craft and local culture **(1)**.

**Explanation including three contributing point 1 mark each
[3 marks]**

- (ii) Environmental impacts

Environmental impacts refer to positive and negative effects on the physical **(1)** and built environment **(1)** because of tourism-related activities in the destination country or area. These impacts can include but are not limited to increased protection and conservation, increased economic value of physical and built environment and conversely damage to the environment, habitat loss, and increased pollution **(1)**.

**Explanation including three contributing point 1 mark each
[3 marks]**

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 1. (continued)

- (c) Methods governments can use to manage issues faced by the destination.

Many Caribbean countries are heavily dependent on Tourism as a major foreign exchange earner and employment generator, as a result issues that may potentially affect the industry require a proactive and robust response(1). Jamaica as one such country has seen issues of severe environmental pollution which affects not only tourism dependent areas but also local communities and environmentally sensitive areas (1). Governments must therefore employ methods to manage such issues. Among the methods are education and public awareness, the use of information communication technologies (ICTs), and sustainable tourism practices (1).

Introduction that outlines the direction for the development of the response including any two points as indicated. [2 marks]

- To address this issue, the government has employed an education and public awareness campaign through the plastic waste minimisation project (1). This project is intended to sensitise citizens, visitors, and organizations to the harmful effects of plastic in the environment, enhance integrated waste management in the country and strengthen relevant waste management policies and legislative frameworks. Throughout the life of the project education and public awareness will be an important component to ensure that stakeholders are informed and engaged with the ways in which this project can impact their activities whether tourism related or not.
- Another strategy employed as part of the education and public awareness campaign in many countries is the use of information communication technologies (ICTs). The use of ICTs in the management of tourism related issues has become a widespread practice, as many countries routinely use platforms such as Twitter, Facebook and others to communicate with relevant stakeholders in the tourism industry. This practice was utilised by the governments in Barbados and St. Vincent and the Grenadines to provide information during the 2021 La Soufrière volcanic eruption. The Grantley Adams International Airport in Barbados was closed to all air traffic because of the ashfall. This closure affected the travel activities of residents, tourists, and travellers from other countries as Barbados is not only a key tourism destination but also an important in-transit point. The availability of information via several ICT platforms helped to keep residents and other stakeholders informed and to combat misinformation circulating about the effects of the ash-fall on future travel (1).

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 1. (continued)

- Governments can also utilise sustainable tourism practices as another strategy to address issues in the industry **(1)**. Environmentally and culturally sensitive heritage resources are often the primary attraction in many destinations with issues of over tourism and commodification as main concerns. In the case of Guyana, the Iwokrama rainforest conservation reserve was developed in 1996 as an initiative to encourage sustainable forest management and utilisation **(1)**. The reserve employs an eco-friendly sustainable tourism model which is used to manage visitor interaction with heritage resources **(1)**. Visitors are encouraged to consume the destination in a manner that is respectful of the surrounding communities and the flora and fauna endemic to the area **(1)**. As a country with a developing tourism industry that is primarily focused in areas of environmental and indigenous importance, the use of sustainable tourism practices takes on even more significance in a country like Guyana **(1)**.

Sustainable tourism practices along with education and public awareness through traditional means and using information communication technologies are important means available to governments in the Caribbean to address issues in the tourism industry **(1)**. Whether countries have long established tourism industries or are now developing the industry it is important that relevant stakeholders are involved in the development of the industry, are aware of changes and possible impacts and understand their role in ensuring the continued development of the industry in a manner that ensures minimal environmental, social, and cultural impact **(1)**.

Discussion **[12 marks]**

Identifying three appropriate methods (1 mark each) **(3 marks)**

Elaborating on each method accurately maximum of 4 marks each
3 × 3 marks **(9 marks)**

Conclusion summarising the pertinent point of the response.

Any one point as indicated **[1 mark]**

[15 marks]

Total 25 marks

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 2. Objectives: 1.2.1; 1.2.4; 1.2.6

(a) (i) Definition of travel intermediary

- A person, entity or agency that distributes travel products and services **(1)** to travellers **(1)**.

OR

- Distribution agents that participate in the sale of tourism products **(1)** from its creation until the time it is consumed by final clients **(1)**.

OR

- Travel intermediaries are "middle-men" acting as a link **(1)** between the customer and the supplier **(1)**.

OR

- Any dealer who acts as a link in the chain of distribution **(1)** between the company and its customers **(1)**.

Any definition including two points indicated

[2 marks]

(ii) Types of businesses within the tourism accommodation sector

- Hotels
- Green hotels
- Sustainable hotels
- Smart hotels
- Guests houses
- Peer to peer accommodation
- Airbnb
- Resorts
- Inns
- Villas
- Bed and breakfast
- All-inclusive
- Motels
- Homestays
- Timeshare facilities

Any two types of businesses identified 1 mark each

[2 marks]

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 2. (continued)

(b) Positive economic impacts of tourism

- Human development index improves the standard of living of residents **(1)** - positive effects on resident welfare such as increased interaction with tourists, increased job opportunities, increased local income and more access and opportunities for local entertainment, i.e., cultural amenities and recreational services **(1)**.
- Economic multiplier effect **(1)** - When tourists spend money, tourism businesses or people earn income. These tourism businesses then spend the money on other goods and services, i.e., a tourist goes to a restaurant and pays for food. The restaurant uses the money to purchase more food, maintain the restaurant, pay to clean the restaurant and pay staff. The employees will then spend their money, which is also used to pay people in indirect employment, which creates a multiplier effect **(1)**.
- Infrastructure development **(1)** - When a destination receives more tourists, there will be a need for more facilities. As the destination generates revenue from tourism, transport networks, water supplies, waste disposal, health care facilities, and leisure facilities will be improved **(1)**.
- Stimulation of trade, income and tourism entrepreneurship **(1)**- locals use their skills, knowledge and competencies to develop new tourism products and businesses such as selling arts and crafts, clothing, hand soaps and packaged dried fruits which can be accessed locally and online markets. This will generate income and improve the livelihoods of the local people **(1)**.
- Direct employment **(1)** - jobs created tourism and hospitality industry, i.e., Tour guide, Air Cabin Crew, Resort Manager. People who are in direct employment will meet or help tourists as part of their job **(1)**.
- Indirect employment **(1)** - jobs created to supply and support tourism and hospitality businesses, i.e., a farmer who supplies fruits and vegetables to a hotel; construction workers build the resorts **(1)**. They do not come into contact or help tourists themselves. Instead, they will meet and help those who do.

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 2. (continued)

- Gross Domestic Product GDP **(1)** - tourism adds value to a destination's economy. A measure of all tourism goods and services over a specific time, i.e., how much money it makes in a year **(1)**

Identifying impact 1 mark each × 1 mark (2 marks)

Elaborating 2 marks each (2 × 2 marks) (4 marks)

[6 marks]

- (c) Ways in which Caribbean governments can facilitate and strengthen linkages between tourism businesses and small and medium enterprises (SMEs)

The aim of this essay is to identify and discuss ways in which Caribbean governments can facilitate and strengthen linkages between tourism businesses and small and medium enterprises. SMEs participation in tourism depends on several resources, including knowledge, relationships, mobilization and capital **(1)**.

In addition, SMEs involvement in tourism contributes to socio-economic development, including employment and income generation for local communities **(1)**. Three ways in which Caribbean governments can facilitate and strengthen linkages between tourism businesses and SMEs are through the provision of financial capital, government policies and access to tourist information **(1)**.

Introduction that outlines the direction for the development of the response including any two points as indicated. [2 marks]

- Financial capital **(1)** - Caribbean governments can provide loans to assist SMEs to start up their businesses **(1)**. This would help SMEs to increase their capacity and meet tourists and market demands **(1)**. Additionally, Caribbean governments should provide tax incentives and concessions **(1)** and implement deregulation to promote the development and competitiveness of SMEs to supply tourism businesses **(1)**.
- 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

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

development and competitiveness of such enterprises in the tourism industry **(1)**.

- Access to tourist information **(1)** - Caribbean governments and tourism officials and agencies should publish and provide SMEs with tourist information such as the total number of visitors **(1)**, through bureaus, offices, newspapers, radio reports, trade promotion events, expos, and government websites **(1)**. This will provide SMEs with a greater understanding of tourist expectations and finding new ways to tap into various tourism markets **(1)**. In addition, access to tourist information will also enable SMEs to forecast the demand of their products and supply high-quality products and services to tourism businesses, thus, ensuring their sustainability **(1)**.
- Facilitation of partnerships **(1)**- Caribbean governments should encourage SMEs to join associations to grow their network and gain access to tourism markets information and capital for their businesses **(1)**. Caribbean governments can also organize workshops to provide education and training **(1)** for SMEs to build their capacity and receive advice on product development **(1)**. This would enable SMEs to meet required standards and regulations and supply high-quality products and services to tourism businesses **(1)**.

Tourism linkages is critical to sustainable development of tourism. Governments can strength such linkages by collaborating with and supporting the private sector.

Discussion [12 marks]

Identifying three appropriate ways 1 mark each (3 × 1 mark)
(3 marks)

Discussion including three contributing points, 1 mark each
3 × 3 marks (9 marks)

Conclusion summarising the pertinent point of the response [1 mark]
[15 marks]

Total 25 marks

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 3. Objectives; 1.3.1; 1.3.3;1.3.9; 1.3.11

- (a) (i) Definition of the term 'sustainable development'

Development that meets the needs of the present **(1)** without compromising the ability of future generations to meet their own needs **(1)**.

OR

Development that ensures that the use of resources and the environment today **(1)** does not compromise their use in the future **(1)**.

Definition including two points as indicated

[2 marks]

- (ii) Negative environmental impacts of tourism on Caribbean destinations

- Pollution **(1)** - Tourism can cause the same forms of pollution as any other industry: air emissions, noise, solid waste and littering, releases of sewage, oil and chemicals, even architectural/visual pollution **(1)**.
- Land degradation **(1)**
 - Important land resources include minerals, fossil fuels, fertile soil, forests, wetlands, and wildlife **(1)**.
 - Increased construction of tourism and recreational facilities has increased pressure on these resources and on scenic landscapes **(1)**.
 - Direct impact on natural resources, both renewable and non-renewable, in the provision of tourist facilities can be caused by using land for accommodation and other infrastructure provision, and the use of building materials **(1)**.
 - Forests often suffer negative impacts of tourism in the form of deforestation caused by fuel wood collection and land clearing **(1)**.
- Soil erosion **(1)**
 - Tourism puts enormous stress on local land use and can lead to soil erosion. In some areas, the buildings sink in the ground under their own weight **(1)**.
 - Construction of new infrastructure (roads, airports) and buildings oftentimes destroys the soil **(1)**.

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 3. (continued)

- Loss of natural habitats **(1)** - due to deforestation, trekking **(1)**.
- Poor waste management by tourism and tourism-related development **(1)**
 - In areas with high concentrations of tourist activities and appealing natural attractions **(1)**
 - Waste disposal is a serious problem and improper disposal can be a major despoiler of the natural environment, rivers, scenic areas, and roadsides **(1)**.
- Climate change **(1)** - tourism is highly sensitive to climate change, it contributes to the emission of greenhouse gases (GHG), from air and ground transport one of the causes of global warming.
- Overcrowding and traffic congestion **(1)** - when the volume of tourists exceeds the capacity of the environment **(1)**.

Outlining any one impact 2 marks

Identifying the impact 1 mark

Elaborating on impact 1 mark each

[2 marks]

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 3. (continued)

(b) Tools used to measure 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)**.

Describing two tools 3 marks each 2 × 3 marks

Identifying any 2 tools 1 mark each (2 × 1 mark)

Elaborating including two points 2 marks (4 marks) [6 marks]

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 3. (continued)

- (c) Barriers to implement sustainable tourism policies

Implementing sustainable tourism policies helps to ensure viable long-term economic operations thus supporting longevity of tourism business (1). Such tourism policies include optimising the use of environmental resources (1). However, there are many barriers to the successful implementation of such policies which negatively impact the success of tourism business. Among these barriers are lack of political will, absence of relevant legislation, cost, lack of enforcement, lack of interest, and culture(1).

Introduction that outlines the direction for the development of the response including any two points as indicated. [2 marks]

- Lack of political will (1) - This is the ability to implement the appropriate policy that is most suitable for development (1) that will support sustainable tourism goals (1). In fear of losing support from the public and private sector, (1) the government sometimes does not put much emphasis on the enforcement of policies and legislation (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 environmental impacts, (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).
- Lack of enforcement (1) - In order for sustainable tourism to take place, countries must ensure enforcement of legislation to protect the tourism product (1). Most Caribbean Islands have a number of environmental and other legislation that are not enforced (1) and so unplanned development, (1) health risks to visitors and residents are as a 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).

CAPE Tourism Specimen Paper

UNIT 1 - PAPER 02

KEY AND MARK SCHEME

Question 3. (continued)

- 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 **(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.

Barriers to the successful implementation of sustainable tourism policies is one of the main issues affecting the success of tourism business in the Caribbean. Such barriers negatively impact the level of tourism satisfaction that is required to ensure meaningful experience of tourism.

Discussion

[12 marks]

Identifying three barriers (1 mark each)

(3 marks)

Discussion including 3 contributing points, 1 mark each

3 × 3 marks

(9 marks)

Conclusion summarising the pertinent point of the response [1 mark]

[15 marks]

Total 25 marks

SPECIMEN 2021



TEST CODE **02163032**

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

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N[®]

TOURISM

UNIT 1 – Paper 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of a case study and SEVEN questions. Answer ALL questions
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. You may use a silent, non-programmable calculator to answer question.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
6. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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

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02163032/CAPE 2021/SPEC

“*”Barcode Area*”
Sequential Bar Code

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

CASE STUDY

Hikes on the Hills

The lush area of St. Romaine is a leisure destination with 55 000 residents. It has abundant natural assets, such as waterfalls within the mountain sides, exotic flora and fauna, and a variety of birds and other animals. In recent times, there has been an expansion in tourism development as a result of increased access by road, air and sea, as well as overwhelming external private sector investments. Residents in the area were traditionally employed in the public sector, fishing, agriculture, and manufacturing. However, there has been a movement away from fishing and agriculture to tourism where wages are steady, and tips are generous.

Kara Crossley has found great success in St. Romaine with her business venture, *Hikes on the Hills* that was created with her partner Kerron Wayne, who provided equal financial investment into the business. *Hikes on the Hills* offers guided hikes, camping and eco-adventures in the mountain sides of St. Romaine. The business operates seven days per week and facilitates approximately 25 hikers daily. To meet the growing demand for new and exciting hiking trails and adventures, Kara's team has cut further into the mountains and developed three new trails within the last month.

In its four years of existence, the business has hired over 37 community members, spearheaded the development of a recreational park, and hosted annual tour guide training workshop specifically for the youth population within the community. However, over these last two years, there has been some tension between residents and visitors to the area. Residents have been denied access to some of the hiking trails and also to waterfalls in the area. Community recreational areas are being converted to private properties, and qualified local persons are being overlooked for senior tour guiding positions.

Gradual changes are also being observed in terms of a reduction in the variety of bird species, and erosion along hiking trails. These changes have raised an alarm among some core groups in the community such as the Reforestation Workers Network of St. Romaine. There has been an increase in waste along trails and at waterfalls, and this is affecting residents as well as the ecosystems. Additionally, there has been increasing harassment of visitors as economic disparities become more apparent and residents have vocalised their disapproval of the operations of *Hikes on the Hills*.

Kara and her team have decided to undertake research within the community to determine resident's view on the sustainability practices of the business. The results are indicated in the following pie chart.

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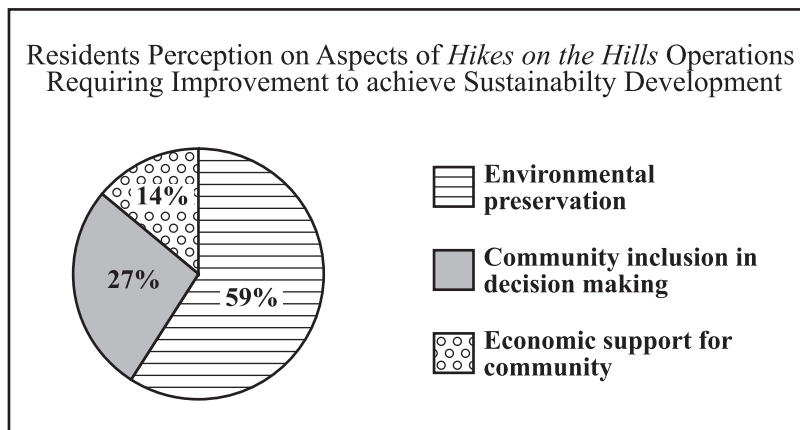
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The management of the business pledges to use the results of the research to improve sustainable development practices.

1. (a) Name the type of ownership structure BEST suited for *Hikes on the Hills*.

[1 mark]

- (b) Identify TWO tourism niche markets within which *Hikes in Hills* can be categorised.

[2 marks]

- (c) Outline THREE factors that have contributed to the development of tourism in St Romaine.

[6 marks]

GO ON TO THE NEXT PAGE

[2 marks]

[6 marks]

3. Outline TWO positive and TWO **negative** sociocultural impacts of the operations of *Hikes on the Hills* in St Romaine.

Two positive socio-cultural impacts

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[4 marks]

Two negative socio-cultural impacts

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[4 marks]

GO ON TO THE NEXT PAGE

4. (a) Explain the concept of ‘community participation’ in sustainable tourism.

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[3 marks]

- (b) Identify TWO stakeholder groups that *Hikes on the Hills* should include in its consultative approach to sustainable tourism development in St Romaine.

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[2 marks]

5. (a) Describe TWO data collection methods that *Hikes on the Hills* may have used to collect data on residents' views of the sustainable practices of the business.

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[6 marks]

- (b) Justify the selection of EACH of the methods described in (a) above.

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[4 marks]

6. (a) Outline TWO management strategies that *Hikes on the Hills* can use to encourage and manage sustainable tourism in St Romaine.

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[4 marks]

- (b) Describe TWO policies that the management of *Hikes on the Hills* should implement to ensure successful sustainable tourism development in St Romaine.

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[6 marks]

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[10 marks]

Total 60 marks

END OF TEST

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U N I T 1 - P A P E R 0 3 2

K E Y A N D M A R K S C H E M E

S P E C I M E N

TOURISM
UNIT 1 - PAPER 032
KEY AND MARK SCHEME

Question 1

(a) Name the type of ownership structure BEST suited for *Hikes on the Hills*.

- Partnership

Naming the type of ownership structure best suited for the Hikes on the Hills business [1 mark]

(b) Identify TWO tourism niche markets within which *Hikes on the Hills* can be categorized.

- Adventure Tourism
- Ecotourism
- Sport Tourism
- Community-based Tourism

Identifying any two tourism niche markets (2 x 1 mark each) [2 marks]

(c) Outline THREE factors that have contributed to the development of tourism in St Romaine.

Increased Access (1)

In recent times there has been increased access to the destination via road, air and sea routes which will allow for ease of travel into and out of the area. (1)

Private Sector Investments (1)

Overwhelming private sector investments into the sea of St Romaine contributed to boosting development for the destination's tourism sector. (1)

Natural Resources (1)

St Romaine has an abundance of flora and fauna as well as waterfalls and lush mountainsides which makes it an ideal destination for tourism related development and activities. (1)

Outlining three factors that led to tourism development in St Romaine

**Identifying factor (1) + Expansion of the factor (1)
(3 x 2 marks each)**

[6 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 2

- (a) Define the term 'sustainable tourism development'.

Sustainable tourism refers to tourism that takes full account of its current and future economic, social and environmental impacts, (1) addressing the needs of visitors, the industry, the environment and host communities. (1)

Definition

[2 marks]

- (b) Explain TWO principles of sustainable tourism.

- Limits (1)
 - Limits of acceptable change are defined as the variation that is considered acceptable in a particular component of the ecology without indicating change in that ecological system (1).
 - This principle of sustainable tourism aims to bring into focus the tangible parameters that may lead to a reduction or loss of the natural resources of an area (1).
 - It assists tourism operators and participants in understanding the thresholds of spaces and encourages relevant management strategies to be conceptualized and actioned to avoid overuse of said resources (1).
- Equity (inter-generational and intra-generational) (1)
 - The concept of equity is a key principle which advocates against the exploitation of resources/benefits that would disadvantage select communities either now or in the future (1).
 - It is critical because it ensures that the benefits to be derived from, in this case, tourism development are equally accessible to all (1).
 - It provides for policies that ensure inclusion of all groups in the long-term decision-making process (1).
- Futurity/long-term and proactive planning (1)
 - This principle of sustainable tourism ensures that plans are made with the best interest of the future in mind (1).
 - The concept encapsulates the need for the wise use of resources in a way that allows for availability of these for future use (1).
 - The notion of futurity includes economic, social, and environment factors, assets and resources and seeks to undertake plans to ensure that each of the above-mentioned pillars can be accessed in the future (1).

Explaining two principles of sustainable tourism (2 x 3 marks each)

Identifying two principles of sustainable tourism 2 marks (2 x 1 mark each)

Elaboration of two principles of sustainable tourism 4 marks (2 x 2 marks each)

[6 marks]

TOURISM
UNIT 1 - PAPER 032
KEY AND MARK SCHEME

Question 3

Outline TWO positive and TWO negative socio-cultural impacts of the operations of *Hikes on the Hills* in St Romaine.

Two positive socio-cultural impacts:

- Educational opportunities for residents (1)
 - The owners of Hikes on Hills have dedicated time and resources to increase the knowledge-base and skills sets of youth within the community of St Romaine (1) which provide these persons with more opportunities for employment thereafter (1).
- Infrastructural development (1)
 - Due to the presence of the business, the area of St Romaine has received infrastructural developments in the form of better access roads, improvements in electric and water utilities and the creation of recreational spaces within the area (1)
- Improved Standard of Living (1)
 - Through employment opportunities with Hikes on Hills, residents have new prospects for enhancing their livelihoods and way of living (1)

Two negative socio-cultural impacts:

- Invasion of Privacy (1)
 - Due to the overwhelming number of visitors entering St Romaine to engage in the wide range of eco-tourism activities in the area, residents are unable to enjoy the natural wonders of their community without the presence of visitors/tourists (1)
- Over tourism (1)
 - Over tourism occurs when there are too many visitors to a particular destination which impacts the carrying capacity of the area as well as its negative effects on residents (1)

Outlining two positive socio-cultural impacts (2 x 2 marks each)

Identifying impacts - 1 mark each

Elaborating - 1 mark each

Outlining two negative socio-cultural impacts (2 x 2 marks each)

Identifying impacts - 1 mark each

Elaborating - 1 mark each

[8 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 4

- (a) Explain the concept of 'community participation' in sustainable tourism.

Community participation refers to the inclusion and involvement of people (residents and business persons) within a community **(1)** in the decision making and planning of tourism projects, activities and general development **(1)** that are taking place within their geographical spaces **(1)**. The concept allows for the undertaking of tourism related decision making that is shared and includes input from those whose lives will be most directly affected by the tourism development **(1)**.

**Explaining the concept of 'community participation' in sustainable tourism
Explanation, including three important contributing points - 1 mark each**

[3 marks]

- (b) Identify TWO stakeholder groups that *Hikes on the Hills* should include in its consultative approach to sustainable tourism development in St Romaine.

- Reforestation Workers Networking of St Romaine
- Community Agricultural Groups
- Community Fishing Groups
- General Residents
- Youth groups in St Romaine

Identifying any two stakeholder groups - 1 mark each (1 x 2)

[2 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 5

(a) Describe TWO data collection methods that *Hikes on the Hills* may have used to collect data on residents' views of the sustainable practices of the business.

- Surveys and Questionnaires **(1)**
 - Surveys and questionnaires are used to collect data from the target audience – insights into their preferences, opinions, and choices, and feedback related to their products and services **(1)**.
 - Surveys or questionnaires can be created using online survey software **(1)** which allows for convenience for both the researcher and the participant **(1)**.
 - Surveys are designed in a manner to legitimize the behaviour and trust of the respondents **(1)**.
 - Oftentimes checklists and rating scale type of questions are used in surveys as it helps in simplifying and quantifying the attitude or behaviour of the respondents **(1)**.
- Interviews **(1)**
 - Interviews conducted to collect quantitative data are structured, wherein the researchers ask a standard set of key questions to the interviewee **(1)**
 - Interviews are used to collect data from the target audience and gather insights into their preferences, opinions, choices, and feedback related to a specific product or service **(1)**.
 - Interviews can be conducted via telephone, or more popularly in recent times, via the use of video calling mechanisms via the internet **(1)**.
 - Interviews can be conducted face to face/directly with participants **(1)**.

Describing two data collection methods (2 x 3 marks each)

Identification of data collection methods 2 marks (2 x 1 mark each)

Elaboration of each data collection method 4 marks (2 x 2 marks each)

[6 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 5 continued

(b) Justify the selection of EACH of the methods described in (a) above.

- Surveys and Questionnaires
 - Surveys and questionnaires allow researchers to collect a large amount of data in a relatively short period of time **(1)**.
 - Surveys are usually less expensive than many other data collection techniques **(1)**.
 - Surveys can be used to collect information on a broad range of things, including personal facts, attitudes, past behaviours, and opinions **(1)**.
- Interviews
 - The interview method of data collection could help *Hikes on the Hills* in acquiring quality data for their research as this method provides scope to ask detailed questions to the interviewee **(1)**.
 - This method facilitates the collection of rich and informative data and allows for the interviewer to better understand and explore the participant's opinions, experiences, and phenomenon **(1)**.

**Justification of each of the data collection methods
(2 x 2 marks each)**

[4 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 6

- (a) Outline TWO management strategies that *Hikes on the Hills* can use to encourage and manage sustainable tourism in St. Romaine.

- Providing and implementing education and training **(1)**

Hikes on the Hills can endeavour to host and facilitate sustainable tourism education sessions, provide key training and guidelines for staff, residents, and visitors alike on best practices to be adopted for all persons to engage in sustainable tourism **(1)**.

- Prioritizing local community **(1)**

The business can ensure focus is placed on incorporating community members in decision-making to ensure an inclusive approach to the management of sustainable tourism in the area **(1)**.

- Strengthening regulation **(1)**

Hikes on the Hills can develop clear rules and regulations that guide their operational procedures and practices so that all levels of business operations are in keeping with sustainable tourism best practices **(1)**.

- Building tourism awareness **(1)**

The creation of robust tourism awareness campaigns that target both internal and external stakeholders of *Hikes on the Hills* can assist the business in encouraging persons to actively engage in sustainable tourism practices **(1)**.

- Supporting creative industries **(1)**

Creative industries often refer to a range of economic activities which draw from the knowledge and culture of a people or place **(1)**. *Hikes on the Hills* support of the creative industries in its area would allow for the retention as well as further development of culture and entrepreneurial skills within St. Romaine **(1)**.

Outlining two management strategies (2 x 2 marks each)

[4 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 6 continued

(b) Describe TWO policies that the management of *Hikes on the Hills* should implement to ensure successful sustainable tourism development in St Romaine.

- Using resources sustainably (waste management, energy conservation) **(1)**
 - The business can ensure that there are clear policies and procedures that guide the use and management of water and energy as well as clear processes for waste management **(1)**.
 - Focus can be placed on areas within the business where there is an overconsumption of limited resources **(1)**.
- Involving the local community in tourism development **(1)**
 - *Hikes on the Hills* can create policies to guide consultations and the active involvement of community stakeholders and the public in key business decisions that will have an impact on the livelihood of the community members and their environment **(1)**
 - Relevant training and support services can be provided to staff and the wider community to continuously enhance the knowledge base of sustainable tourism development so as to ensure community members have the capacity to make wise decisions regarding the responsible use of the area's resource **(1)**.
- Supporting the local economy **(1)**
 - *Hikes on the Hills* can commit to supporting and purchasing items from local suppliers where possible **(1)**.
 - This allows for the distribution of revenue and income generation for local community members which has a positive effect on the livelihoods of residents **(1)**.
 - This activity also facilitates the multiplier effect within the local economy **(1)**.

Describing two policies that the management of *Hikes on the Hills* should implement to ensure successful tourism development in St Romaine (2 x 3 marks each)

Identifying management policies – 2 marks (2 x 1 mark each)

Supporting description of each management policy – 2 marks each

[6 marks]

TOURISM
UNIT 1 – PAPER 032
KEY AND MARK SCHEME

Question 7

Discuss how the management of *Hikes on the Hills* can utilize TWO named sustainable tourism approaches to increase the positive impacts of tourism in St Romaine.

- Community Participation (1)
 - Community participation is a key strategy and approach that can assist in reducing the extent to which residents exhibit increasing intolerance across the various levels of the Doxey's Irridex (1).
 - When communities feel integrated into the planning and development of tourism businesses and activities, their fears and concerns can be addressed early in the development cycle (1).
 - This level of inclusion can also assist in community residents feeling a sense of ownership and responsibility for tourism development in their area (1).
 - Community participation can therefore be a mechanism via which Hikes on the Hills can garner support and buy-in from community residents and thus lead to the provision of heightened hospitality and positive authenticity in residents' attitudes towards visitors in the area (1).
- Community-based tourism enterprise (1)
 - Utilizing a community-based tourism enterprise model, Hikes on the Hills can ensure a cohesive, collaborative venture that meets the needs of all key stakeholders involved (1).
 - This approach can give way to genuine product development, marketing, and promotion, as community members become active participants and co-managers of the development of the tourism-related products and services (1).
 - An additional sense of pride is invoked by residents as they become keener on sharing their community's culture and resources with others (1).
 - Involving communities formally within tourism business activities and the decision-making process helps to gather their support in general management and maintenance of spaces and products within the area (1).
- Natural Resource Management (1)
 - Natural resource management deals with managing the way in which people and natural landscapes interact (1).
 - It brings together land use planning, water management, biodiversity conservation, and the future sustainability of the tourism industry (1).
 - This approach can assist Hikes and the Hills in ensuring the wise use of often limited natural resources and allow for policies, processes, and mechanisms to be put in place to prioritize its use to minimize overuse and wastage (1).
 - The benefit of engaging in natural resource management is that the business will be able to ensure the longevity and even distribution of key resources such as water, energy, and forested areas (1).

**Discussing two sustainable tourism approached that can be utilized to increase the positive impacts of tourism in St Romaine (2 x 5 marks each)
Accurate identification of the sustainable tourism approached – 1 mark each
2 x 1 mark)**

Elaboration of named sustainable tourism approach to include 4 contributing points – 4 marks each (2 x 4 marks)

[10 marks]

Total 60 marks

SPECIMEN 2021



TEST CODE **02263010**

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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 this 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

The techno-economic connection between industries in different tourism sectors is referred to as

Sample Answer

- (A) tourism leakage
- (B) tourism multiplier
- (C) inter-sectoral linkage
- (D) inter-company linkage



The best answer to this item is “inter-sectoral linkage”, so (C) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.
7. You may do any rough work in this booklet.
8. The use of a silent, non-programmable calculator is allowed.

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

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02263010/CAPE/SPEC 2021

“*”Barcode Area*”
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1. Which of the following types of tourism involves residents travelling within their country?

(A) Inbound
(B) Regional
(C) Domestic
(D) Outbound
2. Which of the following types of standards is defined by the knowledge, skills and abilities which individuals should possess in order to carry out key tasks effectively?

(A) Quality
(B) Performance
(C) Motivational
(D) Occupational
3. Which of the following is NOT a characteristic of a tourism product?

(A) Variability
(B) Tangibility
(C) Perishability
(D) Inseparability
4. John has been a bartender at Blue Star Resorts for several years. He works with his colleagues to ensure that guests' expectations are exceeded.

John would BEST be described as

(A) an entrepreneur
(B) an external customer
(C) an internal customer
(D) a seasonal employee
5. Legal permission to undertake a specific activity for which a fee may be charged, and which allows the authority to monitor and set conditions and limitations is referred to as a

(A) license
(B) standard
(C) certificate
(D) benchmark
6. A document that provides guidance on the design, use or performance of products, processes, services and systems is called a

(A) license
(B) standard
(C) certificate
(D) benchmark
7. Which of the following key stakeholders would be responsible for providing the relevant legislation for developing a tourism product?

(A) An NGO
(B) The government
(C) The private sector
(D) The host community

GO ON TO THE NEXT PAGE

Item 8 refers to the following scenario:

The owner of Green Eco-Resort, Mr. Duval, plans to further expand his resort and he has to determine the number and type of employees that he would need to hire.

8. To determine the answer to his question, Mr. Duval would need to conduct

(A) market research
(B) training needs analyses
(C) human resource planning
(D) assessment of infrastructure

9. The term ‘inseparable’, in relation to providing a tourism service, refers to a service that cannot be

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

10. Jane, the water sports manager at Tropics Resort, is responsible for the maintenance of equipment, staff development and administrative duties.

Which element of the service encounter does Jane represent?

(A) Customer
(B) Delivery system
(C) Service provider
(D) Physical evidence

11. A waiter at Sails Beach Café remembers a repeat guest’s meal preference and serves him when he visits.

Which dimension of service quality is demonstrated by the waiter?

(A) Empathy
(B) Tangibles
(C) Assurance
(D) Responsiveness

12. The service characteristic of perishability suggests that

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

13. The government of Saint Raphael has implemented a customer feedback system to ensure that the destination is achieving its primary goal of being a premier tourism destination.

The government would be able to determine 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 concerns that Saint Raphael’s products are not of high quality
(D) consistently complain that Saint Raphael does not have sufficient tourism activities

GO ON TO THE NEXT PAGE

14. Llanos is a developing tourist destination. It must follow particular guidelines in order to enhance its tourism product.

Which of the following types of policies would determine the success of Llanos?

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

- (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. Susan reports the matter to the supervisor.

The MOST appropriate approach that the supervisor should take in addressing the situation is to apologize

- (A) even if it was not his fault
- (B) and inform Susan who was at fault
- (C) but explain that the mistake was not his 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. 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

20. TourPlus is a tour operating company. TourPlus practices penetration pricing when it offers customers

- (A) extended operating hours
- (B) half-price on all existing tours
- (C) half-price on a new tour package
- (D) a token with the purchase of existing tour packages

GO ON TO THE NEXT PAGE

21. The purpose of tourism marketing is to

- I. attract customers
- II. promote business
- III. attract competitors

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

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 perceived as the best value for the price.
- (B) Quality is easy to maintain and distribution is easy.
- (C) The product is easy to identify by colour, logo or trademark.
- (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 tasting at break and lunch periods. Sales have tripled compared with the sales figures of the first week.

25. Brandon attributes the increased sales to having the right

- (A) marketing mix
- (B) pricing strategy
- (C) sales promotion
- (D) marketing channel

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

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

GO ON TO THE NEXT PAGE

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.

Craig is the new director of tourism in Jamaica. He has decided to develop a campaign geared towards 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 Craig using to promote the island's competitive advantage?

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

29. Flora 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, Flora 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 purpose of a business plan is to

I define the operations of a business
II seek finance to start or expand a business
III assess the performance of a 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 acronym 'SME' in tourism means

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

33. Which of the following are requirements for starting a tourism venture?

(A) Permits, tax regulations and visas
(B) Licenses, permits and labour laws
(C) Tax regulations, visas and licenses
(D) Labour laws, insurance and bank account

GO ON TO THE NEXT PAGE

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

Items 36 and 37 refer to the following scenario:

Jane, an entrepreneur, intends to supply local hotels with turmeric-based products such as soaps, teas, candles and confectionaries. The hotels will sell the products in their gift shops to guests.

36. Which of the following types of entrepreneurial ventures BEST describe Jane's intention?
- (A) Emerging Areas
(B) Subsidiary Services
(C) Traditional Businesses
(D) Value-added Products
37. Which of the following types of entrepreneurial ventures BEST describe the plan of the hotels?
- (A) Emerging Area
(B) Subsidiary Services
(C) Traditional Businesses
(D) Value-added Products

38. Which of the following individuals 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. Which of the following attributes BEST describes an entrepreneur?

- (A) Kind
(B) Generous
(C) Visionary
(D) Risk averse

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

GO ON TO THE NEXT PAGE

Item 41 refers to the following scenario.

David always wanted to improve the lives of the young male adults in his community. He has been very successful in doing so through the establishment of a rock band which plays in the nearby hotels throughout the week.

41. David can be described as
- (A) a businessman
 - (B) an intrapreneur
 - (C) a music entrepreneur
 - (D) a social entrepreneur
42. Which of the following factors is LEAST likely to encourage individuals to become tourism entrepreneurs?
- (A) Family tradition
 - (B) Already employed
 - (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 innovative?

- (A) Start using Facebook or other social media when the business starts doing well
- (B) Start using Facebook or other social media after seeing the benefits to other businesses
- (C) Use Facebook or other social media for virtual reality promotion
- (D) Use Facebook or other social media for marketing in the early stages of the development of APPs

Item 45 refers to the following scenario.

Davisha completed an Associate Degree in Tourism and is interested in establishing a tourism business. She discussed several business options with her family and close friends but is yet to decide on an option.

45. In which stage of the entrepreneurship process is Davisha engaged?
- (A) Implementation
 - (B) Idea generation
 - (C) Business concept
 - (D) Opportunity identification and evaluation

END OF TEST

Key

Tourism Unit 2 Paper 01

Item No.	Objective	Key	Item No.	Objective	Key
1	2.1.4	C	31	2.3.9	D
2	2.1.6	D	32	2.3.1	A
3	2.1.1	B	33	2.3.6	B
4	2.1.3	C	34	2.3.7	A
5	2.1.4	A	35	2.3.3	C
6	2.1.3	B	36	2.3.5	A
7	2.1.2	B	37	2.3.5	D
8	2.1.5	C	38	2.3.1	C
9	2.1.1	B	39	2.3.3	C
10	2.1.6	C	40	2.3.4	D
11	2.1.6	A	41	2.3.1	D
12	2.1.1	D	42	2.3.3	B
13	2.1.7	B	43	2.3.9	B
14	2.1.4	C	44	2.3.2	C
15	2.1.7	A	45	2.3.7	B
16	2.2.1	D			
17	2.2.4	B			
18	2.2.4	D			
19	2.2.1	A			
20	2.2.5	C			
21	2.2.1	A			
22	2.2.5	A			
23	2.2.3	C			
24	2.2.4	D			
25	2.2.5	A			
26	2.2.4	A			
27	2.2.3	B			
28	2.2.4	D			
29	2.2.4	B			
30	2.2.2	A			

SPECIMEN 2021



TEST CODE **02263020**

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

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N[®]

TOURISM

UNIT 2 – Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions, one from each module. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. Marks will be awarded for organization of essay.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
6. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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“*”Barcode Area”
Sequential Bar Code

Answer ALL questions.

MODULE 1: PRODUCT DEVELOPMENT

1. (a) (i) Define the term ‘customer’.

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[2 marks]

- (ii) Identify ONE example of **each** of the following types of tourism products:

Natural

Man-made

[2 marks]

- (b) Describe TWO tools used by tourism businesses to evaluate customer service.

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[6 marks]

- (c) Mr Smith would like to develop a marine park in a small area in his hometown, located five minutes away from another marine park. He has done a limited amount of research into the potential for developing such a tourist product. He has an idea of the people who would be directly and indirectly involved the development of the marine park, but he doesn't see it necessary to consult them. Mr Smith plans to spend a considerable amount of money on training his staff of five and purchasing food and beverages for the on-site restaurant.

Discuss THREE challenges that Mr Smith is likely to encounter in developing the marine park.

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[15 marks]

Total 25 marks

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MODULE 2: MARKETING

2. (a) (i) Define the term 'marketing'.

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[2 marks]

- (ii) Identify TWO contemporary tourism marketing channels.

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[2 marks]

- (b) Describe TWO market segmentation methods.

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[6 marks]

- (c) Branding is a marketing strategy used by tourism businesses to promote their products, including destinations.

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

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[15 marks]

Total 25 marks

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MODULE 3: ENTREPRENEURSHIP

3. (a) Differentiate between ‘entrepreneurship’ and intrapreneurship’.

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[4 marks]

- (b) Describe TWO governmental requirements for the establishment of a tourism enterprise.

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[6 marks]

GO ON TO THE NEXT PAGE

- (c) Paul has worked in top management positions in the banking sector for many years and is now retired. He plans to relocate to a rural community. He has always been passionate about farm-tourism as he grew up on a farm and his family now operates a farm-tourism business. Paul is trying to decide whether he should invest and work in the family-operated farm-tourism business or seek a franchise arrangement with an international farm-tourism enterprise, to operate a farm-tourism business with their brand name.

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

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This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Total 25 marks

02263020/CAPE/SPEC 2021

“*”Barcode Area”*”

Sequential Bar Code

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 02

KEYS AND MARK SCHEME

SPECIMEN

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 1 Objectives: 2.1.1; 2.1.3; 2.1.4; 2.1.8

- (a) (i) Define the term 'customer'.

A customer is the recipient (or end-user) of a good, product, service or an idea **(1)** from a supplier, vendor or seller for a monetary or other valuable consideration. **(1)**

Definition including two points

[2 marks]

- (ii) Identify ONE example of EACH of the following types of tourism products:

- Natural products
 - marine and terrestrial parks
 - volcano
 - caves
 - wildlife
- Man-made resources
 - hotels and attractions
 - museums
 - galleries

Identifying one example of each type of resource (2 × 1 mark)

[2 marks]

- (b) Describe TWO tools used by tourism businesses to evaluate customer service.

- Mystery shoppers **(1)**

Mystery shoppers can assess the quality of an organization's customer service **(1)** to ascertain which area of customer service should be improved **(1)** in customer experience and offer suggestions as to how customer service can be improved **(1)**. This allows the business owner to fine tune any deficiencies **(1)** that may exist in staff training such as a lack of particular skills **(1)**. Mystery shoppers allow the owner to get a different perspective of the business **(1)**.

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 1. continued

- Customer service/satisfaction surveys (1)

A customer satisfaction survey is a questionnaire (1) designed to help businesses understand what their customers think about their products or services and their customer support (1). Information gathered from customer satisfaction surveys allows the organization to stay relevant (1) and to understand its customer needs and wants (1). Building a loyal relationship with customers can mean that they would return to purchase from you, rather than a competitor (1).

- Focus groups (1)

Focus groups allow a business to know how a customer feels about a product or service (1). Focus groups make data collection and analysis quick and convenient. Focus groups capitalize on the moderator's communication with participants and the flexibility to move the discussion and thus, results are obtained quicker than with other methods of assessing customer service (1). The purpose of the group is not to arrive at a consensus or agreement on the topic. Rather, it seeks to identify and understand customer perceptions of a brand, product, or service (1).

- Benchmarking (1)

Business owners can look at similar establishments/organisations who are known for their exceptional customer service to get a better understanding of where they stand in terms of the quality of customer service offered (1). Additionally, by looking at organizations who are typically associated with sub-standard customer service, the business owner can determine what is not recommended to ensure that customers' needs, and expectations are met and exceeded (1).

- Online rating systems/Third-party review sites (1)

Online rating systems such as Trip Advisor, Yelp and Expedia can be used to obtain a customer's opinion of the product(s)/service(s) offered in a more detailed way than with a survey (1). It gives a customer who may not typically verbalize his/her opinion, the opportunity to anonymously provide feedback to the business owner (1). Some review sites allow business owners/management personnel to directly respond to the customer's feedback and therefore, he/she may be able to implement/change policies/procedures in a timely manner (1).

Identifying any two tools accurately 1 mark each (2 × 1 mark)

Any two points describing tools 2 marks each (2 × 2 marks)

[6 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 1. continued

- (c) Challenges that Mr Smith is likely to encounter in developing the marine park.

Tourism product development can occur in several forms. It can mean adding a new service to an existing product as well as developing an entirely new product or service **(1)**. Its development requires outlining and analyzing the necessary developmental phases as well as undertaking several steps towards bringing the end-product to fruition **(1)**. Recognize any challenges that could be experienced throughout these phases is of paramount importance to mitigate future issues with the tourism product or service **(1)**.

Introduction that outlines the direction for the development of the response including any two points as indicated.

[2 marks]

- Lack of stakeholder support/involvement/cooperation/ consultation **(1)**. Stakeholders are those, who in some way, are involved in the development of a tourism product and are also affected by its operations **(1)**. Some stakeholders include the transportation sector (buses, delivery trucks etc), raw material manufacturing companies and food and beverage suppliers **(1)**. A lack of involvement/communication with those within the transportation sector **(1)** could result in their roles and responsibilities not being clearly defined and therefore, can pose transportation challenges for visitors to the park **(1)**.
- Lack of awareness of the planning stages of tourism product development **(1)**

An understanding of key elements of the planning stages is necessary when developing a tourism product **(1)**. These elements include objectives, infrastructural, financial, technical, and human resource requirements **(1)**. For instance, without determining the financial and human resources that are necessary to effectively manage the everyday operations of the park **(1)**, Mr. Smith runs the risk of having mediocre products, as well as sub-standard facilities provided to visitors **(1)**.

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 1. continued

- Inaccurate assessment of demand and supply **(1)**

Assessing customer demand and supply is crucial in determining the potential for the development of a tourist product **(1)**. Gathering information on the existing types of product or service offerings would aid in planning the development of a prospective product **(1)**. It would not be feasible for Mr Smith to develop a marine park if there is no evidence of a demand for such a tourist attraction **(1)**. Without adequate analysis and research into the capabilities, sustainability, and profitability of the existing marine park in the area, **(1)** Mr Smith would be unaware of product development gaps **(1)** and can overlook opportunities that he can take advantage of to put his product in a favourable position (competitive advantage) **(1)**.

- Lack of infrastructure **(1)**

Infrastructural requirements for product development need to be determined to allocate the required resources **(1)** and identify the processes to be followed to acquire such **(1)**. For example, inadequate land space can pose an impediment for current development and future expansion of the marine park **(1)**. A lack of access to utilities such as a steady water and electricity supply can result in the inability to consistently provide satisfactory services to visitors **(1)**. Additionally, without evaluating the suitability of the terrain for such development, challenges would include increased cost of construction **(1)**.

Tourism entrepreneurs face many challenges in their quest to develop the tourism product. The challenges include lack of knowledge of the process involved in the development of the tourism product, and lack of resources among others. These challenges are compounded when stakeholder are not integrally involved in the process **(1)**.

Discussion

12 marks]

Identifying any three challenges - 1 mark each (3 × 1 mark)

**Any three points contributing to discussion - 1 marks each
(3 × 1 × 3 marks) (9 marks)**

Conclusion summarising the pertinent point of the response 1 mark)

[15 marks]

Total 25 marks

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 2. Objectives: 2.2.1; 2.2.4; 2.2.6

- (a) (i) Definition of 'marketing'

Marketing is the activity, set of institutions, and processes
(1) for creating, communicating, delivering and exchanging
offerings that have value to customers, clients, partners, and
society at large (1).

Definition including two points

[2 marks]

- (ii) Outline TWO contemporary tourism marketing channels

- Social media tools such as Instagram - (1).
- Augmented reality (1)- this is an interactive experience of a real-world delivered via technology.

Identifying two contemporary channels 1 mark each

(2 × 1 mark) 2 marks

[2 marks]

- (b) Describe TWO market segmentation methods

- **Demographic segmentation (1)**

Demographic segmentation divides a market through variables such as age, gender, education level, family size, occupation, and income (1). This form of segmentation is widely used (1) because it can identify an individual's needs relating to at least one demographic element (1).

- **Geographic segmentation (1)**

Geographic segmentation targets customers based on a predefined geographic border (1). It targets differences in interests, values, and preferences which vary dramatically throughout cities, states, and countries (1). So, it is important for marketers to recognize these differences and be able to use them to attract the right groups of potential customers (1).

- **Psychographic segmentation (1)**

Psychographic segmentation focuses on the intrinsic traits the target customer possesses (1). Psychographic traits can range from values, personalities, interests, attitudes, conscious and subconscious motivators, lifestyles, and opinions (1). To best understand target population using this segment, methods such as focus groups, surveys, interviews, and case studies can be used (1).

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 2. continued

- **Behavioral segmentation**

Behavioral segmentation has similar measurements to psychographic segmentation (1) but focuses on specific reactions (1) and the way customers go through their decision making and buying processes (1).

In research, behavioural segmentation can be used to determine the attitudes towards a specific brand and the way the customer uses it. (1) Brand loyalty is a good example of this type of segmentation. In research, reviewing data that show responses to brands would be useful. (1)

Based on the nature of psychographic (1) and behavioral segments, (1) they are best suited to create the types of questions that would provide evidence for positioning a tourism service. (1)

Identifying two segmentation methods - 1 mark each

Any two contributing points to each description - 1 mark each

[6 marks]

- (c) Ways in which branding contributes to the success of tourism entities.

Branding is the promotion of a particular product or company by means of advertising and distinctive design (1). In Jamaica, the sports icon Usain Bolt is a significant "pull factor" to the destination (1). The pull factor is a very important means of attracting people from the generating market to a destination (1). Because of Bolt's popularity and achievements people from around the World want to visit Jamaica in the hope of learning more about him and his athletic skill or even in the hope of seeing him (1). Consequently, the Jamaica Tourism Board which is responsible for marketing Jamaica (1) would seek to work with Mr. Bolt and his management team to have him appear in advertisement branding Jamaica as a sports destination (1).

Introduction that outlines the direction for the development of the response including any two points as indicated.

[2 marks]

- Branding helps to identify the product of a particular supplier (1) – using 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

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 2. continued

represents the sum of all qualities of the product, not only cost and selling price (1). In Jamaica, sports icon Usain Bolt is a significant pull factor to the destination because of his popularity and achievement. (1) The tourist board in Jamaica uses Mr Bolt to promote and sell Jamaica as a sports destination (1).

- Branding 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 creates 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). In Jamaica, Bolt is used as a brand image in the branding of material, for example, in television advertisements as well as printed materials including newspaper (1).
- Communicates to the consumers what the company does, (1) what the company is (1) and what the company stands for (1) using 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).

Branding is a powerful promotional strategy used in the advertisement of tourism product. Branding gives the product a unique and distinctive design (1).

Discussion

12 marks]

Identifying any 3 ways - (3 × 1 mark)

Discussion including three supporting - (3 × 1 × 3 marks)

Conclusion summarising the main point of the response (1 mark)

[15 marks]

Total 25 marks

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 3. Objectives: 2.3.1; 2.3.5; 2.3.7

- (a) Differentiate between 'entrepreneurship' and 'intrapreneurship'.

Entrepreneurship is the process of identifying an opportunity **(1)** and using one's passion and vision to create and develop new products, processes or services to serve existing or new markets **(1)**. On the other hand, intrapreneurship is a process that takes place within a business or organisation **(1)**, utilising existing or budgeted resources to create new products, and services or implement innovative processes and systems to improve the financial status and operation of the entity **(1)**.

Differentiation including two contributing points on each concept, 1 mark each

[4 marks]

- (b) Governmental requirements for the establishment of a tourism enterprise

- Licenses and Permits

Licenses and permits provide the right to operate a business **(1)**.

Having the required licensing and permits for establishing a tourism enterprise

- ensures that the business owners/s or operators, employees and customers are protected
- ensures that the operation is separate from the owner/s and that
- ensures that the personal assets of the owner/s are protected from any lawsuit as the operation will be legally seen as a separate entity from its owners
- protects the owner/s of the business from being liable in the event of damages
- protects employees and customers in case of accidents or injuries
- helps to formalise the economy
- facilitates financial assistance through funding and loans
- enables membership in organizations such as the Small Business Association
- ensures that filing of taxes for the company will be separate from the owner/s, thereby making it easier to report the financial performance of the business in terms of income, profit, or loss
- facilitates licensing and permits that are needed for tourism enterprises which require passing annual inspections. These include health and safety inspections.
- Examples of tourism businesses requiring licensing and permits: Accommodation Sector, Transportation Sector, Duty Free/In

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 3. continued

- Regulations

Regulations are rules that are enforced by governmental agencies **(1)**

Tourism businesses must follow and adhere to regulations as there are penalties by law for any defiance: Regulations

- are established standards of what the business can and cannot do, they bring consistency and order to the business environment
- protect the rights of the owner, employees, consumers, and the environment
- establish health and safety practices for the operation
- ensure that minimum standards are in place for products and services
- ensure that businesses are accountable for their power and role in society
- ensure that the business is achieving its goals in a fair and safe way
- include tax laws, employment and labour laws, advertising laws, health and safety regulations, environmental regulations, building codes, privacy.

- Labour Laws

Labour Laws are instituted by government to protect the rights of employees and ensure fair and just treatment to them **(1)**.

Labour laws

- provide equal opportunity for employees
- provide equal pay/fair wages to employees
- ensure that employees are valued for their expertise
- ensure that employees are fairly compensated for their expertise, time and responsibilities
- ensure employees' physical and mental well-being
- ensure a favourable working environment, acceptable working conditions and safety and security.
- ensure workplace diversity in terms of gender, religion, political affiliation, and other factors of diversity
- reduce conflicts within the organization.

Identifying any two requirements 1 mark each (2 × 1 mark)

Description of any two requirements including two contributing points 1 mark each (2 × 2 marks)

[6 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 3. Continued

- (c) Advantages of using a franchise over a family-operated tourism business.

A tourism franchise is a growth strategy for a tourism business venture or entity which seeks to expand its operation **(1)**. Franchises allow for an individual or business to use their brand name and sell their product with the agreement of receiving a franchise fee **(1)**. On the other hand, a family-operated tourism business is managed by members of the family and the business is usually passed down from one generation to the next **(1)**.

Introduction that outlines the direction for the development of the response including any two points as indicated.

[2 marks]

- One advantage of using a franchise over a family-operated tourism business is that the franchisor provides the training to operate their business **(1)**. This eliminates the associated costs and expenses **(1)**. On the other hand, the family-operated tourism business would have to absorb these costs as a part of their operating expenses **(1)**. In some cases, the necessary training to add currency to the operation is not done as the operation is unable to afford to do so **(1)**. A family-operated tourism business is usually small in size and does not have the scope to realize high revenue from its goods and services, and thus, will not be able to cover the cost of training **(1)**. This causes them to continue operating in the same mode as they are not able to keep up with the changing technology and methodology as the existing franchise would **(1)**.
- The second advantage of using a franchise over a family-operated tourism business is that they benefit from the existing systems and processes established by the franchisor **(1)**. Franchises are, therefore, able to keep current with updated systems and technology **(1)**. A family-operated tourism business stands the cost of implementing systems and processes **(1)**. The cost of maintaining or upgrading operating systems is usually high **(1)**; hence, they are unable to do so as changes take place in the business environment very rapidly **(1)**.

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 02

KEY AND MARK SCHEME

Question 3. continued

- The third advantage of using a franchise over a family-operated tourism business is that a franchise benefits from the existing brand name of the franchisor **(1)**. This is a major part of their success **(1)** as a franchisor would have established its brand as well as brand reputation and image **(1)**. A family-operated tourism business would have to build and maintain its own brand reputation and image **(1)**. This comes with a high marketing cost which can be unaffordable to a family operated tourism business **(1)**.

The use of franchise has been a very successful strategy in the operation of tourism businesses. The large scale approach of franchise has contributed to their success over family-operated businesses.

Discussion

[12 marks]

Identify three advantages 1 mark each - (3 × 1 mark)

Discussion of three advantages including three contributing points - (3 × 3 marks)

Conclusion summarising the main point of the response [1 mark]

[15 marks]

Total 25 marks

SPECIMEN 2021



TEST CODE **02263032**

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

TOURISM

UNIT 2 – Paper 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of a case study and SIX questions. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. You may use a silent, non-programmable calculator to answer question.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
6. **If you use extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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

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02263032/CAPE/SPEC 2021

“*”Barcode Area”*”
Sequential Bar Code

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

CASE STUDY

Ziggy Zig

Dave worked as an assistant manager at an oil industry in Saint Turia. He was made redundant when the company restructured in 2020. Dave spent a few months visiting neighbouring Caribbean countries where he interacted with tourists and residents individually as well as in group sessions where he learned about their needs and interests. Dave developed an interest in adventure tourism and on his return home, he conducted an online surveys to get a better understanding of the recreational needs of persons.

Dave decided to use some of his redundancy payment to develop a zipline attraction in a government-owned forestry reserve in the community of Kytura, a popular tourism destination. However, he will need to source additional start-up capital. The name of the attraction will be *Ziggy Zig*. The amenities at *Ziggy Zig* will include a welcome centre with a souvenir and gift shop, a snack and juice bar, restrooms, a first-aid station and an office. The facility will have adequate parking.

Visitors to *Ziggy Zig* will begin their adventure with a scenic tour of the welcome centre. They will then experience the greatest adrenaline rush from zipping through the air over the tropical landscapes of 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 100 visitors and the zipline will operate six days per week.

Ziggy Zig will cater mainly to adventurous persons between the ages of 18 and 60. The general target includes, persons who spend a comparatively high proportion of their income on entertainment, socializing and outdoor recreational activities. Such persons are enthusiastic about new possibilities and seek exciting, new, offbeat, risky experiences.

The services to be offered by *Ziggy Zig* were determined from marketing research conducted by Dave. It is now January 2021 and Dave has decided to make the business operational by November, in time for the tourism winter season. He plans to use the quality management checklist to monitor and evaluate the safety of the business equipment. *Ziggy Zig*'s staff of 20 will include trained guides, a receptionist, customer service representatives, sales clerks, public space attendants and Dave, as manager.

The table below summarizes the projected annual recurring expenses for *Ziggy Zig*.

Expenses	Amount Per Annum (US\$)
Wages and salaries	350 000
Marketing	15 000
Public liability insurance	10 000
Concession fee for land and facility use	1 000
Overhead costs	4 000
Zipline maintenance	15 000
Training	25 500
Administrative costs	2 500
Loan	30 000
5% of total cost is to be allocated for contingencies.	

GO ON TO THE NEXT PAGE

Using information from the case, complete the following business plan for *Ziggy Zig*.

1. Description of the Product

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

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[4 marks]

- (b) Give a brief description of the business.

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[3 marks]

2. Mission Statement and Legal Requirement

- (a) State TWO pieces of information that should be included in a mission statement for *Ziggy Zig*.

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[2 marks]

- (b) Identify TWO legal requirements for the operation of *Ziggy Zig*.

.....

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[2 marks]

GO ON TO THE NEXT PAGE

3. Marketing Plan

- (a) Define the term 'marketing research'.

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[2 marks]

- (b) Identify the type of marketing research method that Dave used to gather information about potential customers.

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[1 mark]

- (c) Describe *Ziggy Zig*'s target market.

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[3 marks]

- (d) Suggest TWO potential competitors for an attraction like *Ziggy Zig*. Justify your selection.

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[6 marks]

GO ON TO THE NEXT PAGE

- (e) Outline TWO appropriate strategies that Dave could use to promote his product.

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[4 marks]

4. Operational Schedule

- (a) State TWO potential risks of the business to customers.

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[2 marks]

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

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[4 marks]

GO ON TO THE NEXT PAGE

5. Financial Plan

- (a) Identify TWO possible sources of finance Dave could explore.

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[2 marks]

- (b) Assuming that *Ziggy Zig* will operate at 50 per cent of its daily carrying capacity, determine the minimum price that should be charge per customer for a tour in order to break even annually.

[5 marks]

- (c) Using the break-even price calculated in (b) above and given that the price range for *Ziggy Zig*'s direct competitors is \$25–\$40, recommend a price for a zipline tour. Justify your recommendation.

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[4 marks]

6. Benchmarking, Monitoring and Evaluation

(a) Describe ONE monitoring and evaluation tool that Dave can use to measure **each** of the following:

(i) Adherence to safety regulations

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[3 marks]

(ii) Maximum load of area

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[3 marks]

GO ON TO THE NEXT PAGE

- [illegible]

Total 60 marks

END OF TEST

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UNIT 2 - PAPER 032

KEYS AND MARK SCHEME

SPECIMEN

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 1.

- (a) Differentiate 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 tourism service, on the other hand, is a part of a product **(1)**. A tourism product is tangible **(1)**, while a tourism service is intangible **(1)**. For example, a tourist purchases a drink at a bar (product), **(1)** the bartender mixes it quickly, is pleasant and chats with the guest (service) **(1)**.

Differentiation including two points about each concept - 1 mark each
[4 marks]

- (b) Description of the business

Ziggy Zig is a zipline attraction located in a government-owned forestry reserve in the community of Kytura on the island of Saint Turia **(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)**. Ziggy Zig caters to adventurous individuals in the 18-60 age group who are seeking a new and exciting outdoor recreational experience **(1)**. Located on site are a welcome centre, souvenir and gift shop, a snack and juice bar, restrooms, a first-aid station, an office and parking facilities **(1)**.

Any three points included 1 mark each - (3 × 1 mark)

[3 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 2.

(a) Information that should be included in the mission statement

- Why does the company exist
- 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 stated - 1 mark each - (2 × 1 mark)

[2 marks]

(b) Legal requirements for the operation of Ziggy Zig

- Business permits and licences
- Health, safety and security regulations
- Tax regulations
- Labour laws
- Guidelines for tourism product development
- Data and consumer protection laws
- Public health protocols

Any two legal requirements identified - 1 mark each - (2 × 1 mark)

[2 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 3.

- (a) Definition of marketing research

Systematic problem analysis, model building and fact-finding **(1)** for the purpose of important decision making and control in the marketing of tourism goods and services **(1)**.

OR

Systematic and objective search for and analysis of information **(1)** relevant to the identification and solution of any problem in the marketing of tourism goods and services **(1)**.

OR

Systematic collection and analysis of data relating to the marketing of tourism goods and services **(1)** that helps tourism marketers to make marketing decisions **(1)**.

OR

Scheduling, systematic collecting, data correlation and analysis **(1)** in order to help tourism managers, entrepreneurs and organizations to make marketing decisions **(1)**.

OR

Systematic and objective collection, analysis, and interpretation of data collected **(1)** for decision-making about marketing problems of all kinds, using recognized scientific methods **(1)**.

Definition including any two points

[2 mark]

- (b) Marketing research that Dave used

- Mixed research

Type of market research identified (1 mark)

[1 mark]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 3. continued

(c) Description of the target market

- Adventure recreationists in the 18-60 age group
- Risk-takers seeking new experiences
- Persons who participate in sports, exercise and outdoor activities
- Persons who spend a lot of their income on entertainment, socializing and outdoor recreational activities

Any three descriptors 1 mark each - (3 × 1 mark)

[3 marks]

(d) Potential 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 another 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 another 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 they tend 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 Ziggy Zig.

Any two competitors identified - 1 mark each - (2 × 1 mark)

Justification 2 marks each (2 × 2 marks)

[6 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 3. continued

(e) 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 and Leisure, Condé Nast Traveller **(1)**.
- Participate in adventure travel trade and trade shows, **(1)** such as the Travel and 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)**

Outlining any two strategies 2 marks each - (2 × 2 marks)

Identifying strategies - 1 mark each

Elaborating - 1 mark each

[4 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 4.

(a) Potential risks of the business 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 an allergic reaction to plants

Stating any two risks 1 mark each (2 × 1 mark)

[2 marks]

(b) Strategies for reducing risks to customers

- Routine testing and maintenance of all equipment **(1)** with appropriate logs/records kept **(1)**.
- Require each customer to provide health-related information **(1)** regarding their physical challenges, allergies, medical needs, etc **(1)**.
- Require each customer to sign a waiver **(1)** that covers the use of mandatory safety equipment, adherence to guide instructions, risks, etc. **(1)**.
- Orientation with customers to explain the correct use of equipment **(1)** and safety procedures **(1)**.
- Appropriate training **(1)** and certification for staff in first aid and CPR **(1)**.
- Appropriate training **(1)** and certification for staff in zipline operation and maintenance **(1)**.

Outlining any two strategies - 1 mark for each of the two points
Two strategies - (2 × 2 marks)

[4 marks]

CAPE Tourism Specimen Paper

UNIT 2 - PAPER 032

KEY AND MARK SCHEME

Question 5.

(a) Possible sources of finance

- Bank loan
- Credit union
- Family loan

Identifying any two sources - 1 mark each - (2 × 1 mark)

[2 marks]

(b) Minimum price that should be charged per person for a tour in order to break even annually.

Expenses	US\$ (Per Annum)
Wages and salaries	\$350 000
Marketing	15 000
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
Loan	30 000
Subtotal	452 500
5% costs allocated to contingencies	22 625
TOTAL Expenses	\$475, 125

50 customers/day, 6 days/week, 52 weeks/year = 15,600 customers/year

Break-even price: $\$475,125 / 15,600 = \$30.46/\text{customer}$

[5% contingency 1 mark; total expenses 1 mark; total customers 1 mark; break-even price - attempt (1), accurate 2 marks]

[5 marks]

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KEY AND MARK SCHEME

Question 5. continued

(c) Recommended price for Ziggy Zig's zipline tour, with justification

- Recommended price: \$30.46 **(1)**

At this stage, Dave 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 of similar attractions, and because it is on the lower end of the range, Ziggy Zig will be more competitive **(1)**.

- Recommended price: \$33.50 **(1)**

If Dave wants to make a profit, he will need to charge more than \$30.46 per customer **(1)**. A price of \$33.50 per customer represents a 10% mark up on the break-even price **(1)**. This price is within the range of similar attractions. It will allow Ziggy Zig to make a profit while remaining competitive **(1)**.

- Recommended price: \$36.55 **(1)**

If Dave wants to make a profit, he will need to charge more than \$30.46 per customer **(1)**. A price of \$36.55 per person represents a 20% mark up on the break-even price **(1)**. This price is the mid-range of similar attractions and will allow Ziggy Zig to make a profit while remaining competitive **(1)**. Also, Dave 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]

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KEY AND MARK SCHEME

Question 6.

- (a) Describe ONE monitoring and evaluation tool that Dave can use to measure

(i) Adherence to safety regulations

- Quality management checklists **(1)** outline the quality standards and product requirements Dave's business is expected to meet; and are used to assess the safety, performance, and risk of equipment **(1)**. For example, using checklists to conduct regular quality management checks can reveal potential hazards and identify ways to prevent accidents and hazards from occurring and so helps to protect the business and visitors. This would help Dave to reinforce best practices and to comply with safety regulations **(1)**.

Identifying tool 1 mark

Elaborating with practical examples 2 marks

[3 marks]

(ii) Maximum load of area

- Carrying capacity **(1)** is the maximum number of people that may visit the attraction at the same time, without destroying the physical, economic, socio-cultural environment and an unacceptable decrease in the quality of visitors' satisfaction **(1)**. For example, conducting carrying capacity assessments to measure the natural and artificial limits to development, beyond which significant degradation will occur, will enable Dave to devise methods that may be implemented to control the number of visitors to the site **(1)**.

Identifying tool 1 mark

Elaborating with practical examples 2 marks

[3 marks]

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KEY AND MARK SCHEME

Question 6.continued

- (b) Discuss TWO impacts of the operations of Ziggy Zig on the natural environment of Kytura.
- An impact of the operations of Ziggy Zig on the natural environment of Kytura is deforestation and land degradation **(1)**- The construction of tourism and recreational facilities increases pressure on land resources and scenic landscapes **(1)**. This means that flora and fauna will be removed, animals forced to relocate, and the scenery will deteriorate **(1)**. For example, to construct and develop facilities such as the souvenir and gift shop, snack and juice bar, restrooms, first aid station, office and parking space, forested lands will have to be cleared **(1)**. This results in deforestation and the displacement of wildlife and natural habitats **(1)**.
 - Another impact of the operations of Ziggy Zig on the natural environment of Kytura is noise pollution **(1)**- the use of heavy machinery and equipment in the construction of the souvenir and gift shop, snack and juice bar, restrooms, first aid station, office and parking space would lead to an increased in noise pollution **(1)**. For example, the noise resulting from cutting trees, mining lands, and drilling holes to construct these recreational facilities can cause severe disturbance and erosion of local ecosystems **(1)**. Additionally, noise pollution exists through tourists participation in recreational activities and their interaction with other visitors **(1)**. Thus, the noise generated from the development of tourist facilities and visitor interactions creates annoyance and distress to wildlife, resulting in their displacement **(1)**.

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KEY AND MARK SCHEME

Question 6.continued

- Trampling is yet another impact of the operations of Ziggy Zig on the natural environment of Kytura **(1)**- the frequency of visits to Ziggy Zig can trample vegetation and soil **(1)**. For example, when the level of visitor use exceeds the environmental capacity, vegetation can be bruised, crushed, sheered off and uprooted by trampling **(1)**. When trampling is intense, the soil is compacted, and vegetation vigour and reproduction is reduced **(1)**. As a consequence, trampling results in soil erosion, vegetation loss, loss of biodiversity and disruption of wildlife **(1)**.

Identifying two impacts - 1 mark each (2 × 1 mark)

**Discussion including four contributing points/practical examples
- 4 marks each - (2 × 4 marks)**

[10 marks]

Total 60 marks



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