

# Coursework Guidelines

Cambridge  
International  
**A Level**

## Cambridge International A Level Travel and Tourism

9395

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Version 1.1

Updated: 11.03.16

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## Section 1: Introduction

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Paper 2: Coursework gives learners the opportunity to work as part of a team to plan, carry out and evaluate a real project in the form of a travel or tourism event. Undertaking and completing a coursework investigation allows learners to work in a very different way from the traditional didactic teaching and learning style often adopted in preparing learners for an external assessment. Coursework investigation is particularly relevant when studying the travel and tourism industry as the industry is customer-centred, requiring a high level of practical skills.

The purpose of this guide is to provide answers to any of the questions Centres may have about the coursework paper and to inspire sufficient confidence in Centre staff to deliver this component.

### 1.1 Benefits of coursework from a Centre's perspective

Coursework:

- allows teachers to focus learning specifically on localised examples
- provides a vehicle for the assessment of practical and/or vocationally-specific skills
- allows Centres to offer a less tightly constrained curriculum.

### 1.2 Benefits of coursework from a learner's perspective

Coursework:

- allows students to take control of their own learning and credits them for initiating tasks and assuming responsibility in managing their own work
- encourages creativity and independent learning
- enhances independent research skills
- develops communication skills
- improves time management skills
- provides a less formally controlled environment in which learners can work
- creates a more realistic vocational setting within which learners can work
- enables learners to understand the context of their vocational study within the wider world, i.e. taking their learning beyond the classroom
- allows learners to be practically engaged using skills and applying knowledge for a specific purpose
- offers a vehicle through which learners can express a thought or an idea freely.

### 1.3 Outline of planning and managing a travel and tourism event

The event must be set in a travel or tourism context and should be a group venture such as

- staging a conference, meeting or exhibition
- the delivery of a guided tour or similar group activity
- the running of a trip or other group venture

## 1.4 Team work

Learners must provide an overview of their team. They must produce a record of their involvement in carrying out the team event. This can be in the form of a log book or personal notes (with dates of activities). The record must include the following:

- details of their allocated tasks
- details of any problems that arose and how individual team members responded to such difficulties
- details of deadlines and progress made towards each deadline
- an evaluation of their role in the event
- the effectiveness of the team in achieving the event's objectives.

## 1.5 Feasibility studies

Learners must produce 2 – 4 feasibility studies incorporating simple plans showing the target customers and consideration of the resource needs, risks and potential barriers to successful completion. SWOT analyses should be completed with reasons for the final chosen event. Coursework proposal forms can be completed before starting the event and forwarded to Cambridge to ensure the suitability of the chosen project. Coursework Proposal Forms can be accessed from the Samples Database at [www.cie.org.uk/samples](http://www.cie.org.uk/samples) or from Teacher Support at <http://teachers.cie.org.uk>

## 1.6 Group size

Ideally, small groups are best (4–6 team members) although class groups may be able to run one event. However each individual must be able to demonstrate their own role in the event, without duplication by another learner. If there is only one learner in the class, extra group members must be drafted in. These could be peers, colleagues in employment or learners studying other courses. This is essential to enable the candidates to fulfil Strand 1 – Working in a team; Strand 3 – Staffing within the business plan and Strand 4 – Evaluation of the team.

## 1.7 Project length

There is no requirement to produce a specific number of words or pages, but as a general guide 4000 words would be reasonable. This does not mean that a lesser amount of 2500 or 3000 words would be inappropriate, but it is unlikely that a full description or full evaluation would be achieved. It is also unlikely that more than 5000 words would gain many extra marks than could be gained with 4000 words, diagrams, graphs, tables and annotated photographs.

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## Section 2: Teacher involvement and authentication

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

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

There is no expectation that learners will be left to undertake the coursework without guidance and support from their teachers. Discussion with the whole class and with individuals, as well as one-to-one and whole class supervision, should take place at all stages of the coursework production.

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

### Teachers are expected to:

- prepare learners fully to plan and manage a travel and tourism event. This means that teachers should deliver the prescribed subject content specified in the syllabus for Paper 2 through a planned programme of study and should carefully explain what is required of the team of candidates
- guide learners in the choice of event
- raise learners' awareness of the requirements of the coursework by considering the assessment criteria to ensure that they are familiar with where marks can be gained
- review progress towards meeting the assessment criteria and the deadline for completion of the written report
- discuss problems encountered and offer possible solutions in completing the investigation.

### Teachers may also:

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

### Teacher must not:

- provide all of the information required to plan and manage a given event, so that learners do not need to undertake any research themselves
- analyse and interpret the results of the investigation for learners
- write or correct learners' reports
- allow learners to produce a collaborative report with other members of the class
- encourage plagiarism from secondary sources.





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## Section 3: Planning and managing a travel and tourism event

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Stages in carrying out a travel and tourism event:



### 3.1 Teamwork and record keeping

Developing and demonstrating effective teamwork skills is an important part of this unit. Learners must consider a number of points about teamwork, including:

- the purpose of the team
- the team structure (formal and informal)
- the roles and responsibilities of team members
- team building and interaction
- factors that may influence how well the team works such as communication, leadership, personality clashes, access to resources, the work environment etc.

Teachers should help learners understand how teams work using one of the many team theories such as those of Belbin or Tuckman. The teams should meet regularly in order to fulfil the requirements for planning, working to deadlines and monitoring targets.

Candidates must keep a record of their contribution to the planning and execution of the event. This is vital for a learner's personal contribution and for the final evaluation of the event. Recording can be done through a variety of formats such as:

- a wall planner or flow chart
- a blog
- a diary
- a log with pages for notes

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- photographs
- witness or participant statements
- teacher observations

Teachers should tell learners how to plan and run informal and formal meetings, including the production and use of agendas and minutes. A team meeting or agenda may look similar to the following and copies can be collated to help with the evaluation of the event.

#### Agenda A

- Apologies
- Welcome and introductions
- Update on event and dates
- Hospitality considerations
- Ideas for the event
- Roles and responsibilities
- Any other business
- Date and time of next meeting

The minutes of the meeting should be written up following the meeting with clear indications of timescales and who is required to take action.

Individual logs should be kept, recording activities undertaken, problems and how these were resolved to support the learner's final analysis and evaluation of their involvement in running the event.

A log may be laid out in either of the following ways:

Student Log		
Date	What was discussed, meeting, formal or informal	Action by when and by whom

Student Log				
Date	Task	Details	Time to complete action	Actual completion deadlines

Whatever format is selected, it must include all the actions or procedures carried out by the team, such as the planning, the event schedule and any revisions that were made.

Learners must include:

- personal and team contributions
- how roles were maintained
- how difficulties or disruptions were handled
- how health, safety and security were implemented and sustained
- how well the team co-operated and whether or not the plan was kept to.

Logs should also contain:

- minutes of meetings
- schedule of tasks
- checklists and briefings
- diary of activities
- reports
- costing
- contacts for providers
- contingency plans
- emergency procedures including health, safety and security.

### 3.2 Guidance on the selection of the travel and tourism event

In their groups, learners should identify a range of suitable events. Teachers should encourage learners to make as many suggestions as possible, (using thinking showers to generate ideas spontaneously). After identifying a wide range of possible events it is recommended that a minimum of two and a maximum of four feasibility studies are carried out to allow learners to select the most suitable event. SWOT analyses must be undertaken when selecting suitable events. It is vital that any discussion/decision making process is recorded by the learners individually.

Ideally, the final event chosen should involve external customers but it is recognised that internal events may be more practical for Centres.

Objective	Activity	Resources
Select events for evaluating with feasibility studies then select one event per group.	In a group of three or four students, suggest suitable events; consider local, national and international options.	One sheet of flip chart paper per group and pens. Students to write suggestions and then present their ideas to the rest of the class.

Some suitable events to guide learners towards are:

- a day trip to a visitor attraction
- an exchange visit with learners from another country
- an overseas visit

### Section 3: Planning and managing a travel and tourism event

- a promotional event for a new or existing travel or tourism product
- staging a conference or tourism careers exhibition
- delivering a group guided tour or a trip
- running a street festival.

## 3.3 Planning the event

To achieve Assessment Strands 2 and 3, when planning for the chosen event consideration must be given to:

- the event's customers, their needs and how these will be met
- how the event will be marketed
- physical resource needs such as equipment, venue/premises and materials
- staffing of the event
- administration systems (bookings, record keeping)
- timescales (using diaries, Gantt or flow charts and consider using critical path analysis)
- legal aspects
- contingency plans
- how to evaluate and review the event.

### 3.4 Preparation of the Business Plan

Learners should produce a business plan for their chosen event. The business plan should include the following:

An event summary	The aims and objectives and an overview of the business/event (what they are doing and why)
A short description of the event	Who the group are, what they plan to do or offer, why they think that their event will be successful and who the target customers are.
The marketing and sales strategy	Why the group think that people will attend the event, what the needs and wants of the customers are and how the event will fulfil them, how the event will be marketed (posters, radio advertisements, magazine editorial etc.)
Details of the team	The people in the group (including the learner), the skills each team member has.
Operations	Where the event will take place, production facilities required (equipment, venue/premises, materials), staffing requirements showing who will be doing what, risk assessments carried out, contingency planning in place, legal considerations such as health, safety, security and insurance, timescales showing plans for the day and administration systems required such as management information systems and IT.
Financial forecasts	This section translates the previous sections into numbers and includes budgeting, start-up costs, income and handling payments.
Review and evaluation	How the event will be reviewed and evaluated (questionnaires, letters from participants etc.)

### 3.4.1 Producing appropriate promotional materials for the selected event

Learners may create their own posters, radio advertisements, tickets, clothing etc. Photographs or actual examples should be included within individual coursework files.

Objective	Activity	Resources
Devise ideas for a promotional campaign for an event.	<p>Complete a chart to show two examples of how each of the following promotional tools could be used to promote the event:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• public relations</li> <li>• sales promotion</li> <li>• personal selling</li> <li>• direct marketing</li> <li>• publicity materials</li> <li>• sponsorship</li> </ul>	A3 paper or a large sheet of paper for each group. Individuals to transfer to their own coursework.

### 3.4.2 Identifying financial and staff resources required for the event

Objective	Activity	Resources
Consider the financial and staff resources needed for the event.	<p>Use the following checklist and make a note of the sources of finance and staff required for the chosen event:</p> <p><u>Budget</u> <span style="float: right;"><u>Sources</u></span>                      Loan Sponsorship                      Donations Grant Income</p> <p><u>Staff Resources</u> <span style="float: right;"><u>Sources</u></span>                      Volunteers Stewards Security cover Drivers                      Emergency services</p> <p><u>Materials and Equipment</u> <span style="float: right;"><u>Sources</u></span>                      Computers Printing facilities                      Photocopying facilities Chairs                      Rooms Hall Field                      Car park</p>	Paper and pens

### 3.4.3 Legal aspects of the project

There are three legal aspects of a project proposal that candidates should be aware of. They will influence how and whether the event will work effectively. They are:

#### Health and Safety

It is advisable to undertake a risk assessment. Certain venues have limits on the number of people allowed in a specific area. Venues may undertake their own health and safety checks but candidates still need to ensure that these are adequate for the event.

If transport is being used it may be necessary to check if the seatbelts work and that there are facilities for toilets and food breaks. Lists of passengers will be required to check that all are on board. Baggage size and numbers may also need to be checked to prevent hazards of blocking aisles and exits.

Food and dietary requirements should be considered if there are participants with food allergies.

Fire and accident and emergency procedures should be in evidence for all parts of the event.

#### Security

All documentation and records should be kept secure including collecting payments. Participant's belongings should be stored safely. Schools and colleges often have their own security arrangements including the taking of First Aid Boxes and having registered first aiders available. Mobile phones may also be useful with the facility for emergency numbers to be collated.

#### Insurance

Many schools and colleges will already have insurance policies, but these must be checked to ensure that they cover the event planned.

### 3.4.4 Risk assessment and contingency planning

Risk assessment and making a contingency plan are essential for the safe and realistic organisation of the event. Assessment Strands 2 and 3 require them as part of the learner's research when assessing the feasibility of the selected group event, including an acknowledgement of contingency planning which is required through all three mark bands including at the top of Mark Band 3.

Risk assessment involves the individual learner rating the chances of a particular risk or hazard occurring on a scale of 1 to 5. They then have to consider the severity of the outcome and rate the worst probable consequence due to that risk or hazard on a scale of 1 to 5.

Learners should be encouraged to use the following criteria to rate the risks and hazards:

Likelihood of occurrence	Severity of outcome
1 – highly unlikely to occur	1 – slight inconvenience
2 – may occur but very rarely	2 – minor injury requiring first aid
3 – does occur but only rarely	3 – medical attention required
4 – occurs from time-to-time	4 – major injury needing hospitalisation
5 – likely to occur	5 – serious injury/disability/death

### 3.4.5 Choosing suitable administration systems

Learners should be aware of the different administrative systems available. An event needs a formalised administrative system – this may be paper based, computerised or a combination of both. These will help to monitor progress and store records.

Paper based systems	Electronic systems (copies must be kept for files)
<ul style="list-style-type: none"> <li>• Business letters for bookings and requests</li> <li>• Minutes of meetings</li> <li>• Orders</li> <li>• Invoices</li> <li>• Parental consent letters</li> <li>• Passport applications</li> <li>• Pro formas</li> </ul>	<ul style="list-style-type: none"> <li>• Emails</li> <li>• Faxes</li> <li>• Databases on the computer</li> <li>• Spreadsheets</li> <li>• Records of telephone conversations</li> <li>• Electronic payment systems</li> </ul>

### 3.4.6 Planning project timescales

Learners should show their pre-event planning schedule as part of their operations planning. Teachers should help learners understand the ways in which they might display their schedule. An example is as follows:

	02 Oct	09 Oct	16 Oct	03 Nov	10 Nov	17 Nov	24 Nov	01 Dec	08 Dec	15 Dec	03 Jan	10 Jan
Assemble working team	■	■										
Feasibility study and research	■	■										
Preplanning and business planning			■									
Carry out marketing				■	■	■						
Make provisional booking						■						
Carry out risk assessment						■	■					
Complete legal documents								■				
Confirm bookings									■			
Collect deposits						■	■					
Collect parental consents						■	■					
Do additional marketing							■	■				
Arrange staffing rota										■	■	
Prepare evaluations										■		
Day of the event											■	
Evaluate the event												■



### 3.4.7 Financing the event

Teachers should ensure that learners know that it is important to monitor the financial aspects of the event closely through the use of budgets. Learners should produce budgets that include:

- the initial sources of finance and total sums available at start-up
- the anticipated items of expenditure over the period of planning and development
- clear plans regarding the allocation of funds to cover specific components of the event
- the amount and allocation of contingency funds in case of unexpected circumstances
- the anticipated profit or loss for the event.

An example of a budget for a small one-day market is as follows:

Items	Expenditure (£)	Income (£)
Loan from school for start-up		100
Income from stall bookings (60 @ £5.00)		300
Income from refreshments		150
Total Income		550
Payment for the use of field	50	
Payment for portable toilets	100	
Marketing costs	100	
Purchase of refreshments	100	
Stationery costs	20	
Repayment of loan	100	
Total Expenditure	470	
Profit		80

## 3.5 Running the event

The event is expected to be real and should therefore actually take place for successful completion of Assessment Objective 4. Learners should take photographs and complete a log of the event to help with evaluation. If, for any reason, the event does not take place (due to illness or unforeseen circumstances), a full and detailed explanation of this must be included in the evaluation.

### 3.5.1 Demonstrating excellent customer service skills during event planning and implementation

Learners should run the event according to their agreed plan, with each individual working as a member of the team. Each team member must assume their agreed role(s) positively and work with the whole team. In particular, learners will need to:

- complete the task(s) that they have been allocated
- deal politely with customers, other members of the team and any other people involved with the whole project

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- support other team members while the event takes place
- react quickly and confidently to any problems that may arise
- keep to any agreed deadlines
- know when to get help and advice from others
- evaluate as they go along, taking pictures, asking opinions from participants etc.

The assessment of learners' delivery of customer service should be completed by using at least one witness statement. Other relevant records may also be included such as: letters of acknowledgement giving details of how customer service has been implemented. This may include telephone skills, sales skills and face-to-face interactions with customers. Any written material such as letters, emails, memos, minutes of meetings etc. should be included in the coursework. These also offer a good system for later evaluation.

Learners may complete a check list for the day, each section can be completed with more detail depending on the choice of event being held and the information that helps them to ensure all aspects are completed.

## Event Plan Check List

### Targets

- Individual
- Team

### Key factors

- Income
- Promotion
- Resources required and sources
- Providers of services
- Health and safety
- Security measures

### Contingency plans

- Emergency plans
- Disruptions
- Deviations from the plans

### Role allocation and briefings

- Team structure and organisation
- Individual functions and roles
- Team member briefings

### Planning flow chart

- Dates of key meetings and critical path actions
- Deadlines
- Targets

### Allocation of resources

- Budget
- Materials
- Premises
- Staff

### Evaluation

- Methods of evaluation to monitor and assess success
- Photographs
- Witness statements completed
- Participant letters

### 3.6 Evaluation of the event

Once the event has taken place, it is important to evaluate what happened to decide if the objectives set by the team at the outset have been achieved. All participants should regard the evaluation process as an essential way of improving both individual and team performance. Learners should gather feedback on performance throughout the event, not just at the end. Personal evaluations should be undertaken and an evaluation done on the team's performance as a whole. A good way of evaluating performance is for all team members to answer questions such as:

- did we meet our objectives?
- were the key deadlines met?
- did our planning promote effective performance?
- was the event effective/successful?
- what went well and what went badly for individual team members?
- how well did the team work as a whole?
- how did working as part of a team help or hinder each individual?

In order to meet the requirements of Mark Band 3 for Assessment Strand 4, evidence for evaluation purposes can come from **witness statements** supplied by any or all of the following:

- an employee of the attraction or event attended, e.g. the tour operator, guide etc.
- the class teacher, if the learner is taking part in a Field Study residential trip
- a teacher accompanying the adventure trip.

It is expected that these statements will itemise details such as:

- the name of the learner
- the type of event
- the date of the event
- the size of the group
- the learner's contribution to the group activity
- how the learner demonstrated listening skills
- how well the learner interacted with others
- the learner's skills' development
- the initiative shown/problem solving skills demonstrated by the learner
- the signature, name and job title of the person completing the witness statement and date of the statement.

An example of a witness statement is as follows:

<b>Witness statement</b>			
<b>Name of school</b>			
<b>Name of learner</b>		<b>Date of event</b>	
<b>Group size</b>			
<b>The type of event</b>			
<b>The learner's contribution to the group activity</b>			
<b>The learner's listening skills</b>			
<b>The learner's interaction with others</b>			

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<b>The learner's skills development</b>	
<b>How the learner demonstrated initiative and problem solving skills</b>	
<b>Signatures</b>	
<b>Witness 1</b>	
<b>Job title</b>	
<b>Witness 2</b>	
<b>Job title</b>	
<b>Learner</b>	
<b>Date</b>	

The learner is expected to do each of the following in their evaluation of the event:

- comment about their own contribution to the activity and to highlight the role that they played within the group
- provide an appraisal of the group's performance during the activity and provide comments about such matters as group behaviour and learning

- make reference to their teacher's assessment of their role in the planning of the group's chosen activity
- comment about what the witnesses have said about their development of skills and their interaction with others
- comment on the relationship between the group's objectives and the actual outcomes
- comment on the effectiveness of planning and the extent to which plans were actually followed
- make appropriate recommendations about any future event
- summarise what they have learnt about the importance of thorough planning.

To help them generate additional evidence for Assessment Strand 4, learners could devise and carry out a questionnaire survey amongst the various group members. For example, participants might be asked to give some feedback based on their experience of the activity and to circle the most appropriate number on the scale below.

	Poor					Excellent				
Quality of the activity as an experience	1	2	3	4	5	6	7	8	9	10
How well the activity met your expectations	1	2	3	4	5	6	7	8	9	10

Participants of the event could then be asked the following questions:

- how would you summarise your experiences of the event?
- what was most enjoyable?
- what was least enjoyable?
- what would have made it better?
- do you have any other comments or suggestions?

The structure of such a questionnaire would allow learners to gather both quantitative and qualitative data for analysis. The 'quality' and 'expectations' ideas allow the learner to quote precise figures in their evaluative analysis, and the subsequent questions will give the learner very reliable feedback, to inform planning of any future group tourism activity.





## Section 4: Assessment and moderation

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

The first stage of the coursework task is for candidates to discuss ideas for appropriate travel and tourism events that they could run. Once feasibility studies have been conducted and an event chosen it is highly recommended, particularly if you are new to teaching this syllabus, to submit a Coursework Proposal Form. The Coursework Proposal Form must be submitted to Cambridge for comment by the preceding **15 December** for the **June examination series** and by **15 May** of the same year for the **November examination series**. All forms mentioned in this section are available from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (9395) and your Centre number, after which it will take you to all relevant forms and information. Examples are included at the end of the section.

### 4.1 Assessment

The teacher marks the coursework using the marking criteria provided in the assessment of coursework section of the syllabus booklet, after which moderation takes place according to Cambridge procedures. When assessing learners' work, the teacher must make annotations throughout the coursework and where appropriate show where the learners have moved through the mark boundaries.

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

The assessment criteria for coursework is as follows:

There are 50 marks in total subdivided across four strands:

Strand 1 Working in a team (12 marks)

Strand 2 Choosing the event (13 marks)

Strand 3 The business plan (12 marks)

Strand 4 Running and evaluating the event (13 marks)

#### Weightings of the assessment objectives across the strands

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

### **Marking: general principles**

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

The Mark Bands within each Assessment Strand build upon each other and when assessing the work the teacher should carefully consider the coursework evidence in light of the descriptions within the table, awarding marks as specified.

When deciding which Mark Band to place a learner in, the teacher begins by searching for evidence that the learner has fulfilled the criteria for the lower end of Mark Band 3. If the learner has provided evidence in the coursework that fulfils the criteria for achievement of the lower end of Mark Band 3, the teacher then assesses the extent to which the learner has fulfilled the criteria for achievement at the upper end of Mark Band 3. Having done this, the learner can then be awarded a mark for the Assessment Objective. However, if the teacher does not consider the learner to have fulfilled the criteria for the lower end of Mark Band 3 they should apply the same process for assessing whether the learner should be placed in Mark Band 2 and then if necessary for Mark Band 1.

Once the teacher has decided which Mark Band to place the learner in, and then whether to place them in the lower or upper end of the Mark Band, they can award the learner a final mark for the Assessment Objective. They should then fill in the relevant section of the Candidate Record Card. Examples of completed Candidate Record Cards can be found in the appendices for each of the exemplar pieces of coursework.

The next section considers each Assessment Strand in turn.

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

Provide an overview of the team: <ul style="list-style-type: none"> <li>• structure</li> <li>• roles/responsibilities</li> </ul> Produce evidence of the team working: <ul style="list-style-type: none"> <li>• record of meetings</li> <li>• logs</li> <li>• photographs</li> <li>• witness statements</li> </ul>	<b>Band 3 (9–12 marks)</b> At the upper end (11 or 12 marks), the record of contribution shows a full and valuable role in the selected group event with the ability to deal effectively and sympathetically with complex issues, displaying good interpersonal skills. At the lower end (9 or 10 marks), there will be evidence of a constructive and competent contribution to planning, preparation and running of the group event demonstrating the ability to perform under pressure and to cooperate with others to meet the aims and objectives.
	<b>Band 2 (5–8 marks)</b> At the upper end (7 or 8 marks), there will be clear evidence of contributing to effective planning, preparation and running of the group event. At the lower end (5 or 6 marks), the record of contribution shows consistent involvement in the selected event and ability to work as a team member; some evidence of ability to deal with any complex complaints or problems experienced during preparation and actual event management.
	<b>Band 1 (1–4 marks)</b> At the upper end (3 or 4 marks), the record of the candidate's contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; work will have several inaccuracies/omissions. At the lower end (1 or 2 marks), the candidate's performance as part of the team is minimal and is only just sufficient to show participation in event planning and performance.
	<b>Band 0 (0 marks)</b> No rewardable content.

Assessment Strand 1 assesses the completeness of organising and working as part of a team. Band 3 shows a high level of contribution demonstrating an ability to deal effectively with an array of complex issues.

**Candidate 1** in Appendix One does show meeting notes to demonstrate a record of the planning process, however the information included is weak and lacks in-depth detail of the candidate's involvement hence only Mark Band One is allowable.

**Candidate 2** in Appendix Two has missing evidence such as a detailed log which outlines their full involvement. Work is also a little muddled and not presented in a systematic way. This means that the candidate was not placed in Mark Band 2.

**Candidate 3** in Appendix Three has shown evidence of his/her own role in ensuring that effective planning, preparation and running of the event was carried out. This resulted in candidate 3 being placed in mark Band 3.

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

<p>Produce 2–4 feasibility studies, each should include:</p> <ul style="list-style-type: none"> <li>• a simple concept plan</li> <li>• potential customers</li> <li>• needs/wants of customers</li> <li>• resource needs</li> <li>• SWOT analysis</li> <li>• risk assessment</li> <li>• potential barriers</li> </ul> <p>Analyse results of feasibility studies and select an event*:</p> <ul style="list-style-type: none"> <li>• give reasons for the final choice</li> </ul> <p>* A Coursework proposal form can be submitted to Cambridge for approval, this is recommended if you are new to teaching this course.</p>	<p><b>Band 3 (10–13 marks)</b></p> <p>At the upper end (12 or 13 marks), research into at least two and up to four feasibility studies provided, analysis of studies produced, decision as to which event to hold has been clearly justified.</p> <p>At the lower end (10 or 11 marks), there is clear evidence of research using a broad range of sources and at least two feasibility studies are fully considered. The work is clearly indexed and research is relevant.</p>
	<p><b>Band 2 (6–9 marks)</b></p> <p>At the upper end (8 or 9 marks), overall research is mostly relevant. There is clear use made of most of the findings of the research to inform the running of the group event appropriately.</p> <p>At the lower end (6 or 7 marks), there is clear evidence of research from different sources such as searching for alternatives in terms of costs, resources and project ideas. At least two feasibility studies are considered.</p>
	<p><b>Band 1 (1–5 marks)</b></p> <p>At the upper end (4 or 5 marks), research is not always relevant and the candidate does not always use the findings of research effectively. There is just sufficient analysis to enable the group event to take place and there is little attempt to address contingency plans or to research alternatives in case of problems.</p> <p>At the lower end (1 to 3 marks), there will be evidence of only some research from limited sources and the feasibility studies are not considered in enough detail or are not considered at all.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

The Mark Bands for Assessment Strand 2 look at the assessment of between two to four feasibility studies. Analysis of feasibility studies allows candidates to attain Mark Band 3. The teacher should consider the candidate's work and decide the extent to which the candidate has carried out and used research to inform his/her feasibility studies and the management of his/her event.

**Candidate 1** in Appendix One has only carried out very limited feasibility studies and although they have carried out research, it is not always relevant, leading to them being placed in the upper end of Mark Band 1.

**Candidate 2** in Appendix Two has clearly carried out feasibility studies, which means they could be considered for Mark Band 3. Their feasibility studies are not fully considered however, and so they were placed in Mark Band 2.

**Candidate 3** in Appendix Three has shown evidence of conducting full feasibility studies, of using a broad range of research sources and of indexing their work, which means that they can be placed in Mark Band 3. However, their contingency planning is not fully discussed, which means that they were placed in the lower end of Mark Band 3.

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

<p>The plan presented has details of the following aspects of the chosen event:</p> <ul style="list-style-type: none"> <li>• aims/objectives</li> <li>• customers</li> <li>• marketing/promotion</li> <li>• resource needs</li> <li>• team roles</li> <li>• staffing</li> <li>• timescales</li> <li>• health, safety and security</li> </ul>	<p><b>Band 3 (9–12 marks)</b></p> <p>At the upper end (11 or 12 marks) the plan will show an understanding of purpose, some application of relevant skills (financial, marketing, risk assessment, customer service), understanding of team roles and functions. Timescales will be logical, achievable and realistic.</p> <p>At the lower end (9 or 10 marks), the plan presented provides clear details of all the listed aspects (detailed in the column to the left) with no omissions. Furthermore the evidence presented will reflect the consideration of all aspects of the event’s management.</p>
	<p><b>Band 2 (5–8 marks)</b></p> <p>At the upper end (7 or 8 marks), the overall plan will be realistic in terms of the event’s management, showing knowledge and understanding.</p> <p>At the lower end (5 or 6 marks), the plan has some omissions but only one or two of the listed aspects (detailed in the column to the left) will have been left out.</p>
	<p><b>Band 1 (1–4 marks)</b></p> <p>At the upper end (3 or 4 marks), the plan may be unrealistic but it will incorporate some learning from other areas of study within travel and tourism; and the listed aspects (detailed in the column to the left) have been covered with some development.</p> <p>At the lower end (1 or 2 marks) the plan is brief and will have serious omissions and three or more of the listed aspects (detailed in the column to the left) will have been left out.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

Assessment Strand 3 assesses the completeness of the candidate’s business plan for the event and how well it reflects the need to plan for all aspects of the proposed event. Band 3 shows a high level of understanding and application of skills that candidates’ have learnt whilst studying Travel and Tourism.

**Candidate 1** in Appendix One has covered very few of the sections required with at least two sections missing of the business plan and therefore only achieves Mark Band 1.

**Candidate 2** in Appendix Two did not contain all the elements specified, although the sections covered were realistic, showing a good understanding of the legal requirements for the Travel and Tourism visit.

**Candidate 3** in Appendix Three demonstrated a well-structured portfolio with the all sections of the plan completed. However, the plan itself did not merit being placed at the upper end of the band as there was limited evidence of the application of knowledge and skills learnt during their Travel and Tourism studies.

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

<p>Provide evidence of the event:</p> <ul style="list-style-type: none"> <li>• photographs</li> <li>• witness statements</li> </ul> <p>Evaluate the success of the event:</p> <ul style="list-style-type: none"> <li>• achievement of original aims</li> <li>• effectiveness of business plan</li> <li>• effectiveness of resources</li> <li>• recommendations for improvement</li> </ul> <p>Evaluate self as part of team:</p> <ul style="list-style-type: none"> <li>• demonstrated excellent customer service skills</li> <li>• worked effectively as part of a team</li> <li>• good communication skills</li> <li>• other appropriate skills</li> <li>• recommendations for personal improvement</li> </ul>	<p><b>Band 3 (10–13 marks)</b></p> <p>At the upper end (12 or 13 marks), the work makes detailed and realistic recommendations for improvement which are well considered. This confirms the candidate’s ability to analyse and reflect on areas for future development. The candidate presents work logically, with use of appropriate terminology, so that meaning is clear and accurately conveyed. The work shows full understanding.</p> <p>At the lower end (10 or 11 marks), the work contains a comprehensive evaluation of both the candidate’s own performance and the team’s performance. All stages of the event are covered through the use of evaluative tools.</p>
	<p><b>Band 2 (6–9 marks)</b></p> <p>At the upper end (8 or 9 marks), the work includes valid recommendations. The candidate presents materials suitably with appropriate use of terminology and work will show good understanding.</p> <p>At the lower end (6 or 7 marks), the candidate evaluates both their own performance and the team’s performance during and after the event and makes limited but realistic recommendations for improvement. Not all aspects are fully covered.</p>
	<p><b>Band 1 (1–5 marks)</b></p> <p>At the upper end (4 or 5 marks), the candidate makes some limited recommendations for improvement and many ideas may be unrealistic. Use of terminology is not always accurate and lacks detail and accuracy in content.</p> <p>At the lower end (1 to 3 marks), evaluation of own performance and the team’s performance during and after the event is limited with only simple facts, comments or statements.</p>
	<p><b>Band 0 (0 marks)</b></p> <p>No rewardable content.</p>

Assessment Strand 4 requires consideration of the detail and comprehensiveness of the candidate’s evaluation of their own performance and that of the team, the extent to which they have made realistic and valid recommendations for improvements in both and their use of appropriate presentation techniques and terminology.

**Candidate 1** in Appendix One has produced a comprehensive customer feedback questionnaire, but the lack of comment on their own performance and that of the team means that they have to be placed within Mark Band 1.

**Candidate 2** in Appendix Two, has evaluated their own performance and their work contains feedback and a witness statement from their teacher, but their comments and recommendations are limited so they have been placed in Mark Band 2.

**Candidate 3** in Appendix Three has comprehensively evaluated their own work and that of the team with clear comments on the problems encountered and recommendations for improvement, meaning that he/she has been placed in Mark Band 3.

## 4.2 Moderation

The purpose of moderation is to check that each Centre has correctly awarded coursework marks according to the standard set out in the syllabus.

### Internal moderation

If more than one teacher/examiner is involved with the marking of coursework within a Centre, the Centre must make arrangements for the marks for each of the four strands of the assessment criteria to be moderated internally for the whole Centre. This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator). If the marking of any teacher is found to be lenient or severe, it should be adjusted to bring it in line with the rest of the Centre's marking. Once the Centre assessments have been internally moderated, they will then be externally moderated by Cambridge. The internally moderated marks for all candidates must be recorded on the Summary Coursework Assessment Form. This form, and the instructions for completing it may be downloaded from the Cambridge website [www.cie.org.uk/samples](http://www.cie.org.uk/samples)

### External moderation

External moderation of internal assessment is carried out by Cambridge. Centres must submit the internally assessed marks of all candidates to Cambridge. Centres must also submit the internally assessed work of a sample of candidates to Cambridge. Details of which candidates are to be included in the sample can be found on the samples database at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The deadlines and methods for submitting internally assessed marks and work are in the Cambridge Administrative Guide available on our public website at [www.cie.org.uk](http://www.cie.org.uk)

This sample should represent the spread of marks across the entire ability range of the cohort, to include the top scoring piece of coursework, some middle range marks and the lowest scoring piece of coursework. The sample should include a balance of work from candidates across all teaching sets and different assessors. This work will have been assessed and internally moderated in accordance with the above descriptions. The completed Individual Candidate Record Cards and the relevant Coursework Assessment Summary Form(s) for all candidates must accompany the submitted coursework sample.

It might be necessary for Cambridge moderators to call for a further sample of work, beyond the original submission. Full details of this further sample would be addressed to the named Examinations Officer at the Centre.

Centres are asked to retain copies of all Record Cards and Summary Forms until the publication of results.

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

## Example of a Coursework Proposal Form

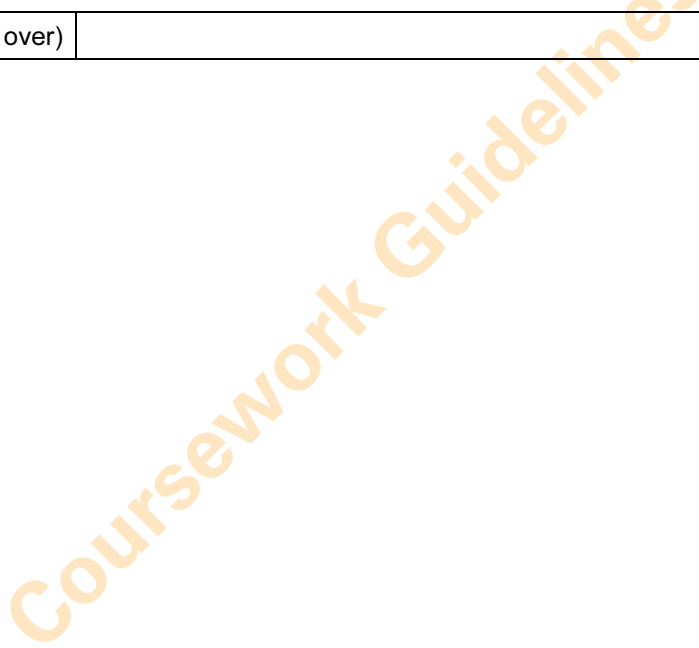
### OUTLINE PROPOSAL FORM

for GCE A/AS Level Examinations

Please read the instructions printed overleaf before completing this form

Name of Centre		Centre Number	
Candidate Name (if required)		Candidate Number	
Syllabus Title		Syllabus Code	
If this is a re-submission, please check box <input type="checkbox"/>		Component Number	
Examination/Assessment Session: June <input type="checkbox"/> November <input type="checkbox"/>		Year	

Title of Proposal	

Details of Proposal (see over)	
	
	Date <input type="text"/>

Comments:			
	Adviser's Initials <input type="text"/>	Date <input type="text"/>	

For CIE use only:	APPROVED	APPROVED WITH PROVISIO (see comments)	NOT APPROVED	More information required	Approval not required; please see comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 Type information in the spaces provided.
- 2 One form should be used for each candidate (except in certain cases where only one form for the subject is required). If extra space is required to complete the outline proposal a second OPF should be used.
- 3 Please ensure that the appropriate boxes at the top of the form are completed. If this portion is not correctly completed, it will be necessary to return the form.
- 4 The outline should normally include:
  - (i) the title or aim of the piece of work;
  - (ii) the methods to be used to collect and analyse information and data and, where possible and appropriate, a brief list of sources;
  - (iii) a bibliography (in appropriate syllabuses only);
  - (iv) Art and Design submissions should also clearly identify sources for first hand study and other sources and contacts; such as interviews, gallery visits etc. Any teacher's comment can be added at the bottom of the 'Details of Proposal' box;
  - (v) Design and Technology: an indication of the anticipated project outcome, solution or artefact.
  - (vi) Design and Textiles: provide a copy of the Practical Test Task and the Mark Scheme to the proposal as an attachment.**
  - (vii) Travel and Tourism: Advanced Subsidiary and Advanced Level Travel and Tourism submissions should briefly summarise the chosen event and its duration, the target customers, the aims of the group and the number of members in the group.
- 5 The completed form must be emailed **before the candidate starts the work**. The form will be returned with the adviser's comments **and should be included in the completed study after the title page**.
- 6 The form should only be completed after reading the relevant coursework sections of the syllabus and emailed, via the centre, to **CIEOPF@cie.org.uk**. A copy of the proposal form should be retained. The completion of this form is optional for some subjects and compulsory for others.
- 7 Proposals which are being re-submitted must be accompanied by the original proposal; those candidates adjusting their proposal in line with the adviser's comment need not resubmit.
- 8 Centres will receive acknowledgement of receipt of the proposal within 5 working days of submission. If this is not received please telephone Cambridge International Examinations Customer Services on 01223 553554.
- 9 Centres should expect to receive the outcome for their proposal within 3 weeks from acknowledgement. If this is not received please telephone Cambridge International Examinations Customer Services on 01223 553554.

## Example of an Individual Candidate Record Card

### Cambridge International Travel & Tourism

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

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

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

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

Coursework Guidelines

**Travel & Tourism 9395/02**  
**Individual Candidate Record Card**  
**Cambridge International GCE AS and A Level**

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

<b>Exam Series</b>		<b>Year</b>					
--------------------	--	-------------	--	--	--	--	--

<b>Centre Name</b>		<b>Centre Number</b>					
--------------------	--	----------------------	--	--	--	--	--

<b>Candidate Name</b>		<b>Candidate number</b>					
-----------------------	--	-------------------------	--	--	--	--	--

<b>Assessment Criterion</b>	<b>Mark</b>
AO1 Demonstration of Knowledge, Skills and Understanding (max 12 marks)	
AO2 Application of Knowledge, Skills and Understanding (max 12 marks)	
AO3 Evidence of Analysis and Research (max 13 marks)	
AO4 Evaluation and Decision-Making (max 13 marks)	
<b>Total (max 50)</b>	

**Authentication by the teacher**

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

<b>Signature</b>		<b>Date</b>	
<b>Internal Moderator</b>		<b>Date</b>	

## Example of a Coursework Summary Assessment Form

### Cambridge International AS and A Level Travel & Tourism

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

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

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

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

### 6. Please keep a copy of the Coursework Assessment Summary Form(s) for your records.

#### External Moderation

1. University of Cambridge International Examinations sends a computer-printed Coursework mark sheet to each centre showing the name and index number of each candidate. Transfer the total internally moderated mark for each candidate from this *Coursework Assessment Summary Form* to the computer-printed Coursework mark sheet.
2. Despatch the top copy of the computer-printed Coursework mark sheet (MS1) to the Ministry or Cambridge, as appropriate in time to allow external moderation to take place by the deadline for submitting internally assessed marks as set out in the Cambridge Administrative Guide available on our website.

3. Send samples of the candidates' work covering the full ability range, together with this form and the second copy of MS1 by the deadline for submitting internally assessed marks as set out in the *Cambridge Administrative Guide* available on our website.
4. If there are 10 or fewer candidates submitting Coursework, send all the Coursework that contributed to the final mark for every candidate.
5. If there are more than 10 candidates, send the number of pieces of coursework as follows: The marks of the candidates' work selected should cover the whole mark range with marks spaced as evenly as possible from the top mark to the lowest mark.

number of candidates entered	number of candidates whose work is required
11-50	10
51-100	15
above 100	20

6. If different teachers have prepared classes, select the samples from the classes of different teachers.



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## Section 5: Examples of marked coursework projects

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This section includes three examples of marked, candidate coursework.

Each example has been scanned and includes all the spelling and grammatical errors found on the original copies.

Some illustrations, letters and promotional material have been referred to, but not all have been included.

References to the names of individuals, groups of individuals and photographs of individuals have been removed and replaced with an 'X'.

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

	Page
Candidate 1 .....	32
Candidate 2 .....	109
Candidate 3 .....	151

## Candidate 1

Comments on Candidate 1's work

Assessment Objective	Band and mark awarded	Comments
Mark Strand 1	Mark Band 1 4 marks	The candidate has included some meeting notes. There is a limited record of the candidate's involvement and role in the team itself; more detail is required in these records in order to fulfil the criteria for a higher mark band. The candidate has included a travel itinerary and photographs of the event which are useful. There is limited evidence provided of the candidate's role and involvement.
Mark Strand 2	Mark Band 1 2 marks	The feasibility studies provided by this candidate are limited, discussing general types of travel and tourism events rather than specific identified possibilities. An underdeveloped SWOT analysis has been included as evidence of the event selection. Some research has been conducted but it is not clear how it is relevant to the candidate's coursework.
Mark Strand 3	Mark Band 1 4 marks	The coursework has not been presented in a logical order which makes it difficult to follow. Some additional sections have been included at the beginning that are not relevant to the coursework. Some sections are missing from the business plan, such as legal and resource requirements and the marketing plan.
Mark Strand 4	Mark Band 1 4 marks	The feedback questionnaire and analysis are good. There has been no evaluation of the candidate's own performance, or that of the team as a whole. No witness statements have been included. No recommendations for improvements to future events have been made.

This was a good choice of event but planning and delivery was not well executed. The coursework sections were muddled and had not been approached in a systematic way. Clearer sections and a checklist would have helped the candidate to ensure that all aspects of the Assessment Objectives were completed.



## 9395 Travel and Tourism Paper 2 Coursework Guidelines

## TRAVEL AND TOURISM

GCE Advanced Subsidiary Level and  
GCE Advanced Level 9395

## Paper 2: Planning and Managing a Travel and Tourism Event

## Candidate Record Card

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

<b>Examination session</b>	June/ <span style="background-color: black; color: black;">XXXXXXXXXX</span> *	*please delete as necessary	<b>Year</b>	2	0	1	1
----------------------------	--	-----------------------------	-------------	---	---	---	---

<b>Centre name</b>	<i>Insert name of school</i>
--------------------	------------------------------

<b>Centre number</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>Insert Centre number</i>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	-----------------------------

<b>Candidate name</b>	<i>Insert Candidate name</i>	<b>Candidate number</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-----------------------	------------------------------	-------------------------	----------------------	----------------------	----------------------	----------------------

*Insert candidate number*

Assessment Criterion	Mark
AO1 Demonstration of Knowledge, Skills and Understanding (max. 12 marks)	4
AO2 Application of Knowledge, Skills and Understanding (max. 12 marks)	4
AO3 Evidence of Analysis and Research (max. 13 marks)	2
AO4 Evaluation and Decision-Making (max. 13 marks)	4
<b>Total (max. 50)</b>	<b>14</b>

## Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_ Date \_\_\_\_\_

CCS154



UNIVERSITY of CAMBRIDGE  
International Examinations

9393/02/CW/11

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Projection of work months	MARCH				APRIL				MAY				JUNE				JULY				AUGUST							
	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Weeks																												
Investigation of potential travel and tourism event																												
Selection of event																												
Aims and objectives of the event																												
Research on chosen event																												
Demonstration of customer service skills																												
Realization of the event																												
Evaluation of the event																												
Feasibility study																												
Research and development																												
Planning of the event																												

⇒

Problem having:

At start I have no idea about how am I going to plan this project but I make some research on the Internet and ask my teacher about some information which can help me to make the project.

Definition of a Food & Beverages Supervisor:

### Food & Beverage Service Supervisor

The food and beverage service supervisor directs and schedules kitchen, bar staff and food and beverage servers. During peak hours they may assist in seating or serving customers and ensure the cleanliness and general look of the dining room. The food and beverage service supervisor may also maintain inventory and control costs.

### Responsibilities:

- Participates in the recruitment, selection, and training of staff
- Supervise and schedule food and beverage staff
- Ensure customer satisfaction
- Resolve customer complaints, as well as internal conflict amongst staff
- Order and maintain inventory control costs

As a Food and Beverages supervisor of the team I must look after all the problem and planning relying with food and drinks for all the persons in the Guided Tour for the participants as well as for the Team guides. I must also look for the foods and drinks and also of the decoration and exhibition.

A Tour at Domaine De La Grave

At the park my role is to see that everybody is satisfied with the foods and drinks. Before going to Domaine De La Grave, I made a research on what type of foods and drinks that everybody would like and I concluded that everybody likes roasted chicken, chips, sausages, bread than rice as it would be difficult to bring and to share these things on the mountain.

**My role is also to ensure that my service is highly appreciated. Also during the hiking biscuits and water will be distributed to the tourists.** They shall share their foods when they arrived at the park.

At the Exhibition

Everything is alright and I get some help with some friends to decorate the hall and to prepare and to buy everything..

The unique problem I have is to find some sponsors because we have a lack of money to realize the project..

ACKNOWLEDGMENT

I thanks all the person who has contribute to achieve my project;  
X all my friends, which without them my project would not be  
achieve. X

I want to say a big thanks to a dearest friends which help me a lot and an  
which did not refuse to help me at any time; X

I say a big thanks also to all our sponsor;

X shop X

X

### Mauritius at a Glance

Mauritius will enchant you, will uplift your soul, making you feel that you belong to the chosen few. Every visitor enjoys personal attention. Every encounter is an opportunity to discover a friendly face. Behind each smile lies the promise of a unique holiday.

The island set in its turquoise sea offers a multiple of colors and tastes. It is an oasis of peace and tranquility where past and present are smoothly blended.

### HISTORY

- Mauritius was named after the Dutch Prince Maurice Van Nassau.
- Capital PORT-LOUIS.
- 1598 The Dutch who were the first to colonise Mauritius, named it after their ruler, Prince Maurice Van Naussau. Ebony forests were destroyed by overexploitation and the dodo was exterminated. It later became the symbol of endangered animal species and conservation worldwide.
- 1710 Dutch left Mauritius.
- 1715 French took possession of the island and re-named it "Isle de France.
- 1721 Governor Mahe de Labourdonnais founded Port Louis, which later became the capital.
- 1835 British Abolished Slavery  
As the newly freed slaves refused to work in the plantations, indentured labourers were brought in from India. Chinese and Muslim traders were also attracted to these shores. Hence the melting pot which now constitute the population of Mauritius.
- 1968 Mauritius gained its independence.  
Sir Seewoosagur Ramgoolam became the first Prime Minister. Mauritius still forms part of the British Commonwealth and follows the Westminster pattern of Government.
- 1992 Mauritius became a Republic  
Languages: English is the official language. French and Creole are commonly used. Hindi and Bhojpuri are also spoken. Many hotel employees are fluent in German, Italian and Spanish.

### GOVERNMENT

Democratic state based on the Westminster model. 62 Members of Parliament elected every 5 years. The President is the head of the state but constitutional power is vested in the Prime Minister and the Cabinet.

### ECONOMY

The Mauritian Economy rests on four main pillars: Tourism, Sugar, Textile and Services Sector. The main pillar economic of Mauritius is Tourism, long ago it was sugar cane but now the sugar cane has lost his value and now the economy of Mauritius rely on tourism.

### RELIGION

In the multi-ethnic culture of Mauritius, Hinduism, Christianity, Islam and buddhism, co-exist peacefully and harmony.

### CURRENCY

The Mauritian Rupee (Rs)

Coins: 5c, 20c, 50c, Rs1, Rs5, Rs10, Rs20

Notes: Rs25, Rs50, Rs100, Rs200, Rs500, Rs1000, Rs2000,

Change counters at the airport.

Foreign currency notes, drafts, travelers cheque and other banking instruments may be carried to Mauritius without restriction.

## Profile of the Mauritian Market

### Republic of Mauritius

**Population (2007 est.):** 1,250,882

**Monetary unit:** Mauritian rupee

**Labor force:** 552,700

**Languages:** English less than 1% (official), Creole 81%, Bojpoori 12%, French 3%

**People:** Hindu Indo-Mauritian, 51%; Creoles, 27%; Muslim Indo-Mauritian 17%; Others 5%

**Area:** 1,865 sq km

**Head of State:** Sir Anerood Jugnauth

**Prime Minister:** The Hon Dr Navinchandra Ramgoolam (appointed July 2005)

**GDP:** US\$7.03 billion (2007 estimate)

**Annual Growth:** 5.6% (2007 estimate)

**Inflation:** 8.8% (2006 estimate)

**Major Industries:** EPZ (Export Processing Zone) enterprises (mainly textiles), tourism, sugar, financial services

**Major trading partners:** (Exports) UK, France, USA; (Imports) France, South Africa, India, China, UK

**Exchange rate:** Mauritian Rupees: US\$ (av.2007) 31.978.



# FEASIBILITY STUDY

My name is ~~X~~ Myself, am a student of H.S.C in  
.19 years old and is very Friendly.  
My friends and me is doing this project to know more about the tourism industry. Personally am very interesting in the tourism fields and i want to make my career in the tourism industry. I also do this project to have an idea of what is happening in the tourism industry. In all types of tourisms, i prefer Adventure tourism because i nature, danger and sports activity.

### Types of Tourism in Mauritius

- 1 Eco-tourism
- 2 Mass tourism
- 3 Cultural-tourism
- 4 Medical tourism
- 5 Adventure tourism

There are many other type of tourism, but Mauritius involve more in these 5 type of tourism.

### ECOTOURISM

Mauritius is not just about sun, sea and sand. There is a whole "nature" dimension to experience inside the island, in the midst of its lush vegetation. Being of a volcanic origin, Mauritius offers a haven of natural beauty.

Ecotourism also known as ecological tourism, is a form of tourism that appeals to ecologically and socially conscious individuals. Generally speaking, ecotourism focuses on volunteering, personal growth, and learning new ways to live on the planet. It typically involves travel to destination where flora, fauna, and cultural heritage are the primary attractions.

Ecotourism is also called green or responsible tourism. It is a form of recreational activity in natural surroundings whereby there is social and cultural responsibility, it is environmentally friendly and it is economically viable.

*• Hence, many of them found that the environment not clean. This is due to the rain. There were mud, and it was slippery; and also there was garbage.*

### CRITERIA

Those who implement and participate in ecotourism activities should follow the followings ecotourism principles:

- Minimize impact(eg while visiting a site or forest)
  - Build environmental and cultural awareness and respect.
  - Provide positive experiences for both visitors and hosts.
  - Provide direct financial benefits and empowerment for local people.
  - Provide direct financial benefits for conservation.
  - Raise sensitivity to host countries political,environmental and social climate.
- Ideally,ecotourism should satisfy several criteria such as:
- conservation of biological diversity and cultural diversity through ecosystem protection-promotion of sustainable use of biodiversity by providing jobs to local populations.

### MASS TOURISM

'Mass tourism' are group are tourist which are not care of nothing,they just come to have a lot of fun and did not respect anything around them.

- No efforts are made to conserve the national identity of the locals.
- Economic benefits are not equally distributed to the locals,and there is lack of cultural preservation.
- No information or education is given to the host community or tourists on environmental practices.
- Tours are organised without stressing the importance of the environment.
- There is no briefing on customs or beliefs of natives at a particular destination.

### CULTURAL TOURISM

'Cultural tourism'(or culture tourism) is the subset of tourism concerned with a country or region's culture,especially its.It generally focuses on traditional communities who have diverse custom,unique form of art and distinct social practices,which basically distinguishes it from other types/forms of culture.Cultural tourism includes tourism in urban areas,particularly historic or large cities and their cultural facilities such as museums and theatres.It can also include tourism in rural areas show casing the traditions of indigenous cultural communities (i.e festival,rituals),and their values and lifestyle.it is generally agreed that cultural tourists spend substantially more than standard tourists do.This type of tourism is also becoming generally more popular throughout Europe.

### MEDICAL TOURISM

Medical tourism (also called medical travel,health tourism or global health care) is a term initially coined by travel agencies and the mass media to describe the rapidly-growing practice of traveling across international borders to obtain health care.

Mauritius offers a unique opportunity of combining healthcare,wellness and leisure.It is the perfect tropical destination where you can find excellent medical treatment and wellness centres.

Mauritius invest money in this type of tourism because such services typically include elective procedures as well as complex specialized surgeries such as joint replacement (knee/hip), cardiac surgery, dental surgery, and cosmetic surgeries cost a lot of money in other countries, but in Mauritius offer the same services but at a more cheaper price than in other countries.Mauritius is ideal when it comes to medical tourism.You can enjoy a relaxing vacation while improving your health.

## ADVENTURE TOURISM

Adventure Travel is a type of tourism involving exploration or travel to remote, exotic and possibly hostile areas, where the traveler “should expect the unexpected”. According to the U.S.- based Adventure Travel Trade Association, “adventure travel” may be any tourist activity including two of the following three components: a physical activity, a cultural exchange or interaction, and engagement with nature.

Adventure tourism gains much of its excitement by allowing its participants to step outside of their comfort zone. This may be from experiencing culture shock, or through the performance of acts that require significant effort and involve some degree of risk (real or perceived) and/or physical danger. This may include activities such as mountaineering, trekking, bungee jumping, mountain biking, rafting and rock climbing.

Access to inexpensive consumer technology with respect to navigation systems, flashpacking, social networking and photography have increased the worldwide interest in adventure travel.

Adventure Travel appears to have developed of the broader, wider growth of traditional outdoor and wilderness recreation during the 20<sup>th</sup> century. Unlike other forms of recreation, adventure travel offers a unique opportunity in which participants become more experienced and pursue extended scales of “adventurous endeavors” [Ewert 1989] referred to this notion as the adventure pursuit.

We choose guided tour to work and at the same time have fun. Guided tour is a good job where there would not have monotonous time. Working the for Adventure tourism is a pleasure.

My group have decided to take Adventure tourism because it the more funniest,also because we like the nature,exciting activities where we have no idea what could happen and also because we physical activity and Adventure tourism give us all that we like,that why we have choose it.

It may have been Iso-Ahola (1980) who initially conceptualized the fundamental motivations as to why people engage in outdoor recreation.He clearly identified two dimensions 'an attempt to achieve something' and 'an attempt to avoid something.Ewert (1989) argued that in the case of adventure travel,this definition should be extended to include a third dimension.'Risk-taking.'Manning (1986) reported that motives for participation in out door recreation generally consist of a desire for achievement, affiliation, control, escape,and self-awarness.In addition, it should be note that the motives for participation in adventure travel are also interrelated with activities.In a more comprehension manner,Hall [1992] tried to categories the motivations associated with adventure travel into risk seeking,self discovery,self-actualization,contact with nature and social contact.

Adventure Tourism make people, for a moment forget their problems and feel free with nature.With adventure tourism people have a lot of good time,far from their problems in nature people try to evacuate their stress.

### REALISATION

Our presentation has been made in our class which has very well decorated by our members of the group which contribute a lot to achieve the presentation.

All our guests inviting guests has come and to seems to be very happy to found a such a good presentation.

All the member of the group wearing white shirt and black trousers and it is very fashion.

## CONFERENCE

### Definition of Conference

A conference usually refers to a grouping of teams, typically (and loosely) based on geographical location. Sometimes if there are many teams a conference can be split into divisions.

A prearranged meeting for consultation or exchange of information or discussion among (especially one with a formal agenda)

### Advantages of Conference

- Sharing of ideas
- Solving of problems with collaboration of all the members
- Easily to communicate with all the members of the group

### Disadvantages of Conference



### EXHIBITION

- An act of showing or displaying.
- The act or instance of exhibiting.
- A large-scale public showing, as of art objects or industrial or agricultural products.

STRENGTH

This has advantages for access to and dissemination of photographs in collections.

- Strong awareness around the world.
- Viewed as an Up-market destination worldwide.

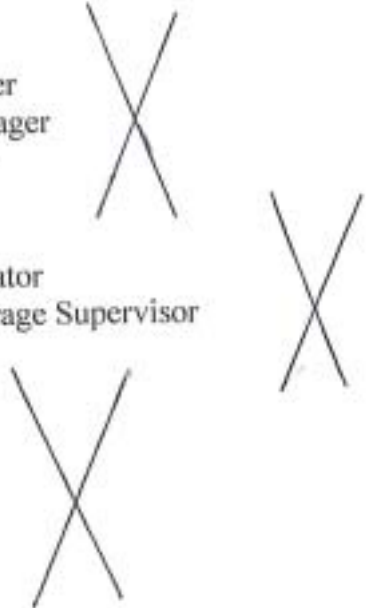
WEAKNESS

Many of the disadvantages of inkjet printers are addressed by third-party.

- Language problems
- Lack of marketing budget for promotion

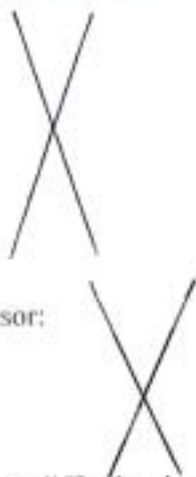
**Management Team and Personnel**

Chairman  
Finance Manager  
Marketing Manager  
Sales Manager  
Secretary  
Fund Raiser  
Venue Coordinator  
Food and Beverage Supervisor  
Chief Guide  
Guide  
Guide  
Guide  
Guide  
Guide  
Guide



### Management Team & Key personnel

The Chairperson:  
The Finance Manager:  
The Sales Manager:  
The Marketing Manager:  
The Secretary:  
The Fundraiser:  
The Venue Co-ordinator:  
The Chief Guide:  
Food and Beverage Supervisor:  
Guide:



The Chairperson:

The Chairperson had the most difficult role, requiring a strong personality. He took an overview of the whole project and must steer it in the right direction. The chairperson must be able to motivate others and resolve conflicts. They must be able to take control and make decisions when necessary. They should also be multi-tasking as they must know what each team member is supposed to achieve, and should, therefore, offer support as needed. It is a good idea to elect the chairperson so that team members are happy with the choice. He will also have to chair meetings

The Finance Manager:

This person should be numerate and good at accounts. They should pay attention to detailed and be totally honest. Depending on the project, the finance manager may be controlling large sums of money .If you have a project bank account; the bank will expect you to appoint two signatories to safeguard your funds. The finance manager will not make decisions about expenditure but will implement the decision of the team

The Sales Manager:

This person should be extrovert in order to fill this position, as she will have to approach people and persuade them to buy your service or tickets to your event .She will be managing a team sales people so they must be a good organizer to ensure comprehensive sales coverage and a good motivator

The Marketing Manager:



This people should be dynamic and creative .He will have to oversee the marketing overall project. He will need good communication skills to liaise with people outside the team, such as journalists. He will be a good motivator, as he will have to manage a team working on advertising material, press releases

The Secretary:



The secretary needs to have faultless English .It is essential that any written communication that comes from team is spelt correctly and is free from grammatical errors, otherwise her professionalism may be undermined. The secretary will undertake tasks such as writing letters, memos and faxes, on behalf of the team. She will also responsible for taking minutes in meetings then to the team. An eye for detail is important

The fundraiser:



Her role is needed if we do not have the start up finance needed for the project. The fundraiser needs to be an ideas person, as they have going to have to think of ideas for activities which will raise money. This is a very responsible role and needs to be carried out early, as aspects of the project will depend on the amount of finance acquired.

Venue co-ordinator:



If we are planning special event, we will need a venue .This person must be prepaid to liaise with other people outside the team and approach venues to investigate facilities and cost. Again ,this role must be undertaken early on in the project, as over decisions and arrangements will depend .She should be a good negotiator ,in order to achieve the best possible deal

Chief Guide:



He is allocated different roles and responsibilities to the the guides in different fields that each one of them have been specified. I act also as a supervisor to ensure efficiency and effectiveness of the guides.

Food and Beverage Supervisor:

The food and beverage service supervisor directs and schedules kitchen, bar staff and food and beverage servers. During peak hours they may assist in seating or serving customers and ensure the cleanliness and general look of the dining room. The food and beverage service supervisor may also maintain inventory and control costs.

Guide:

One who shows the way by leading, directing, or advising.

One who serves as a model for others, as in a course of conduct

Her role aims at helping the customers to develop a well-rounded personality and to achieve their full potential. She must be able to ensure the protection of the customers, as well as conserve and preserve the flora and fauna.

### Why we choose Domaine La Grave?

There are many place to make Adventure tourism like;

- National Park,
- 
- 
- 
- 
- National Park
- and many other interesting place.

We choose Domaine De La Grave for many reasons, firstly because it is near of our school, secondly it is easily accessible, thirdly because it entry fee is affordable for student like us. We have also choose this place because the personnel are very pleasant and friendly when we have ask informations on the Domaine La Grave.

provide an amazing new experience! The lions amongst you; give you the unique opportunity of being in close contact with them. Interact with the "Pride" and observe how they climb trees, play in the streams and freely move around you on his extraordinary exiting activity. They have no leashes and collars. You may even be lucky enough to experience a lion stalk one of the various animal species or bird life are found in the Game reserve.

Hiking Trips: Morne Brabant: Trekking paradise in the south west of the island, with various levels of difficulty. Black River Peak: The highest point of the island, 828 m, for the best panoramic view of the entire region. Black River National Park: 6500 hectares of endemic and exotic forest, wild life, rare birds, and rivers and cascades, for moderate and confirmed hikers.





### Domaine La Grave

Domaine la grave, a little paradise of 500 acres including the mountain la grave is situated 15 minutes drive from the town of Curepipe. Far from the buzz of modern life, it's the enchanting forest almost untouched by man that offers to its visitors a nice journey amidst nature. The Case Creole open for tour lunch and dinners. Whether you are under the veranda or in the garden, this mystic place will delight you. On the menu, Nothing but the traditional Mauritian cuisine. For the sports enthusiasts, different activities such as, trekking, and raft construction from bamboo, canoeing, archery, rock climbing, hunting with arc, archery(African), escalation, traditional fishing, camping, and outing on the lake are offered.

**Market Trend**

6000 potential clients visit Domaine De Lagrave yearly.

**Marketing Trend**

YEARS	NUMBER OF CLIENTS
2003	4232
2004	4736
2005	5436
2006	5635
2007	6832

**Aims and Objectives of this event.**

- To promote the inner beauty of Mauritius
- To promote sport and outdoor activities
- To encourage and provide opportunities for nature lovers, to enjoy in a stress free environment
- To protect the environment
- To encourage a healthier population
- To conserve and manage the indigenous fauna and flora. An eco system of Mauritius
- To raise and supply the funds necessary for conservation project proposed by us
- To inform, educate and involve the Mauritian people in this vital work.

**ITINERARY**

1.	08 00	Departure from Curepipe
2.	08 30	Arrival at Domaine de Lagrave
3.	08 30 – 09 15	Breakfast
4.	09 15	Set foot for Blue Circuit
5.	12 15 – 13 15	Lunch
6.	13 15 - 14 15	Tir a L'Arc
7.	14 15 – 16 15	Raft Competition
8.	16 15 – 17 00	Tea Time
9.	17 00 – 17 30	Visit of Anthurium plantation
10.	17 30	Departure for Curepipe

**Realisation****Brief report of project**

Since we have got the confirmation letter from Domaine De Lagrave, on the 7<sup>th</sup> May 2008, the group confirmed to organize a guided tour to Domaine De Lagrave. Furthermore, the two dates chosen for realizing the event were the 15<sup>th</sup> May and 21<sup>st</sup> May.

**Here are a list of all the meetings:****1<sup>st</sup> Meeting**

Date	Saturday 22 <sup>nd</sup> March 2008
Time	At 10 a.m
Place	At school
Number of students which were present on that day	10 students
Presented by	X
Decision	On this date we decided to organize either a guided tour or an exhibition

**2<sup>nd</sup> Meeting**

Date	Wednesday 26 <sup>th</sup> March 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	7 students
Presented by	X
Decision	We work our feasibility study
Discussion	We came to the conclusion that we will do a guided tour rather than doing an exhibition

**3<sup>rd</sup> Meeting**

Date	Saturday 29 <sup>th</sup> March 2008
Time	At 10 a.m
Place	At school
Number of students which were present on that day	There were many students which were present on that day
Presented by	X
Problem faced	Conflict arises between the teacher and the students, as he wanted to merge another group with our group. So, we had to modify our project
Decision	At the beginning, there were three groups namely Group A, B and C. But now a group was cancelled and there were only two groups namely Group A and B known as Fiesta Tour. We were finally 15 persons

**4<sup>th</sup> Meeting**

Date	Wednesday 2 <sup>nd</sup> April 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	9 students
Presented by	X
Decision	We made the appointment of roles. Each member had an allocated task.

**5<sup>th</sup> Meeting**

Date	Saturday 5 <sup>th</sup> April 2008
Time	At 10 a.m
Place	At school
Number of students which were present on that day	8 students
Presented by	X
Discussion	We discuss on the fact to do our project on Adventure
Decision	We decided to go to Domaine De Lagrave

**6<sup>th</sup> Meeting**

Date	Wednesday 9 <sup>th</sup> April 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	11 students
Presented by	X
Problem faced	Now we have a problem concerning the location. We discuss to go to X found at Chamarel, to Domaine De Lagrave found at Midlands and other places. But however Chamarel is a dangerous place and we wanted to go for a place suitable for everyone
Decision	Finally X decide to prepare a letter to send to different places such as Domaine De Lagrave, Domaine L'Etoile, Domaine Du Chasseur, Domaine Les Pailles and other places in order to increase our chance of finding a convenient place

**7<sup>th</sup> Meeting**

Date	Wednesday 16 <sup>th</sup> April 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	7 students
Presented by	X
Discussion	X analyse the letters of response and we discuss on it
Decision	Finally we decided to work in cooperation with Domaine De Lagrave

**8<sup>th</sup> Meeting**

Date	Tuesday 22 April 2008
Time	1 p.m during lunch time
Place	At school
Number of students which were present on that day	13 students
Presented by	X
Discussion	X discuss how we will start planning the event
Decision	We make an analysis on all the factors that would act as barriers and we forecast all our financial aspect

**9<sup>th</sup> Meeting**

Date	Wednesday 23 <sup>rd</sup> April 2008
Time	At 3 p.m
Place	At Port Louis at BRC, X X looked for sponsorship
Decision	Sponsored by BRC Shop

**10<sup>th</sup> Meeting**

Date	Wednesday 30 <sup>th</sup> April 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were many students present on that day X
Presented by	X
Decision	Workout the business plan

**11<sup>th</sup> Meeting**

Date	Thursday 1 <sup>st</sup> May 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were many students present on that day X
Presented by	X
Decision	Realisation of the event

**12<sup>th</sup> Meeting**

Date	Wednesday 7 <sup>th</sup> May 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were many students present on that day
Presented by	X received a letter of approval from sponsor
Decision	
Final Decision	We started to do the realization of the well plan event



**13<sup>th</sup> Meeting**

Date	Saturday 10 <sup>th</sup> May 2008
Time	At 10 a.m
Place	At school
Number of students which were present on that day	There were 12 students
Presented by	X
Discussion	X decides on the date that the event will be held
Problem faced	There was the problem of choosing dates. Hence, we choose between 15 <sup>th</sup> and 21 <sup>st</sup> May to realize the event
Decision	We decided to hold the event on 15 <sup>th</sup> May 2008

**14<sup>th</sup> Meeting**

Date	Wednesday 14 <sup>th</sup> May 2008
Time	At 1 p.m during lunch time
Place	At school
Number of students which were present on that day	There were 14 students
Presented by	X
Problem faced	The weather condition was bad. There was flood. Thus the event was postponed to the 21 <sup>st</sup> May 2008
Decision	As it was raining heavily, so we had to cancel the meeting

**15<sup>th</sup> Meeting**

Date	Saturday 17 <sup>th</sup> May 2008
Time	At 10 a.m
Place	At school
Number of students which were present on that day	There were many students on that day
Presented by	X
Decision	We takes decision concerning transport, food and drink

**16<sup>th</sup> Meeting**

Date	Tuesday 20 <sup>th</sup> May 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were 15 students
Presented by	
Discussion	All people must reach on time
Decision	<del>X</del> and other members of the group prepared the T-shirt

**17<sup>th</sup> Meeting**

Date	Wednesday 21 <sup>st</sup> May 2008
Time	At 9 a.m
Place	At school
Number of students which were present on that day	There were 15 students
Presented by	
Decision	The event was realized

**18<sup>th</sup> Meeting**

Date	Saturday 31 <sup>st</sup> May 2008
Time	At 10 a.m
Place	At school
Number of students which were present on that day	There were 11 students
Presented by	
Decision	<del>X</del> gathers all the information

**19<sup>th</sup> Meeting**

Date	Wednesday 4 <sup>th</sup> June 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were 10 students
Presented by	
Decision	<del>X</del> analyse the feedback of the questionnaire

**20<sup>th</sup> Meeting**

Date	Wednesday 18 <sup>th</sup> June 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were 8 students
Presented by	<del>X</del>
Problem faced	<del>X</del> was not fully satisfied with the feedback on the questionnaire
Decision	So, we decide to hold a presentation

**21<sup>st</sup> Meeting**

Date	Wednesday 2 <sup>nd</sup> July 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	There were 6 students
Presented by	<del>X</del>
Discussion	Each member has an allocated task to prepare
Decision	<del>X</del> do the preparation of the presentation

**22<sup>nd</sup> Meeting**

Date	Wednesday 9 <sup>th</sup> July 2008
Time	At 3 p.m
Place	At school
Number of students which were present on that day	Most of the students were present on that day
Presented by	<del>X</del>
Decision	<del>X</del> outfits for the team decoration

**23<sup>rd</sup> Meeting**

Date	Wednesday 16 <sup>th</sup> July 2008
Time	At 11 a.m
Place	At <del>X</del> place
Number of students which were present on that day	There were 7 students
Presented by	<del>X</del>
Conclusion	Each and every member of Fiesta Tour must be dressed in Black and White
Decision	Make all necessary arrangement for refreshment and check that everything was ready

**24<sup>th</sup> Meeting**

Date	Monday 21 <sup>st</sup> July 2008
Time	At 9 a.m
Place	At school
Number of students which were present on that day	Most of the students were present on that day
Presentation	Comment on our project based on Adventure Tourism

**25<sup>th</sup> Meeting**

Date	Saturday 9 <sup>th</sup> August
Time	At 9 a.m
Place	At <del>X</del> place
Discussion	We discuss on evaluation and conclusion

## Planning of lunch-time during the Guided tour

Arriving at Domaine De La Greve at about  
(09:15 am)

### Breakfast (at 09:30 am)

Tea & Coffee  
Bread  
Biscuits  
Juice

### Lunch (at 11:30 am)

Bread  
Roasted Chicken  
Potatoes Chips  
Fish fingers  
Sausages  
Soft drinks

## forecasts

Cost of foods and drinks during the  
Guided Tour

Breakfast	450 rs
Lunch	1700 rs

Cost of foods and drinks during the  
Excibition

Soft drinks	350 rs
Cakes & Biscuits	650 rs
Beckensol Pipes	180 rs



Ou  
tous le  
de 11h

### The Day of the Event

On the day of the event, I was overwhelmed with joy. I was very excited to go to Domaine De Lagrave. As our guided tour was well planned, I was impatient to reach there. I was very happy, as it was the first time; I was participating in such an event. I appreciated the idea of going to Domaine De Lagrave a lot.

### The trip is being elaborated through a travel itinerary. It is as follows:

#### 1) Departure from at Curepipe

We meet there 30 minutes before departure. The chairman gives us a briefing of the event, so as to make us more confident and build team spirit among all the members. Everyone was excited, full of energy and determination. 15 minutes before we go to Domaine De Lagrave, our external customers enter the bus quickly. Since one of our customers came late, we waited till 8h10.

#### 2) Arrival

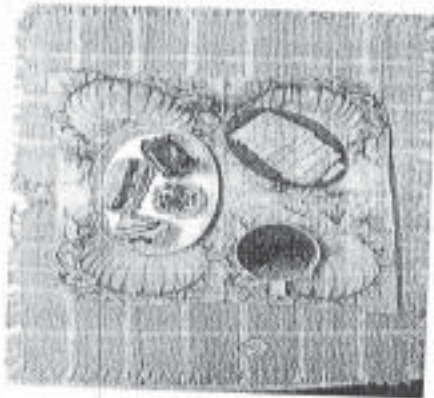
We arrived there 5 minutes later. The chief guide, with the help of its team, showed the customers the spot where the breakfast would be served. There, the food and beverage supervisor, the marketing manager and the chairman was setting the meal.





### 3) Taking breakfast

Between 8h35 and 9 o'clock, breakfast was served with hot tea and coffee, muffins, biscuits, bread, butter and cheese, salad. The guides and all the staff members served food.



### 4) The trip started

At 9 o'clock, the chief guide united the six guides for advices and safety measures. Three of the guides were placed at strategic points, as it is important so as visitors did not find themselves in great difficulty at Domaine De Lagrave; for example, they may not take the appropriate path. Fortunately, we did not have this inconvenience. Two guides were leading the group, while meantime the chief guide and another guide were talking with the clients. On the way, the visitors were distracting themselves by looking at deers and plucking 'goyaves de chine'. There were 'goyaves de chine' along the path, since it was a winter season.



After 1 hour 30 minutes, the group reached the peak of Mount Lagrave. We spent 30 minutes to admire the beautiful scenery, where we can find the North, South, East and West of Mauritius. It was magnificent.



5) Lunch

At 12h15, we reached the foot of the mountain, where the guides showed us, where lunch would be served. The tables were well dressed. We were going to have lunch, near a river. All was beautiful. Between 12h15 and 1h15, we had lunch. Then, we left.



6) Tir a L'arc

Between 13 15 and 14 15, we do the 'tir a l'arc'. It is very interesting and it requires concentration.



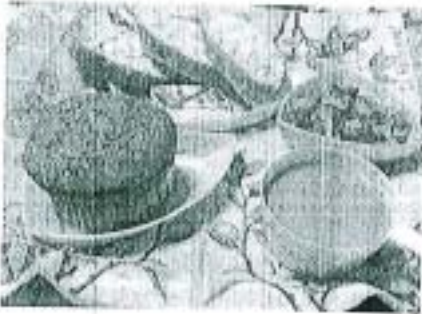
7) Raft Competition

Then between 14 15 and 16 15, we do the raft competition. It was amazing. Everyone was happy and overexcited.



8) Tea Time

After having done these two activities, we were a bit tired and hungry. So we take tea with cakes.



9) Visit of Anthurium plantation

Then, we went to visit the anthurium plantation. We were astonished on how the anthuriums were entertained. We learnt a lot of things about this magnificent plant.



10) Departure for Curepipe

At 17 30, we left the Domaine De Lagrave and returned back to Curepipe. We were sad to leave this marvelous place, bit we were very happy of this guided tour based on adventure one after the other.

## Question 1(i)

## Statistics

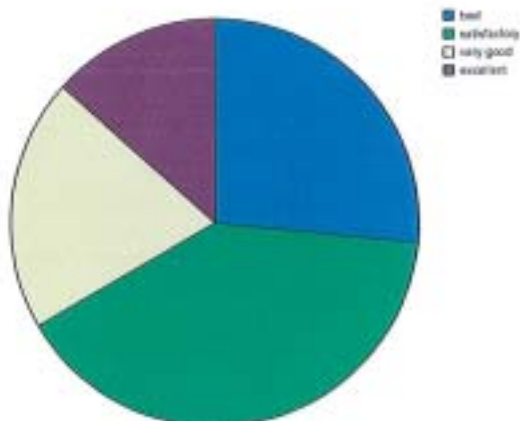
Was the tour tailored to your expectations

N	Valid	15
	Missing	0

Was the tour tailored to your expectations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bad	4	26.7	26.7	26.7
	satisfactory	6	40.0	40.0	66.7
	very good	3	20.0	20.0	86.7
	excellent	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

Was the tour tailored to your expectations



From the above diagram, it can be noted that the majority of the customers found the tour satisfactory, as some were having difficulty in the mountains, and some were apt to climb the mountain.

## Question 1(ii)

Statistics

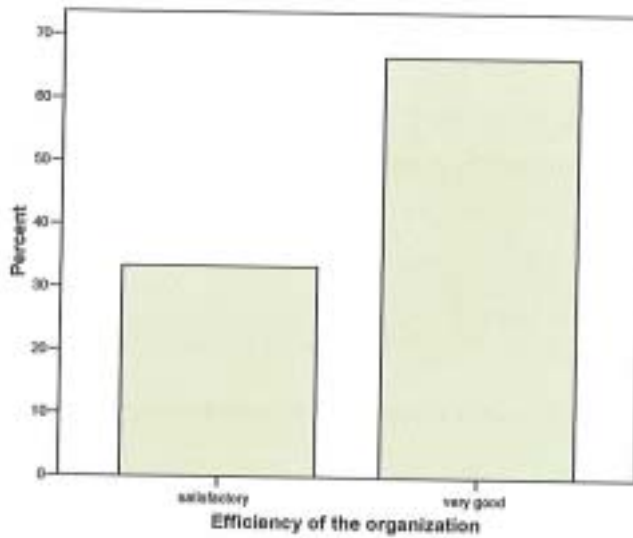
Efficiency of the organization

N	Valid	15
	Missing	0

Efficiency of the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfactory	5	33.3	33.3	33.3
	very good	10	66.7	66.7	100.0
Total		15	100.0	100.0	

Efficiency of the organization



From the above bar chart, the majority of the group found it very good; as they were able to meet customers' satisfaction.

## Question 1(iii)

## Statistics

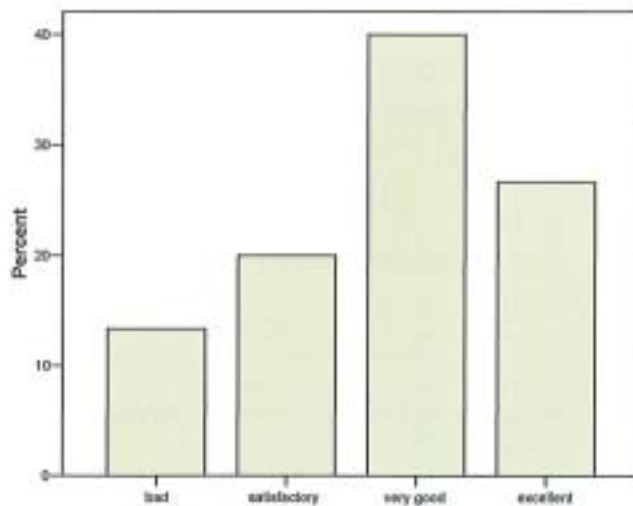
Variety of nature based activities

N	Valid	15
	Missing	0

Variety of nature based activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bad	2	13.3	13.3	13.3
	satisfactory	3	20.0	20.0	33.3
	very good	6	40.0	40.0	73.3
	excellent	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

Variety of nature based activities



<sup>(2)</sup> From the above bar chart, it can be noted, that most of them found the tour very good, as there were various activities, which they appreciated a lot.

## Question 1(iv)

Statistics

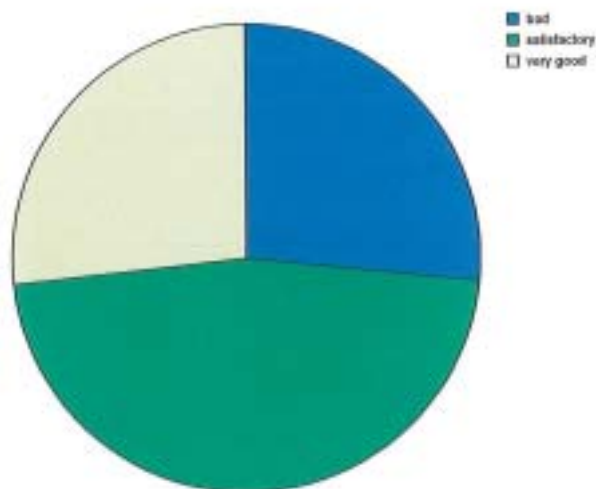
provision of information

N	Valid	15
	Missing	0

provision of information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bad	4	26.7	26.7	26.7
	satisfactory	7	46.7	46.7	73.3
	very good	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

provision of information



Question 1(v)

" From the diagram, it can be noted that the majority of them found the provision of information satisfactory, as the group has done a lot of effort to give proper information



## Statistics

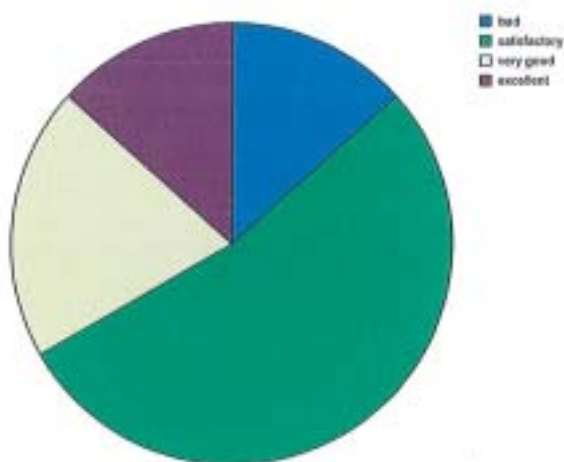
## Quality of service

N	Valid	15
	Missing	0

## Quality of service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bad	2	13.3	13.3	13.3
	satisfactory	8	53.3	53.3	66.7
	very good	3	20.0	20.0	86.7
	excellent	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

## Quality of service



5) From the above diagram, the majority of the customers found the quality of service satisfactory. We had done our best in order to ensure a good quality of service

## Question 1(vi)

Statistics

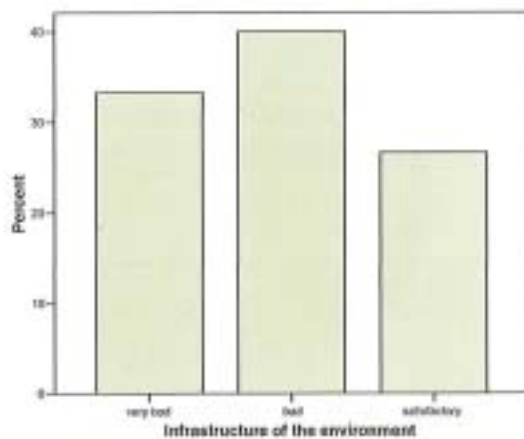
Infrastructure of the environment

N	Valid	15
	Missing	0

Infrastructure of the environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very bad	5	33.3	33.3	33.3
	bad	6	40.0	40.0	73.3
	satisfactory	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

Infrastructure of the environment



Thus, many of them found the environment bad, as the infrastructure was a bit risky

Question 1(vii)

Statistics

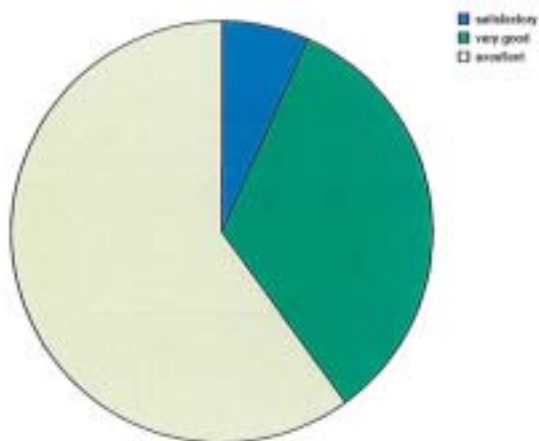
Was it a real adventure

N	Valid	15
	Missing	0

Was it a real adventure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfactory	1	6.7	6.7	6.7
	very good	5	33.3	33.3	40.0
	excellent	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

Was it a real adventure



From the diagram, it can be noted that the adventure was excellent. The activities like canoeing, mountain climbing were appreciated by them.

Question 1(viii)

**Statistics**

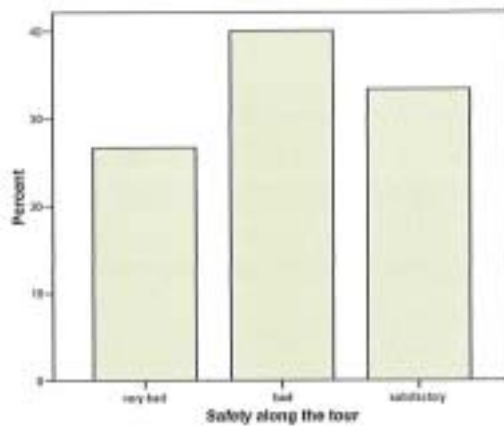
Safety along the tour

N	Valid	15
	Missing	0

Safety along the tour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very bad	4	26.7	26.7	26.7
	bad	6	40.0	40.0	66.7
	satisfactory	5	33.3	33.3	100.0
Total		15	100.0	100.0	

Safety along the tour



From the above bar chart, it can be said that the safety along the tour was bad, as someone may hurt himself.

## Question 2:

## Statistics

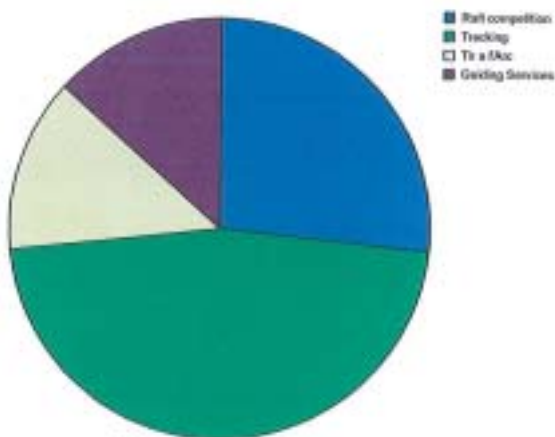
## Most effective

N	Valid	15
	Missing	0

## Most effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Raft competition	4	26.7	26.7	26.7
	Trekking	7	46.7	46.7	73.3
	Tir a l'Arc	2	13.3	13.3	86.7
	Guiding Services	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

## Most effective



10 From the above diagram, most of them found the trekking most effective, as it was interesting and they amused themselves a lot.

**Question 3:**

**Statistics**

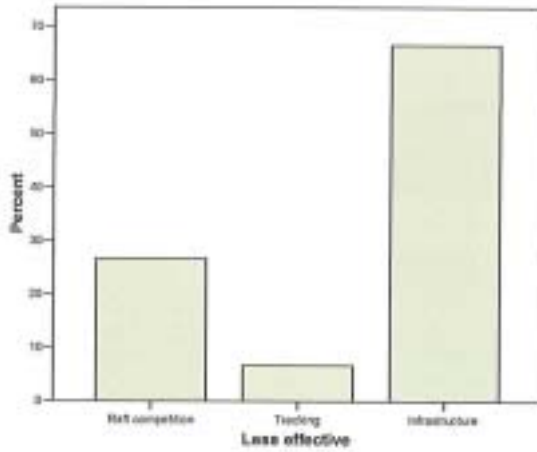
**Less effective**

N	Valid	15
	Missing	0

**Less effective**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Raft competition	4	26.7	26.7	26.7
	Trekking	1	6.7	6.7	33.3
	Infrastructure	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

**Less effective**



"Hence it can easily be said that trekking was considered to be less effective, as the weather was bad."

## Question 4:

## Statistics

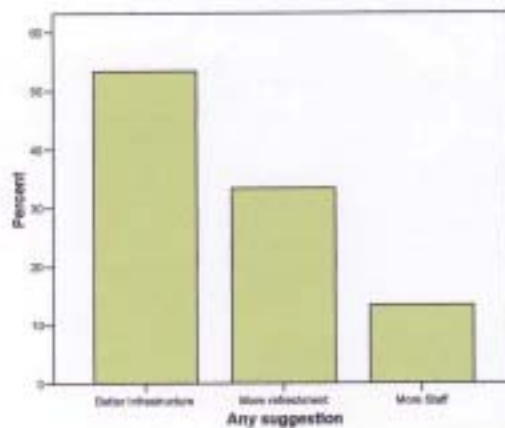
## Any suggestion

N	Valid	15
	Missing	0

## Any suggestion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Better infrastructure	8	53.3	53.3	53.3
	More refreshment	5	33.3	33.3	86.7
	More Staff	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

## Any suggestion



∴ Hence, it can be said that the suggestion of the customers was to have better infrastructure. The manager must take these suggestions into consideration.

**Question 5:**

**Statistics**

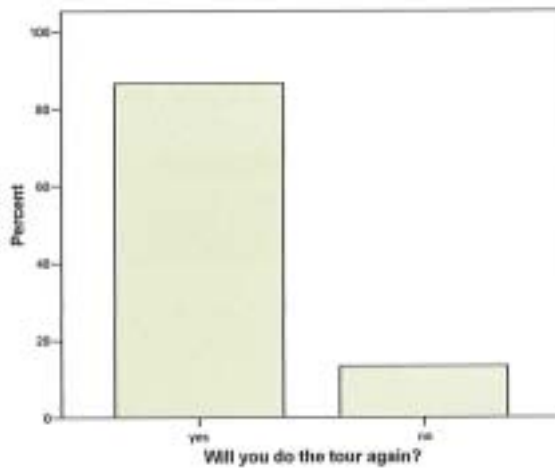
Will you do the tour again?

N	Valid	15
	Missing	0

Will you do the tour again?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	86.7	86.7	86.7
	no	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

Will you do the tour again?



13) from the bar chart, most of them said yes; they will do the tour again.



## Question 6:

## Statistics

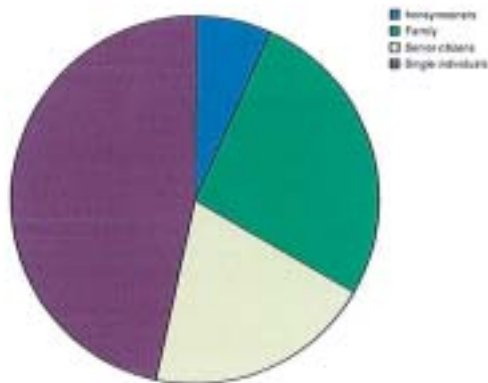
Group of people that is more suitable

N	Valid	15
	Missing	0

Group of people that is more suitable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	honeymooners	1	6.7	6.7	6.7
	Family	4	26.7	26.7	33.3
	Senior citizens	3	20.0	20.0	53.3
	Single individuals	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

Group of people that is more suitable



Hence, most of them found the tour most suitable for single individuals as it requires interaction.

Question 7:

Statistics

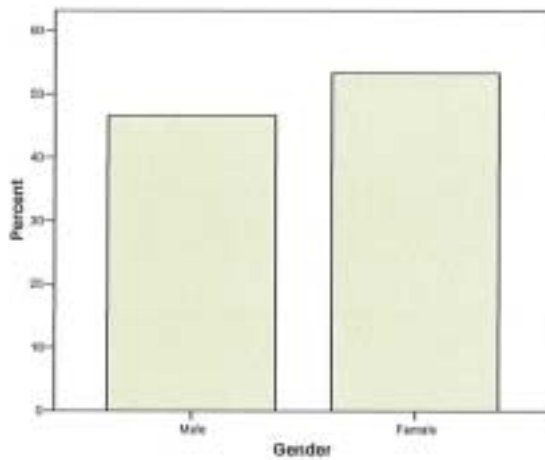
Gender

N	Valid	15
	Missing	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	7	46.7	46.7	46.7
	Female	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

Gender



5) From the above bar chart, the majority choose female, as such type of tours require patience, calmness.

## Question 8:

## Statistics

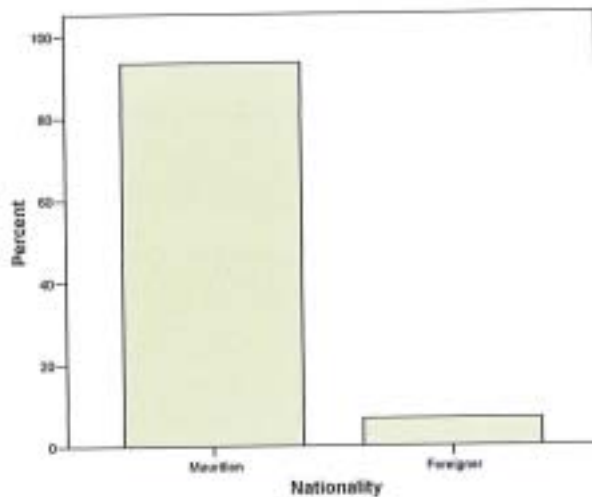
## Nationality

N	Valid	15
	Missing	0

## Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mauritan	14	93.3	93.3	93.3
	Foreigner	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

## Nationality



It can be said that the nationality that performs such tour is the Mauritan, as it is a well known market.

**Question 9:**

**Statistics**

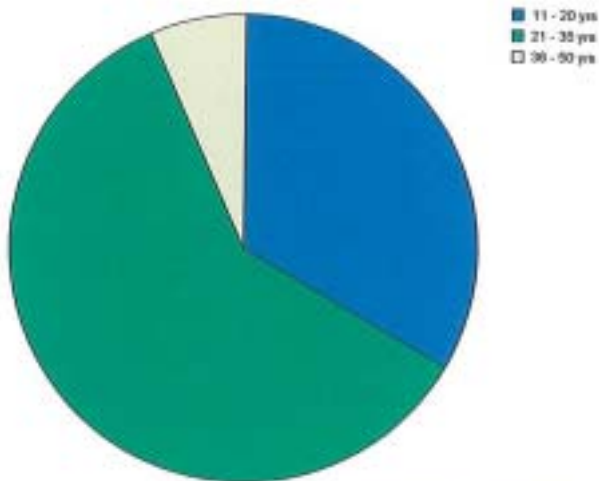
Age group

N	Valid	15
	Missing	0

Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 - 20 yrs	5	33.3	33.3	33.3
	21 - 35 yrs	9	60.0	60.0	93.3
	36 - 50 yrs	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Age group



1) From the above diagram, the majority of them found the age group of 21-35 yrs suitable, as such tour requires energy, concentration

## Question 10:

## Statistics

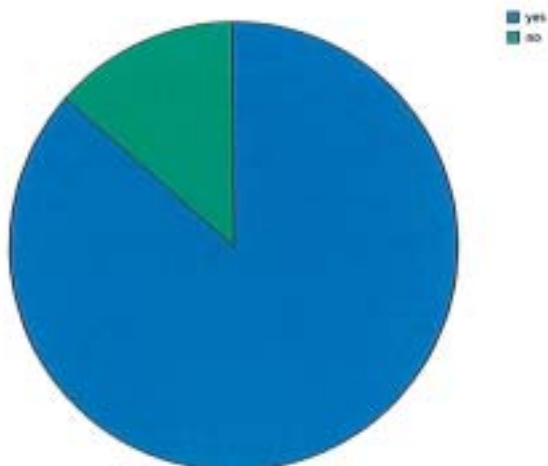
Will you recommend the tour to VFR?

N	Valid	15
	Missing	0

Will you recommend the tour to VFR?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	86.7	86.7	86.7
	no	2	13.3	13.3	100.0
Total		15	100.0	100.0	

Will you recommend the tour to VFR?



ii) Thus, most of them choose to do the tour due to recommendation of friends.

**Question 12:**

**Statistics**

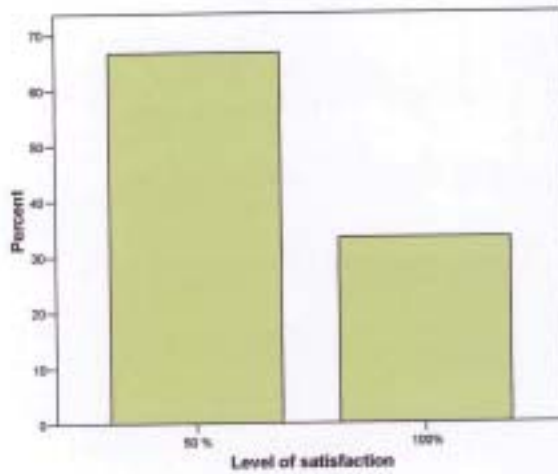
**Level of satisfaction**

N	Valid	15
	Missing	0

**Level of satisfaction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50 %	10	66.7	66.7	66.7
	100%	5	33.3	33.3	100.0
Total		15	100.0	100.0	

**Level of satisfaction**



∴ Hence, their level of satisfaction is of 50% as some things they do not appreciate.

## Question 13:

## Statistics

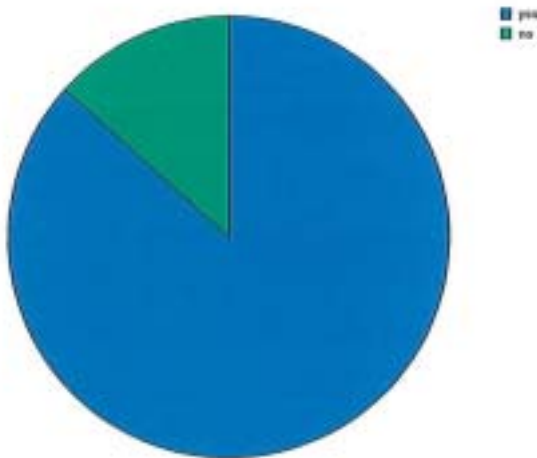
Were there sufficient activities available at the destination?

N	Valid	15
	Missin g	0

Were there sufficient activities available at the destination?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	86.7	86.7	86.7
	no	2	13.3	13.3	100.0
Total		15	100.0	100.0	

Were there sufficient activities available at the destination?



2) It can be said that the majority said yes; there were enough activities available. The activities are: fishing, trekking, kayaking, canoeing, mountain climbing

**Question 14:**

**Statistics**

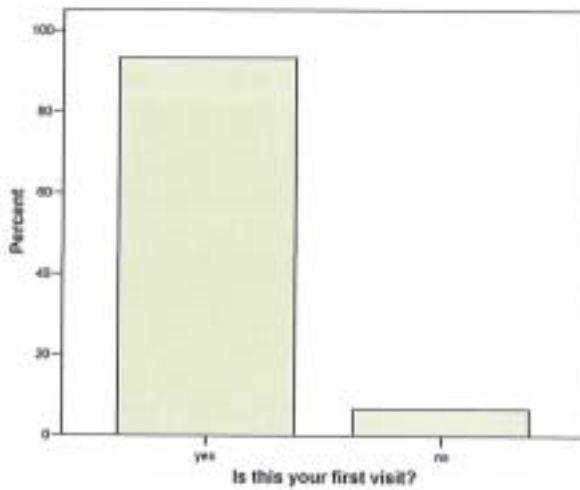
Is this your first visit?

N	Valid	15
	Missing	0

Is this your first visit?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	93.3	93.3	93.3
	no	1	6.7	6.7	100.0
Total		15	100.0	100.0	

Is this your first visit?



⇒ Most of them said yes, as Domaine De Lagrère is not famous enough. It is on its way to become famous.



## PARTICIPANT FEEDBACK QUESTIONNAIRE

NAME:.....

GROUP:.....

DATE OF TOUR:.....

- 1) Below are a number of characteristics about the tour, please indicate your personal satisfaction (1.very bad, 2.bad, 3.satisfactory, 4. very good, and 5.excellent):

Was the tour tailored to your expectations:	1	2	3	4	5
Efficiency of the organization:	1	2	3	4	5
Variety of nature based activities:	1	2	3	4	5
Provision of information:	1	2	3	4	5
Quality of service:	1	2	3	4	5
Infrastructure of the environment:	1	2	3	4	5
Was it a real adventure:	1	2	3	4	5
Clean environment:	1	2	3	4	5
Safety along the tour:	1	2	3	4	5

- 2) Please indicate what was the most effective?  
.....  
.....

- 3) Which part of the tour was less effective?  
.....  
.....

- 4) What would have made it better?  
.....

Any other suggestions:  
.....  
.....

- 5) Will you do the tour again?

Yes                       No

- 6) From your experience, which group of people do you find the tour suitable for?

Honeymooners               Family               Senior citizens

Single                       Others

If others, please specify.....

- 7) Gender:

Male                       Female

- 8) Nationality:.....

9) Age group:

- 0yrs- 10yrs
- 11yrs- 20yrs
- 21yrs- 35yrs
- 36yrs- 50yrs
- 51yrs- 65yrs
- 66yrs and above

10) Would you recommend the tour to friends and relatives?

- Yes
- No

11) What made you choose adventure tour?

- Previous experience
- Recommendation of friends
- Value for money
- Low price
- Others

12) What was your expectation before the tour?

.....

.....

13) Rate your level of satisfaction:      0%    50%    100%

- 
- 
- 

14) Were there sufficient activities available at the destination?

- Yes
- No

15) Is this your first visit?

- Yes
- No

**QUESTIONS TO BE ASKED TO THE MANAGER:**

1) What were the aims and objectives of creating this site?

.....  
.....  
.....

2) What is the mission and vision of this company?

.....  
.....  
.....

3) How can the visitors accommodate on the site?

.....  
.....  
.....

4) What are the forms of security provided?

.....  
.....  
.....

5) Is Domaine de Lagrave a productive business?

.....  
.....  
.....

6) The income provided by the tourists is it sufficient for the running of the site?

.....  
.....  
.....

7) What are the various activities offered?

.....  
.....  
.....

8) According to you is there any environmental problem? (If yes, why?)

.....  
.....  
.....

9) What are the various forms of marketing?

.....  
.....  
.....

10) Is there any difficulty of accessibility?

.....  
.....  
.....

11) Do you have any competitors? (If yes, who are they?)

.....  
.....

12) What are the forms of promotion?

.....  
.....

13) Do you participate in trade fair, exhibition to promote this site? (Why?)

.....  
.....

14) Are there any subsidies or indirect financial help from the government or the public sector?

.....  
.....

15) Is there any conflict with tourists about the preservation of the environment?

.....  
.....

16) How do you deal with customer complaints?

.....  
.....

17) Do you have any client guestbook? (What are their comments?)

.....  
.....

18) How do you ensure 100% customer satisfaction?

.....  
.....

19) What are the activities do you propose for the future?

.....  
.....

20) How far promoters are successful in achieving the business target?

.....  
.....

21) Can you please describe the service process of the company? (Process design)

.....  
.....  
.....

22) How do you ensure service quality?

.....  
.....  
.....

23) What is your target market?

.....  
.....  
.....

24) When is the peak and off-peak time?

.....  
.....  
.....

25) Is there any insurance in case of injuries or accidents?

.....  
.....  
.....

26) How do you implement a pollution free environment?

.....  
.....  
.....

27) What are your future plans of developing adventure destinations?

.....  
.....  
.....

28) How far do you protect the nature?

.....  
.....  
.....

29) Is eco-tourism a factor that you consider to develop in the future?

.....  
.....  
.....

30) Which age group of people do you find suitable to come here for adventure?

0yrs-10yrs       11yrs-20yrs       21yrs-35yrs

36yrs-50yrs       51yrs and above



Following the receipt of your letter of approval, Fiesta Tour is willing to meet the manager of Domaine De Lagrave on the 7<sup>th</sup> May 2008, to present our business plan and the Chairman ~~X~~ together with the marketing and sales manager are willing to discuss on the realization of an event based on the details as discussed on phone.

Thaking you,

22/07/08

X

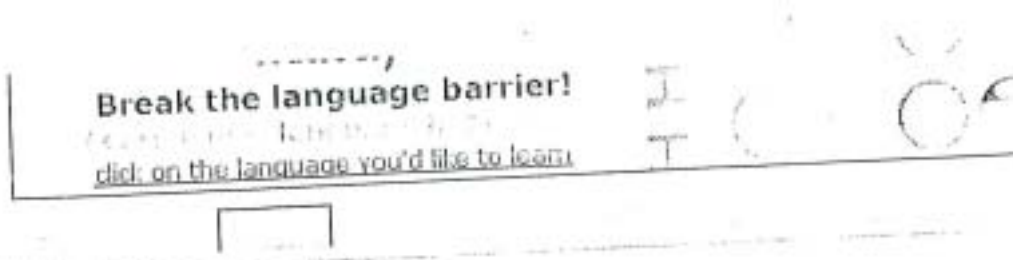
Ref : Sponsorship given to the students of X.

This letter is to certify that X's shop specialized in textile for import and export. The company has kindly been part of the sponsors to the students of X, carrying a project on adventure tourism in providing them some fabrics and materials for their presentation held on 21<sup>st</sup> July 2008.

It was a great pleasure for giving a help in realizing this successful event and to see how these students are motivated to pass their examination.

Yours Faithfully

X



From: X  
Sent: Sun 5/11/08 6:10 PM  
To: X

Dear sir/madam,  
I am writing you on behalf of a group of HSC students. We would like to come to Domaine de lagrave for a project work on travel and tourism. We would like know what are the activities do you offer and what are their prices. We will be of about 30 students.  
Thanks in advance.

After having send the letter to the director of the park Mr. X we quickly got a response from him:

The response:

From: X  
Sent: Mon 5/12/08 10:21 AM

To: X  
# X

Dear X  
Pls find all the info in the attached file.

Thanking you

X



## Statistics

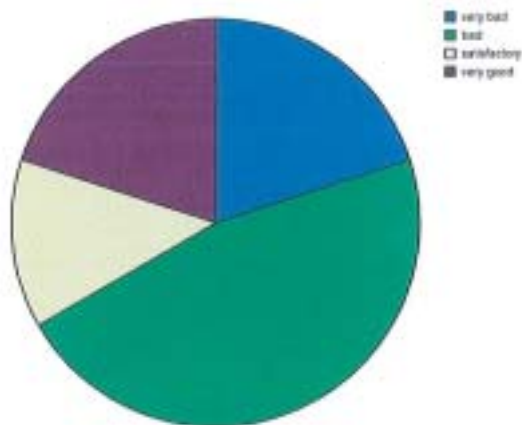
## Clean Environment

N	Valid	15
	Missing	0

## Clean Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very bad	3	20.0	20.0	20.0
	bad	7	46.7	46.7	66.7
	satisfactory	2	13.3	13.3	80.0
	very good	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

## Clean Environment



i) from the above diagram, the majority agreed to recommend this tour to VFR, as there will be team spirit between them

## Question 1(ix)

Question 11:

Statistics

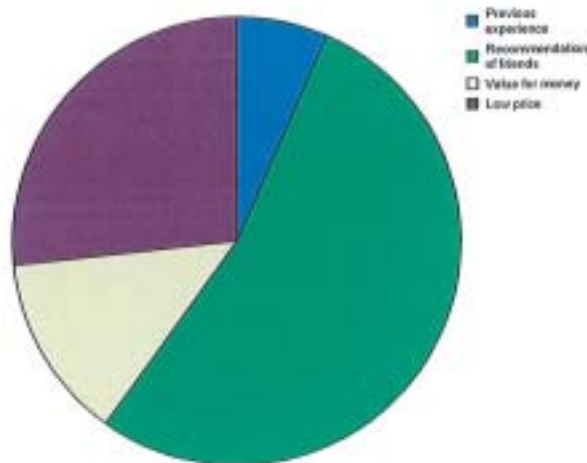
What made you choose adventure tour?

N	Valid	15
	Missing	0

What made you choose adventure tour?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Previous experience	1	6.7	6.7	6.7
	Recommendation of friends	8	53.3	53.3	60.0
	Value for money	2	13.3	13.3	73.3
	Low price	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

What made you choose adventure tour?



Hence many of them agreed to do this tour from recommendation of friends.

X

07.05.2008

Students of

X

We are very glad to inform you that our company X has approved to sponsor you for your TRAVEL & TOURISM project.

After analysing your business plan, we have concluded that the event to be organised is a potential event and will attract many people for the future. X will be a means and source of finance for the events to be organised, the guided touring and the presentation.

It is a pleasure for us to sponsor students who need help like you and helps you for the future. We hope that the both event will be successful and wish you all best of luck for this work.

i. In any case you need more help, we remind you that here to help you to achieve success.

X

is

The Managing Director,

X



## REFERENCES

### Web sites

[Http://www.TravelTourism.com](http://www.TravelTourism.com)

[Http://www.AdventureTourism.com](http://www.AdventureTourism.com)

[Http://www.GreenTourism.com](http://www.GreenTourism.com)

<http://www.Food&Beverages.com>

[Http://www.MedicalTourism.com](http://www.MedicalTourism.com)

### Books

MIPA

Obsessions

Travel & Tourism Books

Travel Guide

## Candidate 2

Comments on Candidate 2's work

Assessment Objective	Band and mark awarded	Comments
Mark Strand 1 AO2	Mark Band 1 4 marks	There is limited record of the candidate's contribution as part of a team more information such as a log or a diary should have been included in order to fulfil the criteria for a higher mark band. There is little record of the candidate's own performance, although there is some clearer information in the evaluation section of the work. The candidate has included details of the aims and objectives of the group, however these should be included in the business plan.
Mark Strand 2 AO3	Mark Band 2 7 marks	The candidate has considered a variety of tour operators and there is clear evidence of research being carried out on each of the suggested destinations. Reasonable detail on planning information is provided. Both primary and secondary research has been completed. The candidate has provided costing information for the chosen event however greater detail is required on costings for all the feasibility studies in order to gain a higher mark band.
Mark Strand 3 AO1	Mark Band 2 7 marks	The coursework has not been presented in a logical order. However, the candidate has included a plan of the event which is realistic with only minor omissions such as timescales for activities, staffing and the roles of team members. The candidate demonstrates a good attempt at risk assessment and identification of the legal requirements for the visit.
Mark Strand 4 AO4	Mark Band 2 6 marks	There is evidence of an evaluation of the candidate's own performance but the questionnaire to participants gaining feedback on the event is missing. However, feedback is included and there is a teacher witness statement. Recommendations have been made on the basis of the evidence gathered, but it is limited and lacking in detail.

This was a reasonable attempt at completing the assignment with a good marketing presentation and an attempt at completing the feasibility studies. However, the omission of the timescales, persona log and evaluation questionnaire is serious. In order to gain higher marks a more detailed approach is required relating to the individual team roles and the evaluation of the event, the candidate's performance and that of the team. Recommendations have been made, but they are weak and the work as a whole lacks cohesion. All elements of Assessment Strand 3 must be completed and the lack of information about the team roles and staffing made this difficult to assess.

9395 Travel and Tourism Paper 2 Coursework Guidelines

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

<b>Examination session</b>	June/ <input type="text"/> *	*please delete as necessary	<b>Year</b>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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<b>Centre name</b>	<i>Insert name of school</i>
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<b>Centre number</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>Insert Centre number</i>
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<b>Candidate name</b>	<i>Insert Candidate name</i>	<b>Candidate number</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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*Insert candidate number*

Assessment Criterion	Mark
AO1 Demonstration of Knowledge, Skills and Understanding (max. 12 marks)	7
AO2 Application of Knowledge, Skills and Understanding (max. 12 marks)	4
AO3 Evidence of Analysis and Research (max. 13 marks)	7
AO4 Evaluation and Decision-Making (max. 13 marks)	6
<b>Total (max. 50)</b>	<b>24</b>

**Authentication by the teacher**

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_ Date \_\_\_\_\_

CCS154



UNIVERSITY of CAMBRIDGE  
International Examinations

9393/02/CW/11

# Desert Drive Tours

By:

X

No questionnaire +  
results ⇒ Poor  
mistake!

# Feasibility Study And Business Plan



**Feasibility Study:**

Title: To examine the possibility of planning and undertaking a trip to:

- a) The Caribbean Islands
- b) Fujairah, U.A.E.
- c) Sharm El Sheikh, Egypt

**Preliminary Research:**

- a) The Caribbean Islands:

Many activities to do associating with the water surroundings, one Being diving and snorkeling. Other activities would include fishing, shopping, sports and night life. Also all year round there are different kinds of events and festivals to enjoy from and for the romantic types, there are late night cruises around the islands.

- b) Sandy Beach, Fujairah:

It also has many water activities to provide, some being diving, boating and sight seeing. After enjoying the activities this is a great place to sit and relax. A place of tranquility, a great place to replenish oneself away from city life.

- c) Sharm El Sheikh, Egypt:

Another place full of water activities. This destination has everything anyone would want five-star hotels, shopping and entertainment. Sharm El Sheikh, one of the most accessible and developed tourist resorts around the world.

**Primary Research:**

Tour operators associating with **Fujairah** are:

1. X , X

Tour operators associating with **Caribbean Islands** are:

1. X
- X specialists in tailor-made holidays to the Caribbean. The team know the region inside out and delights in sharing their knowledge and enthusiasm with customers to select the perfect

X X offer a wide range of islands and accommodation from world-class luxury hotels and family resorts to intimate plantation inns and simple island hideaways.

- X specialise in holidays to Antigua and Barbuda, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Cook Islands, Dominican Republic, Jamaica, Turks and Caicos Islands

2. X & X

- X is a new company, but one with a pedigree within the Caribbean travel industry. It comes from the same stable as two other companies, X and X, and builds on their experience of working to the Caribbean. The three companies have chosen a different formula from most other Caribbean tour operators. Rather than offering the same breadth, with often the same accommodation in the same destinations as the others, it has chosen to specialise in depth in just a handful of islands.

- The team covering the four Caribbean islands is small but between them they have a wealth of knowledge and plenty of experience in dealing with the area. And their knowledge is not just about the places to stay (though many staff have personally stayed in each property, which makes them uniquely qualified to give advice and to make sure it is the right place for your needs). They also know about the island attractions and the islanders themselves.

3. X

- X not being a mass market operator will provide you so that you are not be one of a hundred clients trying to board the same plane going to the same resort or marina. They specialise in quality, tailor made holidays to long haul tropical destinations in the Caribbean and Maldives.

- Their holidays can be tailored to suit your requirements - stay at several different atolls in the Maldives, spend a week sailing and a week at a hotel, laze your time away on a sun-kissed beach, or explore the Caribbean islands on one of our world class yachts - virtually any combination can be arranged, subject to a minimum length of stay required by some hotels.

4. X (Dubai-based)

↳ next page

- X offers scores of tours yearly, from near to far, from New Mexico to exciting destinations around the world, from 2 days to 3 weeks. They use all modes of transportation: plane, motor coach, cruise ship, train and ferry--whatever works best for the situation at hand!

There are many more tour operators which are Caribbean travel specialists. All these specialists provide special offers and value for money packages.

Tour operators associating with **Sharm El Sheikh** are:

1. X
  - X is a UK based tour operator which is a great specialist for islands and destinations around the red sea. This operator is a well known company within the UK, with so much to offer from different packages, prices change everyday.
2. X
  - X can promise you a warm welcome from there fully trained and carefully selected team of representatives. Throughout your stay there representatives will be on hand to offer advice, assistance and information on the area visited and its customs. Your local representative will also give you the latest information on excursions.

Some of the hotels we've looked into at the three destinations:

Caribbean Islands:

*LO Next page*

- X , Palm Beach
  - The 12-acre X Resort and Casino sits on world-famous Palm Beach. Hotel amenities include the casino, two outdoor whirlpools, three-level swimming pool with cascading waterfalls and a waterslide, freshwater lagoon, tennis, basketball, and fitness center with sauna, steam, facials, and massage. Wireless high-speed Internet is available in the public areas of the hotel. This hotel serves different dishes at different timings each day.
  
- X Resort Aruba
  - X Aruba will entice you from the moment you arrive. There porte cochere entrance, with beautiful, lush landscaping, welcomes you to a tropical paradise. A brick paved driveway leads to our open-air lobby with chandeliers, soft island music, elegant wood beam ceilings, and impressive tiled floors.
  - Guests can expect attentive service and fine accommodations. All 600 modern, well-appointed guest rooms feature richly detailed furnishings, and the private balconies and patios afford you views of the beautiful Palm Beach, or tropical landscaping.

Fujeirah UAE:

- X Beach Resort
  - Stunning scenery, a beautiful coastline, intriguing cultural traditions and a climate that is temperate for most of the year make Fujairah the ideal destination for holidaymakers. Nestled between the Hajar Mountains and the Indian Ocean, X Resort is situated on a superb stretch of private X in the picturesque emirate of Fujairah.
  - Enjoy some of the best snorkeling, diving and deep sea fishing anywhere in the region! All rooms at X Resort enjoy a sea view.

- X Resort, Fujairah

*copy*



- X Resort in Fujairah is a superior class modern hotel that offers convenient room facilities that are tailor-made to suit the tastes and preferences of the global visitors. X Resort of Fujairah offers a wide range of accommodation types. Guests can choose from one bedroom chalet, two bedroom chalet, one bedroom bungalow, double twin hotel room, double twin hotel room and Ocean Duplex. The rooms are equipped with facilities like air-conditioning, television with satellite connection, sitting room, kitchenette, bathroom and much more.
- It also offers different facilities like bar, restaurant, temperature controlled swimming pool, private beach, various water sports, fishing trips, boating, facilities for arranging sight seeing tours and much more. These amenities make X Resort of Fujairah a better place to stay in during a vacation in Fujairah.
- X Beach Resort
  - X Beach Hotel & Resort, located in the cost of Dibba - Fujairah (Al Faqeeet Area), between the majestic views of mountains and the natural springs along with the sparkling waters of the Indian Ocean.
  - Our hotel facilities range from health club with hi-tech workout machines, a sauna, steam room and an added relaxing massage to discotheque, Gift shop, and kid's playground.

#### Sharm El Sheikh:

- X Beach Resort
  - X Beach Resort is located in the Sinai Peninsula along the shore of the Red Sea, with private beach and close to the world renowned scuba diving spots; with its wide variety of delicious cuisines, lush greenery and cool breeze, it offers all the tranquility of an exceptional Resort.
  - All main areas in the resort are easily accessed as the hotel is in the center of the popular Na'ama Bay, where you can find wide range of shops, bazaars, "Sheesha Cafes", trendy international chains of restaurants and bars as X Cafe and X Bar for hip nights.

Hotel highlights include the following:

- ✓ High-speed Internet access in all public areas and meeting rooms.

- ✓ Diving Center onsite, with expert instructors offering water sports and diving courses for all level
- ✓ Delectable delicious in style bars and restaurants.

X Bay Resort

- Dive into a Red Sea adventure at the beachside X Bay Resort, an all-inclusive resort near X. Relax on the private beach, swim in one of 4 pools, or try your hand at tennis on the onsite courts. Just 10 minutes from the airport, the hotel boasts a well-equipped health club, 5 restaurants and bars, kids' club, kids' shaded pool and daily evening entertainment with animation team programme.

X Beach Resort

- Nestled into a headland peninsula, the accommodation is provided in a series of two story villas set in well landscaped grounds and water gardens. This new hotel offers the sophisticated leisure traveler a beautiful new beach resort, with 350 meters of peaceful beach frontage, overlooking the National Park of Ras Mohammed, and offers some of the world's best diving and snorkeling spots.
- The hotel's private landscaped beach terraces and sandy coves ensure direct access to the reef & splendid marine life and corals of the Red Sea, whilst the numerous spacious swimming pools and relaxation areas guarantee a peaceful and memorable holiday experience.

Hotel Highlights include the following:

- ✓ Extends over 95,000 square meters, with 350 meters of its own beach frontage.
- ✓ Overlooking Ras Mohamed National Park, offers some of the world's best diving & snorkeling spots.
- ✓ Directly overlooking the corals, colors, and wonders of the beautiful Red Seal

Secondary Research:

Tour guides in Fujairah will include shopping tours, adventure tours, sights, events and shows. Arabic is the official language although English is also widely spoken and understood. The official currency of the UAE is Dirham. It also has lush green farms and it is the only state in the UAE that has mountains.

The Caribbean Islands consists of many islands; The Bahamas for instance has tours to the other parts like Aruba and Barbados. It also has safaris, country bus tours and off road adventure. The nightlife in those islands is very lively and active with lots of bars and restaurants open till dawn. Spas and other recreational facilities are also easily available as they are scattered all over different parts of the islands.

In Sharm El Sheikh there are different types of tours to just bus tours, others like touring on camel back to Mt. Sinai and sight seeing. Travelers get day packages, this means that you'll spend a day in a certain area and do all the different activities. There are tourist's offices to get more information through their booths.

Analysis:

Analysis using SWOT method will be done on X , X ,  
 X and X

Sandy Beach, Fujeirah U.A.E.:

Strength : a lot of water activities to choose from

Weakness : activities are limited to water sports

Opportunity : different life experience

Threat : isolated, may discourage customers as shops are not easy to find

Caribbean Islands:

Strength : has a very active nightlife

Weakness : an expensive holiday

Opportunity : different culture

Threat : reports of heat strokes increasing.

Sharm El Sheikh, Egypt:

Strength : wide variety of activities to choose from

Weakness : costly to move from one place to another

Opportunity : different cultures and surroundings

Threats : if one is lost in the deserted areas its quite difficult to get back

Result:

Our group Desert Drive Tours has chosen Sharm El Sheikh as our Tourist Destination.

Conclusion:

In conclusion, we have chosen Sharm El Sheikh out of our three choices because as you can see above Sharm El Sheikh has much to offer compared to Caribbean Island and Sandy Beach Fujeirah, U.A.E. It can provide you with all the water activities that those two destinations can and so much more. Sharm El Sheikh is priced just in between what it would have been between the other two choices, so truly it is a good value for money.





# SHARM EL SHEIKH

*Desert Drive Tours*

## Introduction:

Sharm El Sheikh often known simply as "Sharm", is a city situated on the southern tip of the Sinai Peninsula, in Janub Sina', Egypt on the coastal strip between the Red Sea and Mount Sinai. Sharm El Sheikh is the administrative hub of Egypt's Southern Sinai province which includes other smaller coastal towns as well as the mountainous interior Saint Catherine's Monastery and Mount Sinai. Sharm El Sheikh is known as 'The City of Peace' referring to the large number of international peace conferences that have been held there.



Local hotels and resorts have begun to sprout in the region due to the massive growth of the tourism industry in the city. In addition, a number of international hotels and noted restaurants are clustered around the centre of Sharm, known as Naama Bay, with golf courses and other leisure facilities further up the coast. Moreover, Water sports and scuba diving are some of the feats at the coast of Sharm. Beach seekers find many activities such as diving, snorkeling, wind surfing, para-sailing, boating, and canoeing.

Sharm El Sheikh is an ideal tourist destination as it does not only promote its local attractions and landmarks, it also encourages tourists to undertake ecotourism ventures. They include trips to canyons and oases throughout trips, tourists go through captivating wide landscapes where several nearly-extinct animals are nurtured in captivity. It has become one of the world's favorite diving destinations because of its stunning underwater scenery which consists some of the world's deepest reefs. It also comprises of the cultural tours showcasing ethnic activities of local tribes as well as handicrafts.

## Management plan:

To make the trip happen, it is crucial that we take the right steps to gain entry into the destination we wish to go to. A number of documents have to be authenticated and reservations to be made in order for the trip to be a success our team has been divided to coordinate with the team and facilitate all that it needs.

We also need to prepare all the necessary items and gadgets that we may need for the trip. Documentation is also important, we need to record every event that will take place in trip so as to justify how accurate the planning is. Data pertaining to cultural and other features of the destination maybe recorded to take back home and somehow contribute to other students.

Moreover, we also have to consider alternative routes and modes of transport as fallback if things don't go as planned. A lot of research has been conducted relating to bureaucracy requirements (visas) as permits may take time to process.

### 1. Accommodation:

We have checked some inns in Sharm el Sheikh which are both all-inclusive and affordable We are considering a number of hotels and resorts; they are in order of preference and budget:

- a) X
- b) X
- c) X

Note: More details about the selected hotel is mentioned in the Financial plan of this Business Plan portfolio.



## 2. Transport:

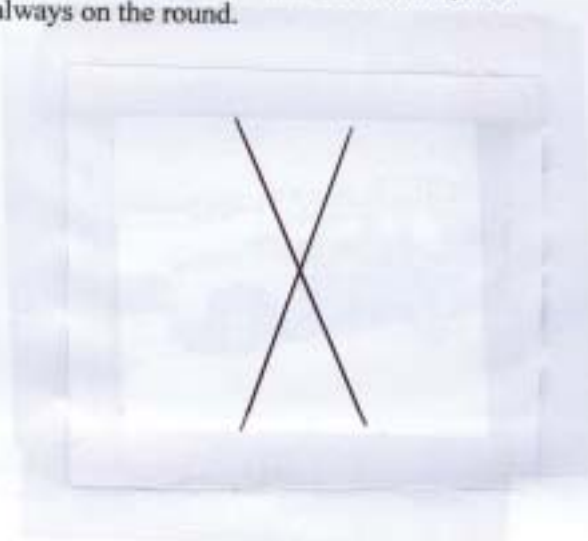
There are two modes of transport available to get to Sharm El Sheikh

i) By air:



ii) By land:

By the time you reach the airport you can either rent a car or go by public buses and taxis which are the best way to go around Sharm El Sheikh by, as they are easily available and are always on the round.



### 3. Bureaucracy requirements:

<b>Who requires a visa?</b>	<p><u>Everybody except citizens of the following countries do require a visa:</u></p> <p>(a) nationals of Kuwait for stays of up to 6 months;</p> <p>(b) nationals of Bahrain, Guinea, Libya, Oman, Qatar, Saudi Arabia, Syria and United Arab Emirates stays of up to 90 days;</p> <p>(c) nationals of Jordan (if holding a 5-year passport) for stays of up to 30 days;</p> <p>(d) cruise ship passengers entering Egypt at any port for a maximum stay of 3 days.</p>
<b>Required documents for visa:</b>	<p>(a) 1 passport-size photograph.</p> <p>(b) Valid passport.</p> <p>(c) Application form.</p> <p>(d) Business letter for Business visa.</p> <p>(e) Postal applicants must enclose a registered- or recorded-delivery, self-addressed envelope and pay by postal order only.</p>
<b>Time required to issue visa:</b>	up to 7 days.
<b>Costs of visa:</b>	<p><u>Tourist and Business (Single- and Multiple-entry).</u></p> <p>Cost varies according to nationality. Nationals of Australia, New Zealand, and all EU countries except Germany:</p> <p><u>Tourist:</u></p> <p>£15 (Single-entry); £18 (Multiple-entry).</p> <p><u>Business:</u></p> <p>£53 (Single-entry); £91 (Multiple-entry).</p> <p>Business visas are cheaper for Canadian nationals. Nationals of the USA pay a standard rate of £12 for visas of any type. South African nationals obtain visas free of charge.</p> <p>Payment of fees is in cash or by postal order only; cheques will not be accepted. Processing fees for other nationals vary considerably; check with the appropriate Consulate (or Consular section of Embassy) for costs of visas. Visa fees are per passport, not per person.</p>
<b>Validity of visa:</b>	Varies, but are usually valid for 6 months from the date of issue for stays of up to 3 months.
<b>Comment:</b>	Visitors from all countries except Canada, the EU and the USA must register with the police within a week of arrival in Egypt, although this service is usually undertaken by the hotel.

### Booking and Visitor Attractions (itinerary):

Booking: it can be done through the internet by making reservations which usually becomes cheaper when done so in a larger group size or in bulk or done personally. The internet allows customers to access many hospitality industry related websites as well as transport operators' links where they can book their seats themselves e.g. airlines like BA, Emirates and hotels like Hilton, Marriot, etc. or other services that they may require such as concierge services and rent-a-car

As for Sharm El Sheikh, we have checked out the websites of the hotels that we've compared, we were able to choose the best one for us in terms of quality and budget. While for transport, we've opted to go by air. Moreover, Visas and other legal requirements must be processed in advance as it is quite time consuming. We feel that the options that we've selected for this trip is suitable for everyone, meaning the trip will be enjoyable at the same time not too costly.

Note: Our selections of the principals will be mentioned in the conclusion.

Attractions: Sharm El Sheikh is an 'urban oasis'- a place of contemporary relaxation with a touch of its ethnic integrity. There are no clear-cut attractions in the Sharm except some like touring on camel back towards Mount Sinai and St. Catherine's Monastery. In fact there are many that naturally becomes an attraction like the deep coral reefs off the coast of Shark's Bay which used to be a very active port until the government passed on laws to protect the bay. The city itself is a wonder as it comprises of some of the famous franchises, bars and hotels like X, X, X, X and many more. In addition the city is also full of ethnic outlets selling local handicrafts which are one of the main attractions of the city. Apart from that the water activities that are offered at the beaches are numerous; diving for one is a favorite attraction.

My work -  
all the financial plan

## Financial Plan:

### Accommodation:

X

X Resort is located in the Sinai Peninsula along the shore of the Red Sea, with private beach and close to the world renowned scuba diving spots; with its wide variety of delicious cuisines, lush greenery and cool breeze, it offers all the tranquility of an exceptional Resort. The city can be easily reached through X International Airport where all international flights land. All main areas in the resort are easily accessed as the hotel is in the center of the popular Na'ama Bay, where you can find wide range of shops, bazaars, "Shesha Cafes", trendy international chains of restaurants and bars as X Cafe and X Bar for hip nights. You can also enjoy our daily excursions "St. Catherine Monastery" which located in St. Catherine mountains which is the highest peak in Egypt. The Hotel is divided into two properties, the beach front directly on Na'ama Bay and mountain side located on the opposite side of the resorts main highway.

### **Hotel Highlights**

- High-speed Internet access in all public areas and meeting rooms.
- Diving Center onsite, with expert instructors offering water sports and diving courses for all level
- Delectable delicious in style bars and restaurants.



my work

## ***Room Price Per Night.***

### **Guest room, King or Double**

- **Room details**
  - 140.00(USD)per night
  - Rate rules
  - *Reserve a Room*
- ESCAPE DINNER PKG\*DELUXE ROOM\*MOUNTAIN SIDE\*1K OR 2DBDB\*Garden View.DINNER&BFAST FOR MAX 2\*INCL.25.44 PCT SVC&TAX\*RATE FOR 2AD

### Transport:

For Getting around the city of Sharm El Sheikh, taxis and busses are the most preferred means of transport. Most of the taxis in the city are ancient Peugeot that will comfortably fit six to seven passengers. Transportation by bus is also very convenient. You will find a bus station in the city which will take you to the nearby cities at a very economical price.

There are also a wide range of car rentals which are offered. Process of full sized 4 wheel drives cost from about 600 to 1200 dollars for 2 weeks of rental.

### Dining:

Dining in Sharm El Sheikh is very easy. Restaurants are located all over at very convenient and economical prices as well as the hotel offers complimentary breakfast with discount on dining at restaurants across the city

my work

### Visas/Insurance:

There are two types of visas Business and Tourist Visa

- |                   |                       |         |
|-------------------|-----------------------|---------|
| 1. Tourist Visa : | a) Single entry :     | AED 110 |
|                   | b) Multiple entries : | AED 130 |
| 2. Business Visa: | a) Single entry :     | AED 385 |
|                   | b) Multiple entries : | AED 660 |

### Airline Tickets:

Airline: X

Costs : per Adult - AED 2,030

per Child - AED 1,500

Note: The Flight is round trip from Dubai to Sharm el Sheikh

### Desert Drive Tours :

Group Package for 3 persons = AED 12,000

All inclusive 2 days 3 nights at the Marriott Sharm El Sheikh Resort

(accommodation+food) transport fares and visa expenses included.

Net profit = AED 3,000 (25%)

10% to local charity

15% to Desert Drive Tours

✓  
Would like to have  
seen a  
contribution to the  
study?



## Risk Analysis:

Severity of the trip will be rated according to normality of an event to happen, it will be as follows:

1. Highly unlikely
2. Very rarely occurs
3. Rarely occurs
4. Occurs from time to time
5. Likely to occur

The trip will also be graded according to how safe or smooth it is, through the measure of the risks that maybe expected:

1. Slight inconvenience
2. Minor injuries
3. Medical attention
4. Major injury
5. Death

*no calculation  
=> poor!*

$$1 \times 1 = 1$$

a) Taking the plane:

- air sickness
- crash landing

Highly unlikely	Slight inconvenience
Highly unlikely	Death

b) Scuba Diving:

- Drowning
- Bitten by poisonous fish

Highly unlikely	Death
Very rarely occurs	Medical Attention

c) Camel back riding:

- Falling back and broken back
- Lost in the desert

Highly unlikely	Major injury
Very rarely occurs	Slight inconvenience

d) Hotel lodging:

- Kidnapping
- Food poisoning

Highly Unlikely	Death
Highly Unlikely	Medical Attention

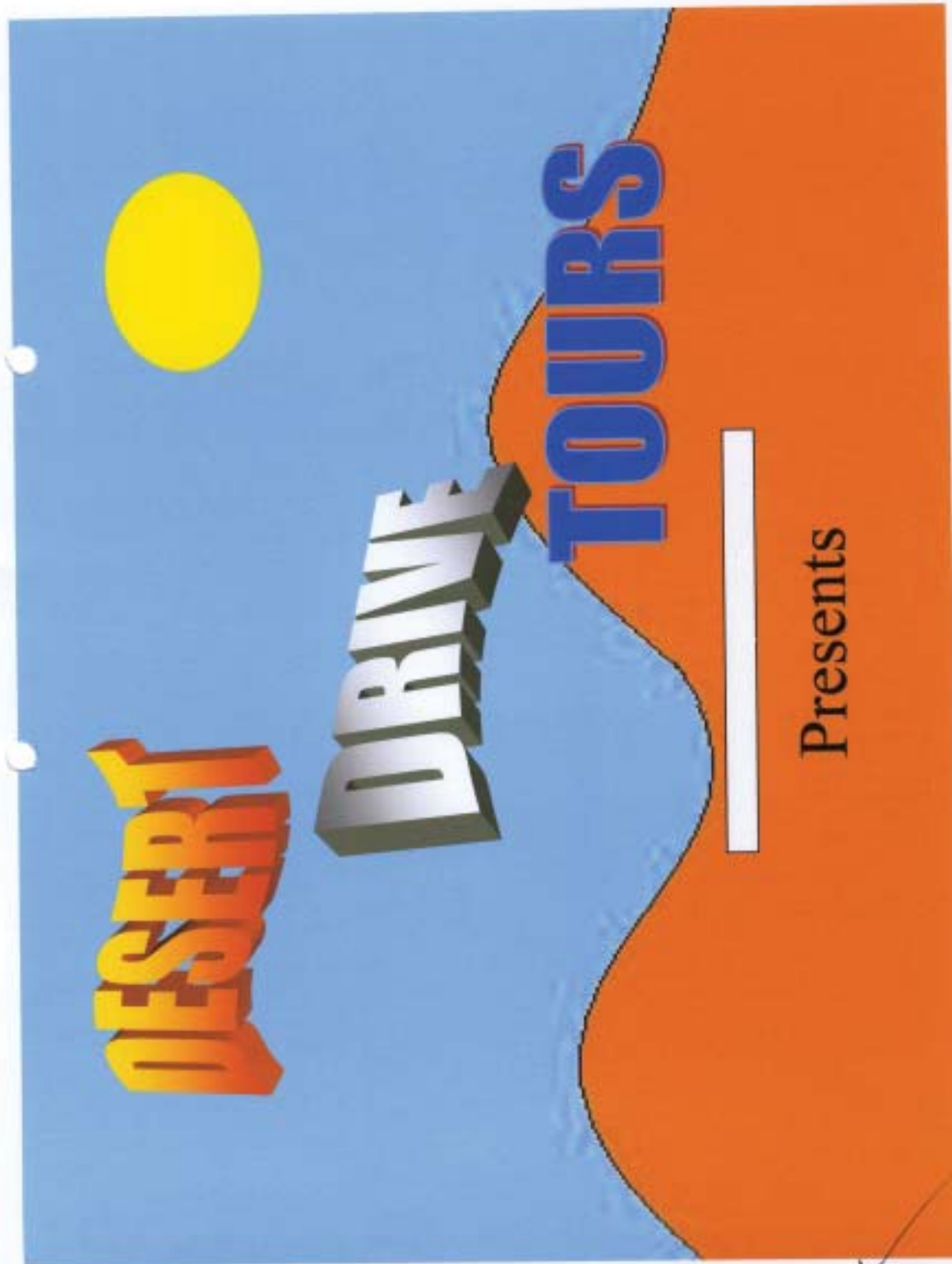
e) Excursions:

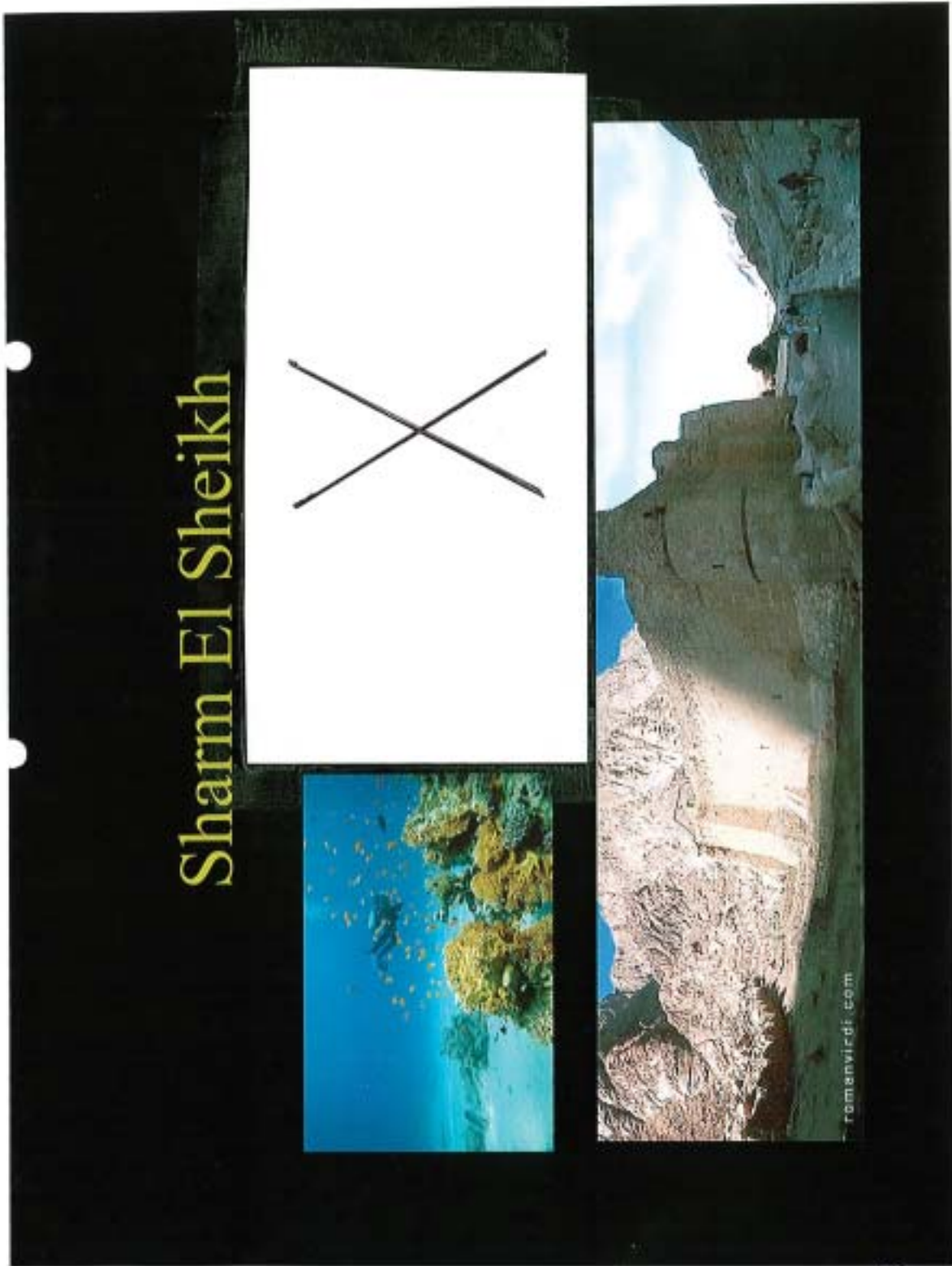
- Falling on rocks
- Erosion

Rarely occurs	Minor Injury
Highly Unlikely	Slight inconvenience

# PowerPoint And Pictures







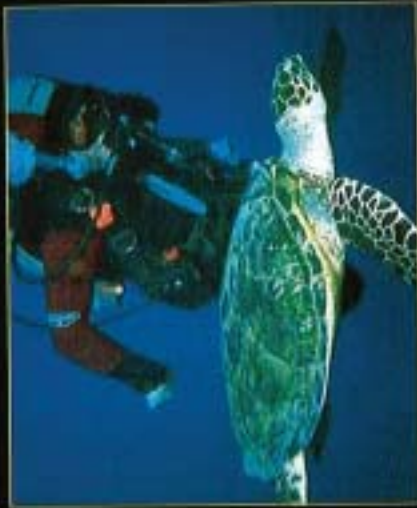
# About 'SHARM'



- Located at the Eastern most part of Egypt situated at the southern tip of Sinai Peninsula.
- It is known as the City of Peace due to the number of Peace Conferences that was held there.
- The weather is mostly warm and cooler during winter.
- The main features of Sharm El Sheikh are its magnificent reefs which serves as diving sites for enthusiasts and excursions to Mt. Sinai and St. Catherine's Monastery.
- Sharm's nightlife is also very active, as many famous bars and hotels have located in the city.
- For those interested in ecotourism, there are tours that take you to some of Egypt's most spectacular oases, some reserves as bird sanctuaries and others have 'canyons' around them, apart from that there are desert safaris and camel riding too.



## Diving:



Sharm El Sheikh is known as one of the best diving destinations in the world as it has lots of beautiful and well-preserved coral reefs which accommodate many water creatures . The best thing is that diving is possible all-year-round.

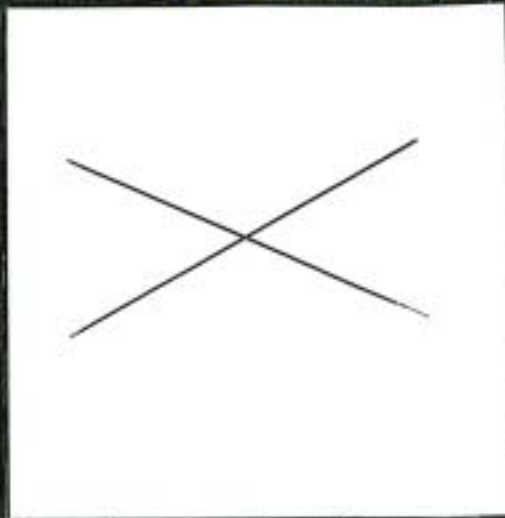


# Beach and Water Activities:

If you love water sports then you'll certainly enjoy in Sharm, because of the abundance of the many activities that they have.



Apart from beach games, activities such as snorkeling, paragliding, windsurfing and even playing golf is also available in almost all resorts along the coast.



## Excursions:

Sharm El Sheikh also offers many ventures towards its desert lands, among which include trips to Mt. Sinai and St. Catherine's Monastery.



It can be traveled either by camel ride or hiking.

Other excursions include bird watching, safaris, or going to oases



# Other Itineraries:



Golfing



Quad Biking



Swimming with dolphins at  
Dolphinella Centre






Ethnic shopping

[Redacted] Beach

Resort

[Redacted]

[Redacted] Beach Resort as our Accommodation as it caters for all the needs of a tourist, and It has amenities that will help their stay at Sharm El Sheikh more enjoyable. Our group has also considered the cost-benefit analysis if one wishes to stay at this hotel.



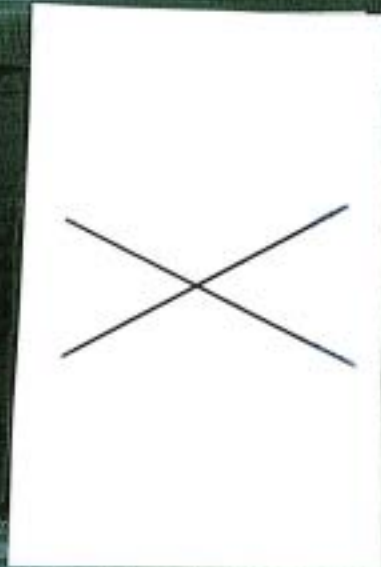
Double Guest Room

# Modes of transport:

Our group has decided to use  to get to Sharm El Sheikh.



When you reach the city, you can easily ride a cab or bus, otherwise you can rent a car.



# Our Travel Package



Per person – AED 4500

Package includes the following :

- 6 Days and 5 Nights stay at [REDACTED] X
- [REDACTED] X Beach Resort (including Food and Beverages)
- Round Trip Ticket from Dubai to Sharm El Sheikh
- Visit Visa for stay of up to 3 months
- Allowance for activities



ent exhibition trying to sell our trip to others in the  
hool

X getting a girl to sign up for the trip  
helping out allowing his back to be used as a  
table



group in class discussing about the project

✓  
Where is the  
questionnaire +  
results  
Poor!

# Evaluation And Commentary

— Last, not first!

31 Marks raw  
27.9 " Final  
Grade C4

If you want I can remove  
the teacher's comments.

Witness Statement

Name of student	X
Type of tour	Beach/Cultural/Other _____
Individual contribution	1 2 3 4 5 6 7 (8) 9 10 Poor Excellent
Communication Skills	1 2 3 4 5 6 (7) 8 9 10 Poor Excellent
Interaction with others	1 2 3 4 5 6 (7) 8 9 10 Poor Excellent
Presentation Skills	1 2 3 4 5 6 (7) 8 9 10 Poor Excellent
Initiative/ problem solving	1 2 3 4 5 (6) 7 8 9 10 Poor Excellent
Name of Witness	X
Date	11/3/08.
Status	Travel & Tourism subject teacher

# Paper 2 Evaluation

## ***Did We Meet Key Objectives?***

We had 3 objectives which were:

1. To sell our destination (sharm el sheikh)
2. To design and illustrate our slide presentation well
3. To work well as a team and do the work to our best abilities

✓ Good.

We found a lot of information on Sharm El Sheikh and added them to our presentation to sell our destination in the correct way that allow customers to want to take they trip. We managed to create a well designed presentation having pictures of our destination and added everything necessary about our destination as well as a video on Sharm explaining everything and showing every aspect of it. The team we had some people may believe it would be hard to actually create a good presentation or even think of one but we managed to come together put in all our minds and create a presentation which captured our audience and interesting from start to finish so therefore I believe that we have met our objectives.

I believe that for our key Objectives were met.

✓ Did not win the competition ⇒ selling objective?

## ***Were Key Deadlines Met?***

Our deadlines that we had were to submit our feasibility study and business plan on specific dates and we had set our own deadlines to complete the work that each of us did. We submitted our work on time finished it on time and our personal deadlines for the work was met as well so I believe that it was a success as all our team came together and did each of us did their work that they had to.

✓



# Commentary on paper 2

## *Description of your role in the group.*

In the group everyone had their own specific roles. My roles in the group were the marketing manager and the financial manager. In the financial section I had to find the cost of living and transport getting to Sharm El Sheikh and back as well as the transport and price at Sharm el Sheikh to get around. I also had to find the cost of entering the museums and other educational such as the mountain and the cathedral. I also had to find out about the cost of the activities such as kite surfing, water skiing etc. As a whole I had to find the cost of everything during the trip. This was tough as it took a lot of research but managed to find out where to find the information.

In the marketing section I was in charge on finding out and organizing on how to sell our destination. I had to find out which way would be best to sell the destination whether using power point or a movie, doing this research I came up with combining the movie as well as a presentation this way the audience would hear our presentation as well as a movie clip explaining everything we had said in detail.

↙  
Presentation,  
marketing,  
OK  
I  
get it!

## *Reference to teacher's assessment*

The teacher wrote in my feedback form that I was giving too much praise to each individual in the group. He commented and told me that I should be completely honest and be critical on the parts I had to but keeping it general with out mentioning the names of the members of my team.

### ***Did our Planning Promote Effective Performance?***

We assigned particular tasks to each person. I was the financial manager  
X did the management work etc. I believe that having set things for each person according to their capability was a good thing to do as everyone had a job in doing the project and this made it easier and work faster, to a certain extent it was good but hard as we had to help in other in small bits if we couldn't understand certain things or to find extra information.

### ***Was the event successful?***

When we did our event it was very successful as we had a lot of people who chose to sign up for Sharm el Sheikh. During the exhibition we got about 6 pages signed from people who signed up and we promoted our destination well putting pictures on the wall and posters about Sharm up. We also gave a chocolate to every person who signed up.

### ***What went well and not so well for team members?***

Each team member had specific work to do and for most it was alright. We had some cases and 2 team members were kind of lazy and didn't take the project seriously therefore held us back a little bit but towards the end one got his head in and contributed well finishing all his work and this helped us a lot whereas another team member was like a ghost of the group. He almost didn't show up and was difficult to get work from him. Though the difficulties that we had we managed to put our heads in and we created a good project and event.

***How well did the team work as a whole?***

To my view I believe that as a whole our team worked well each member stuck to their task and completed them on deadlines we assigned to each person, everyone agreed to the tasks giving, we didn't have arguments on the work given and believe that everyone contributed well to each other. Even though we kind of left some of the work to the last minute we finished and did so well.

***Did the team work help or hinder you?***

For me the team work helped. Though we may not have had the best team from the group we managed to create a good event. We did have delays and problem between one another. Some of us not wanting to do some work. A person in the group found it very difficult towards the end specially coming towards writing the essays as his contribution was very less and help was wasn't given he was kind of a ghost in the group. Each person concentrating on what they had to do other than worrying about the others made it easier for each of us to do our work.

### ***Comment on teacher's assessment***

I agree with the teacher that I have given too much praise to my fellow mates in my group and that I should be more critical and mention the bad parts of our project, the downfalls and problems we faced that way being honest *and should*. get the ~~right~~ marks because I mention everything that has happened. Making it seem like a fairy tale everything being perfect I will defiantly not get the marks and the examiner will see straight through it.

### ***Objectives Vs. outcomes***

The objectives that our group had made for the coursework were:

1. To sell our destination (sharm el sheikh)
2. To design and illustrate our slide presentation well
3. To work well as a team and do the work to our best abilities

The outcomes that proceeded were:

1. we sold the destination in a well organized way promoting every part of Sharm el sheikh
2. We presented our slide with pictures over each slide and an added video to explain all our points in detail.
3. as a team even through our ups and downs we came together worked as a team and produced a presentation to our best ability

### ***Did The Planning Work?***

I believe that planning what each person had to do and what we as a team had to do was an advantage because this way everyone was clear on what was expected from them and what they had to do to make the project a success and to be well done. Each person had to plan what they had to do for there own work set their own deadlines to complete the work they had on specific days so that everyone could see how far we have come and

add it all together. We did have delays in this as some of us were lazy and left work to last minute therefore didn't manage to finish well (btu) *slippy*. near the end I think we pulled our act together to finish it all on time.

### ***Recommendations for Improvements***

I believe that next we make an event or project like this we need to be more serious about it. We should all work together using each others help and finishing our part of work on time. I believe that we should not take the project relaxed but to be serious about and do all the work correctly and right. Each person should know there contribution counts and that their mistakes cause a downfall to the whole group.

### ***Conclusion***

For my conclusion, over the time I had with my group I saw that we didn't have the best group, in fact we may have had one of the worst in the class but we made a good overall event, even though some people in the group were lazier than others and some didn't do much work they just sat down and relaxed we managed to get through it selling our product well.

*harsh!*

*good, but could still be more critical, really. see your team makes criticisms.*

Witness Statement

Name of student	X X
Type of tour	Beach/Cultural/Other _____
Individual contribution	1 2 3 4 5 6 7 8 9 10 Poor Excellent
Communication Skills	1 2 3 4 5 6 7 8 9 10 Poor Excellent
Interaction with others	1 2 3 4 5 6 7 8 9 10 Poor Excellent
Presentation Skills	1 2 3 4 5 6 7 8 9 10 Poor Excellent
Initiative/ problem solving	1 2 3 4 5 6 7 8 9 10 Poor Excellent
Name of Witness	X
Date	11/3/08
Status	Travel & Tourism subject teacher

## Candidate 3

Comments on Candidate 3's work

Assessment Objective	Band and mark awarded	Comments
Mark Strand 1 AO2	Mark Band 3 10 marks	The candidate's role is clearly presented and there is a record of contribution showing consistent involvement in the planning and running of the event. Minutes of meetings have been completed and provide good evidence of the contribution towards the effective planning, preparation and running of the event. There are minor omissions.
Mark Strand 2 AO3	Mark Band 2 10 marks	The candidate demonstrates good evidence of research using a range of resources. The feasibility studies have been fully considered and the work is clearly indexed. There are clear sections covering the problems encountered, however, the contingency plans put in place are not discussed in detail
Mark Strand 3 AO1	Mark Band 3 9 marks	The assignment is well structured with clearly labelled contents. All sections of the work have been completed and the aims and objectives of the team are set out clearly and team roles for the event are assigned.
Mark Strand 4 AO4	Mark Band 3 12 marks	The candidate has made a good attempt to give a comprehensive evaluation of themselves and the team. Recommendations for improvement are also considered. Questionnaires, leadership roles and general feedback are all included and there is a witness statement to show the level of candidate involvement.

This was a well-organised event. There is evidence of good planning and clear structures for feasibility studies are included. There is a good level of detail about the meetings conducted and the roles of each team member are clearly described. The evaluation is particularly detailed with honest attention to the problems encountered and the recommendations made for the future. The final mark would have been higher if there had been a clear contingency plan and a risk assessment.

## 9395 Travel and Tourism Paper 2 Coursework Guidelines

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

<b>Examination session</b>	June/ <span style="background-color: black; color: black;">XXXXXXXXXX</span> *	*please delete as necessary	<b>Year</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>
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<b>Centre name</b>	<i>Insert name of school</i>
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<b>Centre number</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>Insert Centre number</i>
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<b>Candidate name</b>	<i>Insert Candidate name</i>	<b>Candidate number</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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*Insert candidate number*

Assessment Criterion	Mark
AO1 Demonstration of Knowledge, Skills and Understanding (max. 12 marks)	9
AO2 Application of Knowledge, Skills and Understanding (max. 12 marks)	10
AO3 Evidence of Analysis and Research (max. 13 marks)	10
AO4 Evaluation and Decision-Making (max. 13 marks)	12
<b>Total (max. 50)</b>	<b>41</b>

#### Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_ Date \_\_\_\_\_

CCS154



UNIVERSITY of CAMBRIDGE  
International Examinations

9393/02/CW/11



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# GOOD VIBRATIONS


Starring

**5 STAR**








PLAYING

**THE MAGNIFICENT MUSIC OF THE BEACH BOYS**

DIRECTED BY 



\*Awesome travel prizes. \*Lucky ticket draw. \*Wine and snacks.

- ORGANISED BY  6<sup>TH</sup> FORM TRAVEL & TOURISM.
- FUNDS IN AID OF  PARK.
- FRIDAY 15 FEB, 1800 PM,  , .
- TICKET PRICES \$20 MILLION.
- CONTACTS- 

## Travel and Tourism 2008 Raffle Draw

FUNDS IN AID OF  PARK.

### **Awesome prizes to be won:**

- A Prize from
- A cosmetic hamper from
- A meat hamper from
- Free Golf Lessons

Price \$5 000 000

Raffle Number	Name	Phone Number	Paid
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			



*Please Accept These Tickets  
With Our Compliment*





6

16/01/2008

Dear



The current VITH Form Travel and Tourism Class are hoping to hold an Exposition Project at  in  on Friday the 15<sup>th</sup> of February.

We would like to donate the profits that we make to Gosho Park.

The Class would like to invite the both of you to join us and hope that you do not have any prior commitments on this date. We hope to see you there.

Yours Sincerely,



(Head and Deputy Team Leaders)

24/01/08

Dear X

Our current Sixth Form Travel and Tourism class is organising an Exposition at X on the 15<sup>th</sup> of February in aid to raise funds for X Park.

We are aware of your stunning photography and would kindly like to ask if you would assist us in putting together a slide show of X Park, which will be put on display at entry.

We would very much appreciate this and look forward to your positive response.

Yours Sincerely

X  
(Head and Deputy Team Leaders)



X

PARK  
MEETING:  
MINUTES

Minutes of the 41st meeting of the [X] Park Committee held in the Gibbs Room on Tuesday 16<sup>th</sup> October 2007 at 1pm  
Present :

Apologies:

1. The Chairlady thanked everyone for coming. As to exams taking place no teachers or pupils were able to attend.
2. Animal Report. The kudu calf that was reported with a snare round his neck has died. The Eland and other animals are looking good. Grazing is in abundance and there is plenty of water. There are no ticks in evidence at this time. Poaching is on the increase. Wood poaching is also a problem the main culprits coming from Malwate and M&M. [X] to investigate. Maybe GAP will agree to have the children a sweep for snares.
3. Art Competition. Grade 1 and 2 did posters and prizes were handed out on Friday at SVII Open Day. There was a slide show of [X] Park that was also taking place during Open Day. Thanks to [X] for the prizes. [X] daughter won 1<sup>st</sup> prize. Thanks to [X] for entertaining the 60 entrants on a tractor ride round [X].
4. Radio Link [X] not hopeful due to the high cost. [X] to find sponsorship to purchase one radio \$30m. Motorola and Radio Communications in Msasa to be approached. [X] Park Account - There appears to be a nil Balance in the account. [X] has been requested to look into the matter. A donation from [X] of \$2m was received with thanks.
5. [X] has received some information on visitors taking wood out of [X] Park. It must be impressed upon visitors that wood is available for use in the park only and not to be removed. Certain areas of gums have been cut down and the brush wood has been collected by tractor but this is to be policed [X] to check on this.
6. Sign Board. Stanbic and ATT might be prepared to be sponsors.
7. Food Stocks These are low - 10 bags of cotton seed, 1 bag of salt, 1 bag of Chivaka. The price is now \$60m per tonne. No Chivaka available. [X] to find out about Bhuru grass and Urea 2%. [X] to check on Chivaka. [X] said that ticks would start becoming a problem in January/February and they would be found mainly on the tops of grasses overhanging pathways. [X] offered to go ahead and source dip.
8. Nyala Breeding Programme - WWF: [X] to look into this. [X] to perhaps utilise his earthmoving equipment. It was reported that Hedgehogs have been introduced into the Lion and Cheekah Park near Lake Chivero.
9. Fundraising Suggestions: Golf Day Sponsorship [X] Malwate - Carols by Candlelight. Holiday Camps in [X]: 3 nights during the week. To encourage more visitors the Bush Camp needs upgrading.

There being no further business the meeting closed at 2.35.

THE NEXT MEETING WILL BE HELD ON THE 12<sup>TH</sup> FEBRUARY, 2008.

(/H) [X]

Minutes of the 42nd meeting of the  Park Committee held in the Gibbs Room on Tuesday 12<sup>th</sup> February 2007 at

Present :



Apologies:

1. The Chairlady thanked everyone for coming and welcomed the new school representatives from PH and PHG,  and  who are Sixth Formers in Travel and Tourism class.
2. Animal Report. All OK, dams are full. Three wildebeest have calved. There is no sign of the sable or of her having calved yet. Many impala have calved and two have been killed, one taken by a black Marshall Eagle at the top end of the little vlei and another by a python, this being witnessed by . One kudu seen by  appeared to be covered in ticks.  suggested the pathways be slashed in order to curb ticks being picked up by people and animals.  suggested we organise a cattle sweep through the park.  to arrange this. The Duncan applicators only come into use when we start supplementary feeding or putting out salt for the animals once the rains have ceased. Roads: The roads are in a bad state but will be repaired as soon as the rains cease. Entry fees: These are to be increased to \$1m per person and will be reviewed monthly at the meetings.  informed the committee that a box of matches now cost \$1m. Wood Cutting: There has been a report from  who witnessed two females hastily leaving the scene, at 1pm. An axe, a hand saw and the wood ready for transportation, were confiscated.  suggested a reward system be offered for information towards apprehending the guilty parties.  then brought up the fact that  had been arrested on Sunday evening for stealing a hosepipe. He informed the police officer that he had found it. He was released pending an investigation and is back on duty in  Park. Bush Camp: Chalets: These are in need of repair and  thought the best solution would be to put a ridge of cement along the top as was done for the hut at the  entrance. The ablutions at the Bush Camp are still intact but the taps are only connected if people are booked in. Hiker's Hut: The two taps here are still in position. rains. 3. Supplementary Feeding. We do not need require food at present as the grass and veld is good after the Stockfeed is not available but the last price was \$US100 per tonne. 4. Nyala Breeding Programme:  is unavailable for an update on this. 5. Sign Board.  to follow up with Stanbic and AIT who might be prepared to be sponsors. 6. Fundraising:  Park Gala Evening, Friday 15 February 2008 being hosted at Repts by the Sixth Form Travel and Tourism Class. 7. A generous donation of US\$100 was made by  a parent of AOB 1.  to liaise on the reward system with regard to information on wood cutting in the park.  said that both  and the farm next door to them, adjacent to  Park, have

- followed up with a good response to letters from X about the wood cutting. Some perpetrators have been caught and warned.
2. X mentioned seeing an advertisement in JAG for Paintballing. To follow up with details. This could be a fund raising idea on a closed week-end.
  3. The sale of an Impala Shoot. X has agreed to coordinate once a date has been organised. It was suggested that we arrange an auction for this possibly at the SVH Barn Dance or some other function.
  4. Hawk Relocation: X asked if it would be possible to plant some seed grasses in X to encourage other birdlife which could be suitable prey for any new species of hawk introduced.
  6. X mentioned the new X Website. This has not yet been completed.
  7. X suggested that once the sable has calved the mother should be fed if the calf is to survive.

DATE OF NEXT MEETING: 11 March 2008 at 1300 SHG Boardroom

There being no further business the meeting closed at 2.15 pm.

MINUTES OF THE 43rd MEETING OF THE [X] PARK COMMITTEE HELD ON  
TUESDAY THE 11TH MARCH 2008 IN THE GIBBS ROOM

X

1. The Chairlady welcomed everyone present to the meeting and thanked [X] for attending in order to discuss our investments in the [X] Park Account.
2. Animal Report. It was reported that there are many ticks on the long grass in the Park. Poaching is becoming a major problem in the area and [X] said that a reedbok was poached in broad daylight at 11am on his property. On the [X]'s farm four Zebra were poached recently. They were expertly skinned by the poachers. It would appear that high prices are being paid for the skins on the black market. The game scouts have been informed to be vigilant and report any suspicious intruders. [X] is presently on leave for two weeks. The Chairlady announced that this was [X] last meeting before he left for greener pastures to run a Safari Camp in Botswana. On behalf of the Committee she thanked him for his incredible dedication and help in running [X] so efficiently. Nothing was ever too much trouble. It will be hard to find a replacement as dedicated as you were and we are going to miss you very much. Our thanks also to [X] who took a keen interest and spent many hours walking each day in the park. On behalf of all of us, we wish you both the best of luck in your new venture. Until we have a new Estate Manager, [X] who looked after the Estates at Rydings will stand in and also sort out the timber in the interim.
3. Fundraising: A [X] Park Gala Evening was held Friday 15 February 2008 and was hosted at [X] by the Sixth Form Travel and Tourism Class. This was an outstanding success and \$7b. was raised. Our grateful thanks to [X] and her team for their splendid effort in organising such an enjoyable and well-supported evening. Our thanks also to [X] for all her help and especially to the generous sponsors of the food, wine and raffle prizes. [X] was also thanked for all his help in co-ordinating the evening. Thank you letters have been sent out by the Travel & Tourism class. [X] also thanked the T & T class for their efforts in raising funds and he also thanked them for being great ambassadors for [X] Park. Investment of [X] Park Funds: [X] was invited to the meeting to discuss our account and also to make inquiries as to why there appears to be a nil balance in our [X] Park Account. He said he would look into the problem but did state that the accounts were three months behind due to a problem with their computers. He suggested we purchase [X] shares with any money raised. The Chairlady will ask [X] for the date of the deposit in order that [X] can do the necessary transaction.
4. Nyala Breeding Programme - [X] was not available to report on any progress.
5. Woodcutting and Poaching problems are ongoing and it is difficult to apprehend the offenders after hours.

✕ mentioned that some of the poles which were cut for the Worswick's and not collected or paid for could be made available to repair the fence. It was suggested that we approach ✕ with a view to treating them for us.

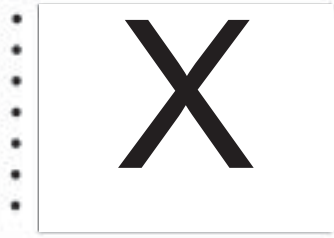
- AOB
1. Bush Camp Roof- Ridging: ✕ mentioned that he would speak to ✕ who could possibly repair the ridging on the Bush Camp Chalet roofs.
  2. Supplementary feeding: There are 8 bags of Cotton Seed, a bag of salt and 1 bag Chivaku. The giraffe will need to be fed shortly. Cottonseed hulls are in stock but there appears to be a price war between the stock feed companies.
  3. ✕ has donated 3 litres of Pour-On dip for which the Committee offered their grateful thanks. It has been reported that there is very little dip available - only a synthetic pyrethrum from Zimphos. This will be used in the Duncan applicators once we start feeding the animals.
  4. Impala Shoot - Keep on the agenda for future discussion.
  5. Increase in the entrance fees: \$5m. per adult and \$2m. per child/pensioner  
Bush Camp/Hikers Hut: \$10m. per adult and \$5m. per child
  6. ✕ thanked ✕ for all the help and support given through the years.
  7. Environmental Africa - Competition. FFM to bring the letter.

DATE OF NEXT MEETING: 13TH MAY 2008

There being no further business the meeting closed at 2.20 pm.

SPONSORS

Sponsors





Details of allocated tasks

- Team leader
- Deputy
- Catering
- Transport
- Prizes
- Finance
- Ticket sales
- Advertising
- Raffle
- Marketing
- Spokesperson
- Video
- Photos
- Name badges



**Description of event**

X Theatre presents 5 Star in Good Vibrations, a stunning musical featuring the timeless music of the Beach Boys. Written by X and X. The show promoted a popular past sing along in interests of attracting lots of people who in turn contribute towards a good cause.

**Objective of event**

To raise funds for our school park called X Park which be used to sustain the game population and the interests in the park which struggle to meet the ever rising costs of management and survival.

**Resource needs****Physical**

A decent venue  
Equipment, tables and chairs  
Crockery and cutlery  
Tickets and tablecloths  
Donation boxes and a laptop

**Human**

Manpower to man all the posts  
Planning power  
Organising power  
Co-ordinating power  
Commanding power  
Controlling power

**Financial**

Sponsorship  
Donations  
God paying public support

**Methods used to evaluate the event**

The popularity and support  
Obvious enjoyment by public  
Only positive reviews and feedback  
Amount of money raised

### Problems

- Communication problems, lines were down so difficulty trying to communicate from one town to another, and from one person to another.
- After the raffle had been drawn, we should have handed out the prize winners their prizes straight away rather than waiting till the end as this caused confusion and we muddled up who won different prizes.
- The event was not easy to police, it was not possible to control (because of the openness of the venue) the people attending the event down to only those who had actually paid to attend.
- There were complaints about an open floor seating arrangement.
- The entrance was very crowded and congested.

### AIMS AND OBJECTIVES

- To make a profit
- To get sponsors
- To get donations
- Team work and building
- Customer satisfaction
- Portray the image of  Schools
- To sell all our tickets

### MY FUNCTIONS AS TEAM MANAGER

- Welcoming visitors
- Taking bookings
- Selling services
- Providing information
- Handling cash and cheques
- Controlling entry
- Promote services
- Answering questions
- Maintaining records
- Passing information

Dealing with customers is quite nerve racking. I have never had direct contact with customers previously as team manager of an event. There were many different reasons why as Team Manager I had to deal with customers.

- ❖ Introducing them to  Theatre
- ❖ Explaining our objectives
- ❖ Selling raffle tickets
- ❖ Calling guests into the theatre
- ❖ Thanking guests
- ❖ Asking for their support through selling raffle tickets
- ❖ Handing out raffle prizes
- ❖ Giving out directions and guidance

I got help from the other team members when I felt things were going haywire! My team did help me as and when I required their services. Delegating was not always easy as some people pulled their weight whilst others didn't.

### PROBLEMS THAT AROSE

- o There was congestion in the foyer as a result of the tremendous response we received. I had to kindly ask for school students to stand outside, thereby leaving more space in the entrance for guests.
- o We had bus problems. This was not our fault as we had been let down by a few volunteers who lent us buses for transport, but due to our economic crisis with fuel shortages, we were let down. As a result of this we got permission for a bus to take one lot of students – on average 75 – and the bus then returned back to Marondera to fetch another lot.
- o There was not actually a lot of school support at first, so we asked permission from our Headmistress and Rector to allow us to have a free night out after the event, instead of taking a floating. We did get this permission.
- o There was a fair amount of over-booking and people kept wanting to make bookings to come to the show. We realized in hindsight that we should have booked  X for 2 nights, but this would have incurred a lot more costs and expense and as a result we turned away a fair amount of bookings.
- o We had reserved some tickets in the end to hand out to people in Harare that had paid for them. There was confusion as to whom was with which group and some people had tickets and some did not.
- o The cash inflow from ticket sales, raffle sales and  X Park donations was very confusing due to our current situation. This entailed huge bundles of low denominations of money and this resulted in being very time consuming. We should have taken more cash boxes to put the money and a better recording system should have been implemented in order to keep a better track of cash inflows and outflows during the evening. I think better organization and pre-planning was necessary.
- o It got very hot inside due to all the movement of people and so we eventually put the fans on which made a big difference.

As Team Manager I had an Event Planning Checklist which I printed off the internet. This gave me guidance and assurance of what had to be done and what dates it had to be done by.

I really did enjoy my role in the event, even though there was a lot of pressure put on me as I had to plan the event, organise a whole lot of tasks and duties in order to make it successful. I had to co-ordinate and control all the team members, ensure they knew what they were doing, where the finance sources came from etc. This was very time consuming and I have spent a few trips up and down my school asking for different permissions in order to make the event a success.

The team spent a fair amount of time discussing the contribution made by each member, problems and solutions. I feel we all worked very hard in order to make the event a success. As I am sure with any event, it is only expected that some people pull their weight more than others which made it quite difficult in the

smooth running of our planning. I found in the end some of the duties allocated were not being done and as a result it was easier and quicker to do them myself as I knew it would be done well and well in advance. There was uncertainty as to how many people would actually carry out their duties when I allocated them the tasks. Definitely more effort was put in by those willing to contribute in comparison to others.

We evaluated the events we could have done and the majority class decision was to do  X . Out of our options,  X  and a golf day, we found it more fulfilling doing a fun show at  X .

**GOLF DAY**

Pros	Cons
<ul style="list-style-type: none"> <li>• It was closer to organise from school.</li> <li>• Majority of people were from Marondera.</li> <li>• Social event.</li> <li>• It was local.</li> <li>• Transport would be easy to organise.</li> </ul>	<ul style="list-style-type: none"> <li>• Boring if you don't play golf.</li> <li>• It would be a problem if it rained.</li> <li>• It takes up the whole day.</li> <li>• We would have had to organised so much more.</li> <li>• Would not have got as much sponsorship.</li> <li>• Not everyone plays golf.</li> <li>• Marondera is out of the way for outsiders.</li> <li>• We probably would have only had school support.</li> <li>• A night event is always more exciting.</li> <li>• Informal event.</li> <li>•</li> </ul>

**THEATRE**

<ul style="list-style-type: none"> <li>• If it rained it was inside.</li> <li>• We could economise on transport as most people are based in Harare already.</li> <li>• <input checked="" type="checkbox"/> X <input type="checkbox"/> has a bigger status than Marondera golf club.</li> <li>• It is a theatre with so much history.</li> <li>• We were allowed a free night out.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising was difficult.</li> <li>• We did not know if it was easy to find sponsorship.</li> <li>• We could not have done it as a class.</li> <li>• We had to have external influence.</li> <li>• Channels of distribution.</li> <li>• Time consuming.</li> <li>• Difficult to interact with <input checked="" type="checkbox"/> X <input type="checkbox"/></li> </ul>
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<ul style="list-style-type: none"> <li>• Most of our sponsorship was in Harare.</li> <li>• It is a central place.</li> <li>• Harare is the capital city.</li> <li>• It would attract a larger target market.</li> <li>• Formal event.</li> </ul>	<p>people due to communication break down.</p>
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My ideas were for X, it was more of an appealing and formal event as it took place during the evening. I had already seen the 5 Star Boy Band perform in Mutare and was most impressed. I knew what the target market would be and could sell my tickets towards the middle/elderly generation.

As team leader I felt different leadership and management styles were applicable according to different levels of maturity of the students that were in the team. I used a fairly autocratic leadership style where I felt a few members in my team were not willing to work and assume responsibility, uncreative and idle. Therefore I issued commands to them and basically one-way communication took place. As motivation levels were quite low as a result of this and people only started pulling their weight towards the end. A lot of supervision was needed.

On the other hand a democratic leadership style was used where I felt optimistic about certain members in my team. This was used where I felt members of the team were creative, where they seek responsibility and prepare to accept authority and responsibility. As a result they seemed very motivated and loyal and undertaking their role and gave their full support to me. This result in two-way communication. With this leadership style I found there was a lot more contribution to discussions and my team offered valuable suggestions to situations.

Carrying out a marketing plan of the event was necessary containing a detailed statement of our marketing strategy, including how it will be implemented and the budget available for it. As Team Leader I found it necessary to carry out a SWOT analysis for the event.

#### STRENGTHS

- Attracting a lot of people
- Established environment
- Many facilities eg. toilet, bar area, pub and parking
- Centrally situated

#### WEAKNESSES

- Small foyer area
- Over booking and so turning away people

#### OPPORTUNITIES

- Many visitors
- Lots of sponsorship
- Local and foreign guests
- Availability of amenities

#### THREATS

- Of the event failing
- If the evening will be a success
- Of sponsors letting us down
- Failure of planning process due to communication and technical breakdown

Then I listed our marketing objectives in order to have our aims and goals clear.

The planning implementation of our event strategy required good communication between team members and myself as team leader, with sponsors and the management from [X]. Sources of finance from sponsors was needed in order to fulfill our needs. Operations management needed to ensure the event had been adapted. The skills from resources was needed to ensure everyone in the team had specific tasks and duties and that these were fulfilled and down according to their due deadlines. The marketing team was needed to review and revise the pricing levels of our theatre tickets, promotional mix and distribution of tickets. The opportunity to comment on discussions and changes allowed more effective consideration and discussions to be made therefore motivating the team.



## AIMS AND OBJECTIVES

This was to raise funds and profit maximize for our school park called [ X ] Park which will be used to sustain the game population and interest in the park which struggled to meet the ever rising costs of management and survival. I then identified a target market for our event and created an appropriate marketing mix accordingly. (Product, price, place, promotion).

### Product

After some discussion and decision-making we decided that carrying out a musical evening at [ X ] Theatre would be most appropriate. As a result our target audience would be directed at teenagers and the mid and elderly generation who would understand and appreciate the show.

### Price

For our price we made sure that we covered the cost of the theatre ticket was \$7 million. Then we added a mark-up of \$13 million which included snacks and wine. Our total price was \$20 million. We used 'cost plus' pricing which is the cost of a product plus a profit mark-up. This was to ensure that all costs were covered and profit was earned. People paid in cash or by means of a cheque.

### Place

We sold our raffle tickets directly to consumers. This allowed us to have full control over pricing and marketing the product. Selling tickets directly to consumers was easier for us as we knew which people to approach as our target market. It was less costly than selling them through [ X ] theatre and other agents who might have wanted a commission on sales. This though was very time consuming.

### Promotion

We advertised our event by printing and sticking up posters in key town areas. Posters were distributed around our schools. Mass marketing was implement in order to attract customers' attention.

We used sales promotion by organizing free snacks and wine on the night. Our sponsors set up stands to promote their goods and services eg. [ X ], [ X ] and [ X ].

We used publicity. This was a form of verbal promotion which we did not have to pay for and word got around by means of the grape vine and bush telegraph. We used above the line and below the line promotion. Above the line was informative, e.g. mass selling, sales promotion and publicity. Below the line

methods included sponsorship from our very supportive sponsor. For our design of adverts we used the AiDA model creating attention, interest, desire and action.

#### **MY FUNCTIONS AS TEAM MANAGER**

- ❖ Welcoming visitors
- ❖ Taking bookings
- ❖ Selling services
- ❖ Providing info
- ❖ Handling cash
- ❖ Controlling entry
- ❖ Promoting services
- ❖ Answering questions
- ❖ Issuing equipment
- ❖ Maintaining records
- ❖ Passing information

#### **ADVANTAGES OF TEAM WORKING**

1. Enhanced sense of their worth in the team
2. Ability to use talents to their full potential
3. Increased status
4. Chance to innovate and be creative
5. Support of other team members
6. More job satisfaction
7. Increased efficiency
8. Increased sales rather than selling individually
9. Increased loyalty
10. More creative workforce
11. Happier team

#### **HOW DID WE MEASURE OUR OBJECTIVES**

- Informal feedback
- + Surveys (of customer's staff and management)
- Suggestion boxes and observations

#### **ACTIVITIES UNDERTAKEN WHILE ON SITE AT**

- I had a meeting
- Setting up furniture and stands
- Sticking up flyers and posters
- Tidying up
- Cleaning up
- Rearranging furniture
- Fetching wine glasses

- Setting up the wine stand
- Preparation of front desk
- Taking photos

#### PERMISSIONS SOUGHT

- Permission from our Rector
- Permission from  our headmistress
- Permission from  Theatre – this was secured by paying a deposit

The money we made was invested by  and used mainly for animal feed (chivako).

#### CUSTOMER CARE

This required communication and listening skills to all team members. We helped customers with special needs and we were polite and courteous. We had to have patience for irritable customers and a smart appearance as we were representing our school. We had to have good and efficient organizing skills. We had self-discipline and led by example. We required co-cooperativeness from our staff and were hard working in order to meet the needs and wants of our consumers.

X PROJECT : 15TH FEBRUARY 2008

X QUESTIONNAIRE

- 1 Were you impressed with the punctuality of the event?
 

Yes	No
100 100 100	
- 2 How did you find the seating arrangements?
 

Poor	Good	Very Good
1	100 100	100
- 3 Did you like the display in the foyer?
 

Yes	No
100 100 100	
- 4 Was the atmosphere festive?
 

Yes	No
100 100 100	
- 5 Did you enjoy the cocktail party?
 

Yes	No
100 100 100	
- 6 What did you think of the eats?
 

Poor	Very Good	Excellent
	100	100 100 100
- 7 What did you think of the X wine selection?
 

Poor	Good	Excellent
		100 100 100
- 8 Would you say the Travel Agents would generate business from their exposure at the event?
 

Yes	Maybe	No
100 100 100	100	
- 9 Would you make an effort to see the 5 Star Boy Band again?
 

Yes	Maybe	No
100 100	100	100
- 10 On a scale of 1 - 10 how successful do you think the event was?
 

8, 8, 7, 9, 9, 8, 5, 9, 8
7, 9, 10, 9, 8, 8, 8

## Questionnaire

1. Was the venue and time appropriate?

- Yes - Yes
- Yes
- Yes

2. How were you greeted on arrival? (poor, satisfactory, excellent)

- Excellent - Excellent
- Satisfactory
- Excellent

3. Were the refreshments adequate?

- Very - Yes
- Yes
- Yes

4. Did you enjoy the food available?

- Yes - Was great
- Was excellent
- Was 5 star

5. Do you think the ticket prices should have been higher, lower or as it was?

- people would have paid higher for good cause x3
- As it was

6. Were you aware that there were programmes for sale?

- Yes - Yes
- Yes
- Yes

7. Did you find the advertisement stands attractive and worthwhile?

- Yes - Yes
- yes
- Yes

8. Was the sound clearly audible throughout the show?

- Yes - Yes
- Yes
- Sandwiches

9. Did you enjoy the atmosphere in the Theatre?

- Yes - Yes
- Yes
- Yes

10. How did you rate the function on a scale of 1-10?

- 8 - 9
- 9
- 9

Thanks for participating in our questionnaire.



## APPENDIX 3

Belbin's Team Types *one person/team building*

TYPE	TYPICAL FEATURES	POSITIVE QUALITIES	ALLOWABLE WEAKNESSES
COORDINATOR (CO)	Calm, self-confident and self-controlled	Welcomes all positive contributions and considers them on their merits. Feels strongly about meeting objectives	No major weaknesses
SHAPER (SH)	Enthusiastic, outgoing and dynamic	Lots of drive and a readiness to 'have a go'	Can be impatient and irritable
PLANT (PL)	An individual, often serious and sometimes a little different	Genius, imagination and a good knowledge	Doesn't think about practicalities or protocol
MONITOR EVALUATOR (ME)	Careful, unemotional and sometimes bland	Judgement, discretion and occasional stubbornness	Lacks personal inspiration or ability to motivate others
RESOURCE INVESTIGATOR (RI)	Extrovert, enthusiastic and a good communicator	Good at networking (working with people). Ability to respond to a challenge	Loses interest once initial fascination has passed
IMPLEMENTER (IM)	Predictable, well-meaning	Practical common-sense, hard working and has good self-discipline	Can be very inflexible and hard to convince of new ideas
TEAM WORKER (TW)	Team player, sensitive and patient	Good for team spirit, ability to respond to people and situations	Indecisiveness when put under pressure
FINISHER (F)	Always prepared, checks everything, very conscientious	A perfectionist, right to the end	Tendency to worry about nothing. Sometimes finds it hard to actually trust others

The following test will give you an opportunity to find out where you fit in Belbin's team model. You will need between 20 and 30 minutes of full concentration to complete the exercise effectively.

For each exercise tick in the far left-hand column the one, two or three sentences which most apply to you. Then in the column on the right, allocate 10 points across those sentences you have ticked which will indicate to what extent each applies to you. If there are only two sentences in each section which sums you up well, then allocate the 10 points giving more to the one which would be your first choice and less to your second choice. If each statement applies equally, divide the points accordingly, but keep to whole numbers. You must allocate all ten points in each section.

SECTION A: When involved in a project with other people:		
TICK		POINTS
<input checked="" type="checkbox"/>	1. I can be relied upon to see that work that needs to be done is organised	10
<input type="checkbox"/>	2. I notice when other people make mistakes, or forget things	
<input type="checkbox"/>	3. I react strongly when meetings look like going off the point and	

	away from the main objectives	
	4. I come up with original suggestions and ideas	
	5. I analyse other people's ideas, and can see the relevant strengths and weaknesses	
	6. I am keen to find out about the latest ideas and developments	
	7. I am good at organising other people	
	8. I am always ready to support good suggestions and help to resolve problems	
<b>SECTION B: In seeking satisfaction through my work:</b>		
<b>TICK</b>		<b>POINTS</b>
✓	1. I like to have a strong influence on decision making	6
✓	2. I really enjoy work that requires a lot of concentration and attention	4
	3. I am willing to help other team members with their problems	
	4. I enjoy looking at all the alternatives available	
	5. I tend to have a creative approach to solving problems	
	6. I enjoy listening to and bringing together different points of view	
	7. I am happier working in a proven way than experimenting with new ideas	
	8. I particularly enjoy listening to different views and trying different techniques	
<b>SECTION C: When the team is trying to solve a particularly tricky problem:</b>		
<b>TICK</b>		<b>POINTS</b>
✓	1. I look out for areas where difficulties may arise	5
✓	2. I look at the whole project and see where this particular problem fits in with the overall action plan	2
	3. I like to go through all the options before making up my mind	
	4. I can listen to and bring together other people's skills and talents	
	5. I stick to my steady approach, and don't really feel the pressure	
	6. I often come up with a new idea to solve a long-term problem	
	7. I am ready to make my personal views known in a forceful way if necessary	
	8. I am ready to help wherever I can	
<b>SECTION D: In carrying out my day-to-day work:</b>		
<b>TICK</b>		<b>POINTS</b>
✓	1. I am happiest when my tasks and objectives are quite clear	8
	2. I am happy to emphasise my own point of view in meetings and make my views and ideas known	
	3. I can work with anybody, as long as they have got something worthwhile to contribute and say	
	4. I make a point of following up interesting ideas and people	
	5. I can usually find the argument to prove when unworkable proposals are not worth pursuing	
✓	6. I can see how things fit together when other people often can't	2
	7. I get real satisfaction from being busy	
	8. I have a quiet interest in getting to know people better	
<b>SECTION E: If I am suddenly given a difficult task with limited time and unfamiliar people:</b>		
<b>TICK</b>		<b>POINTS</b>
✓	1. I would prefer to work on my own as I find myself frustrated in these situations	5
	2. I find my personal skills with others can have the effect of the whole team reaching agreement	



	3. I find that my judgement isn't affected by my feelings and I just get on with the task accepting the challenge	
	4. I try to build up an effective team structure within the given constraints	
	5. I can work with most people regardless of their personal qualities and views	
	6. I don't mind being a little unpopular if it means that I get my views across to the rest of the team	
✓	7. I can usually find someone with specialist knowledge and skills to help out	5
	8. I seem to develop a natural sense of urgency	
<b>SECTION F: When suddenly asked to consider a new project:</b>		
<b>TICK</b>		<b>POINTS</b>
✓	1. I immediately start to look around for possible ideas	5
✓	2. Before I start I feel I must finish my current work or project	5
	3. I carefully analyse the project in a careful way	
	4. If necessary I can assert myself to get other people involved	
	5. I can give a personal, and often different, view of most projects	
	6. I am happy to take the lead, if that is what is required	
	7. I can work well with the rest of my team and am happy to work on any of their ideas	
	8. I need to know clearly the aims and objectives of a project if I am to give it 100% effort	
<b>SECTION G: In contributing to group projects in general:</b>		
<b>TICK</b>		<b>POINTS</b>
✓	1. I feel happy to produce an action plan once I have been given an overview of the project	10
	2. I may not make the fastest decisions but I feel they are worth waiting for	
	3. I use a lot of personal contacts and friends to get the project completed	
	4. I have an eye for getting the details just right	
	5. I try to make my mark in group meetings and am never short of something to say	
	6. I can see how new ideas can develop in building a successful team	
	7. I see both sides of a problem and then try to take a decision that is acceptable to all	
	8. I get on well with others and work hard for the benefit of the whole team	

When you have completed each of the 7 sections you should transfer your scores to this blank matrix. For example, if in Section A you ticked statements 3 and 6 and gave 6 points to statement 3 and 4 points to statement 6, then you should put a 6 on the dotted line next to the 3 statement and put 4 next to the 6 statement, such as in the example below in bold. Add up the total of each column, and ensure the final total for the table is 70. This shows you have answered all the seven sections.

Team type	CO	SH	PL	ME	RI	IM	TW	F
Section								
A	7 .....	3.. <b>6</b>	4 .....	5 .....	6.. <b>4</b> ..	1..10..	8 .....	2 .....
B	6 .....	1.. <b>6</b> ..	5 .....	4 .....	8 .....	7 .....	3 .....	2.. <b>4</b> ..
C	4 .....	7 .....	6 .....	3 .....	2.. <b>8</b> ..	5 .....	8 .....	1.. <b>8</b> ..
D	3 .....	2 .....	6 .....	5 .....	4 .....	1.. <b>8</b> ..	8 .....	7.. <b>8</b> ..
E	5 .....	6 .....	1.. <b>5</b> ..	3 .....	7.. <b>5</b> ..	4 .....	2 .....	8 .....
F	4 .....	6 .....	5 .....	3 .....	1.. <b>5</b> ..	8 .....	7 .....	2.. <b>5</b> ..
G	7 .....	5 .....	6 .....	2 .....	3 .....	1..10..	8 .....	4 .....
		6	5		12	23		19

THANK YOU  
LETTERS

X

X

X

22<sup>nd</sup> February 2008

X  
Manager  
The Executive Chef  
X Golf Club

Dear X

On behalf of X 6<sup>th</sup> form Travel and Tourism class, I write to thank you most sincerely for your generous donation of food through Executive Chef and all your hard work involved with the food in making our recent fundraising function at X a success.

Thanks to your generous donation we were able to raise in excess of seven billion dollars which will be used to sustain our game population in X Park.

The presentation of the food was outstanding and we have only had positive feedback on the variety and taste of the food.

This was very much appreciated.

Yours sincerely  
X  
Team manager  
Travel and Tourism

TRAVEL &  
TOURISM:  
MINUTES

## Travel and Tourism minutes

15/01/08

- Had a meeting to choose an event suitable for the project.
- After a lot of discussion we ended with the most popular, which were;
  1. A golf fun day at the [X] golf club.
  2. A gala evening at [X].
- At the end we all agreed on a gala evening at [X] Theatre, as it seemed to have more advantages.

16/01/08

- All have been delegated duties to carry out.
- Wrote letters to [X] and [X] the headmaster and headmistress of the two schools. Asking them for permission and attendance.
- People have found sources to help contribute to the function. [X] aunt's catering business. This will cut down our cost and therefore hopefully have higher profits going towards [X] Park.
- Queries of whether to have professional do the video or not.
- Suggestions of whether to have two done, one by a professional and the other by a [X], so we have a copy in case something went wrong.
- We decided to not have professional photographer, instead [X] will do the photography, and [X] will do the video.

17/01/08

- Collection of tickets, so we can have an early start of selling them but need to finalise the price at which we should sell them first.
- We have decided by the end of next week we would begin to focus on Raffle Ticket-prizes etc.
- Meeting with [X] headmaster of [X], went fine. He offered his help and needed to know the amount of people wanting to attend form [X]. We need to get back to him on the number of buses required. He was very supportive and said, "its good for the school," as we are promoting [X].
- Need to ask Interact, a charity organisation of [X], if they would like to sell soft drinks and chocolates. Their money they made at the gala evening would go to a charity of their choice.
- We have to ask if it is at all possible if students could pay for their tickets on their school accounts.

18/01/08

- We have established that we will first sell the Theatre tickets followed by the Raffle Tickets.
- We printed out an event planning check list.
- The Theatre has 457 seats in total. 3 of which have already been sold.
- Decided selling the tickets at a price of 2520 Million

21/01/08

- We have each been given a seating plan for [X].
- We have received tickets from the Theatre to sell.
- No catering as X aunt and Inscor are out due to low budgets.
- We need to write a letter to [X] asking for donations to go towards the hampers.
- X is doing the advertisement posters for the event.

28/01/08

- Finalising of poster.
- Our complimentary tickets are being designed by X.
- We have found a contact for the wine AFIS – X.
- Raffle prizes through X are being looked into.
- We have decided not to have an auction.

29/01/08

- Interact charity has got back to us. They are not capable to do the tuckshop due to lack of stock.
- Written a formal letter to [X] to ask for a hamper.
- Quote done on photocopying of posters for marketing proposal.

05/02/08

- Decided we need to have a total count on the amount of tickets sold. This will be done tomorrow.
- Tickets cannot be charged to our accounts. We are now forced to use a cash based system.
- Followed up on the stands which will be present at the exposition on the 15 February; [X] and [X].
- [X] will be confirming if they will be able to offer food and refreshments for sale.
- [X] have agreed to provide us with a meat hamper and ingredients for hot snacks.
- Feedback from [X] was negative as we were told that if we wanted a hamper we would have to pay for the goods.
- Instead of a food hamper we have agreed to provide a wine hamper for a Raffle prize.
- [X] Winery have agreed to donate 60 bottles.
- Quotes for food from [X] and [X].
- Information for our exposition has gone out onto the Twin Arts Newsletter.

16/02/08

- Transport: a problem with the buses, we were told we were only allowed 1 bus, after we had been given 2, we resolved the problem by making the bus do 2 trips into Harare (70kms) and students ended up waiting at a Restaurant, for a couple of hours before the show. Which they were not very pleased about.
- The VI Form Travel Class of 2008 arrived at [X] at approximately 1300hrs. We had +/- 5hours to sort everything out. Such as setting out of tables for stands, doing flower arrangements and the pouring of our wine, which was kindly donated to us by Big 5 wines.
- Before the actual performance of "Good Vibrations" started [X] and [X] got up on stage to welcome everyone. With the help of [X] and [X] we proceeded with the Raffle draw. After having thought giving out the prizes at the interval would be the best possible way, we found it to be disastrous as the interval was short no-one managed to find [X]
- We found the foyer at [X] was to small, people were outside, therefore didn't hear announcements. It was said to be difficult getting to the wine and snacks.
- Those who got to the wine, were very pleased. The wine and snacks were thoroughly enjoyed by all.
- We arrived hearing there would be no shop to buy soft drinks, crisps etc. As there were a lot of students who were not allowed to drink the wine.
- There was no projector to show pictures of [X] Park. Instead we had two laptops at different ends of the room running threw the slide show.
- We should have announced open floor seating as there was a lot of confusion inside the Theatre. Our team members at each door, was not enough.
- Was said to be the best audience they have ever had whilst performing "Good Vibrations".



25/02/08

Expectations of Event

- A couple of people viewed the event as being a success.
- Other people thought the event would be a flop.
- People over and under estimated the final outcome.
- Majority viewed it as having a positive outcome.

Actual Event

- We entailed many sponsors which without them, the event would not have been able to take place.
- All theatre tickets were eventually sold and we had a full house during our [X] Gala Evening.
- Majority of our raffle tickets were sold.
- A huge donation of wine was given to us by [X] wine's, both red and white. This was thoroughly enjoyed by everyone throughout the evening.
- The [X] donated and organised all the snacks for our Gala evening, this was presented in an exceptional way.
- The stands which were being exhibited included [X], [X] and [X] cosmetics.
- [X] donated meat hampers for the raffle prizes, as well as sponsoring the printing expenses we would obtain.
- [X] very generously allowed us to hire out there wine glasses for the evening.
- People wanted their own specific seating row, got too difficult and so open floor seating was introduced.
- There was no ice or soft drinks were available at the bar. The audience therefore had the trouble of going to another room to get the ice.

Problems

- Transport-the cancellation of one of our buses caused us to panic as we only found out the morning of our Exposition. Therefore the bus ended up making two trips into Harare. This meant that the first load of people had to wait in Harare for a couple of hours prior to the show.
- Raffle Draw-The winners of prizes should have received them immediately instead of looking for [X] at the short interval. As we did not record the winners of each prize we were not too sure who had won what. Some of the Raffle winners had already left before receiving their prize's, and others were absent from the show.
- Overbooking-This resulted in some of the school students not getting a seat.
- Technical breakdown-difficulty of finalising things due to inefficient communication.
- The foyer at [X] Theatre we found was too small as it was crowded inside and most people were waiting outside for the show to commence.
- Arguments in class about things which were considered as being important and unimportant.

- Time factor was a problem, as we only had 3 weeks in advance to organise the event.
- Distance was considered as being a problem, because we were 70kms from the Theatre where we were holding the event. This made it more difficult to organise.
- Keeping record of costs was difficult, as people did not pay on time. It was hard because we had such large sums of money which was difficult to count.

#### Feedback

- The parents enjoyed the event and showed genuine interest in our effort to present a prestigious function.
- As a group we all worked successfully as a team.
- Both customers and the class thoroughly enjoyed the event and we received positive feedback.
- By holding this event our objectives were achieved successfully.
- We had a Z\$7.5 billion net profit, which was invested in  having already made 100% profit.

54

27/02/08

Assistant team manager presented minutes of previous meeting, dated 12/03/08  
Absent from meeting. X

Positive and negative points about the event.

**Positive;**

- Parents enjoyed the show.
- We all worked successfully as a team.
- We managed to make a profit.
- The event was very successful, as we had a full house.
- Only received positive feedback.
- We didn't have to pay for much, As most was donated to us.
- It was said to be the most lively and supportive audience they had for "Good Vibrations"
- The money we gained which is going towards X Park has already made 100% profit.

**Negative;**

- The theatre was very hot.
- Foyer too small.
- Limited space.
- Some did less than others.

## Appendix 1

## Event Planning Checklist

FACILITIES FOR EVENTS		TICK	INITIAL BY WHOM	DATE BY WHEN
1	Venue			
2	Alternative venue, contingency plan etc			
3	Car parks	✓		11 Feb
4	Disabled access			
5	First aid points			
6	Toilet facilities	✓		
7	Power points	✓		
8	Safety provision, fire extinguishers, smoke alarms, etc	✓		
9	Seating and table layout	✓		17 Feb
10	Signposting	✓		5-14 Feb
11	Special restrictions (overhead cables etc)	✓		15 Feb
<b>Staffing</b>				
12	Announcer	✓	Dr X	
13	Barman	✓	C. X, A. X	
14	Car park attendants			
15	Caterers	✓	Secretary	
16	Cleaners	✓		
17	Medical cover (eg St Johns Ambulance)			
18	Maintenance staff			
19	Responsible for guests			
20	Security guards	✓		11 Feb
21	Technicians			
22	Volunteer helpers	✓	T. T. class	
<b>Administration and Finance</b>				
23	Accounting	✓	O. X	
24	Admissions or entry fees			
25	Fund raising	✓	Secretary	5-14 Feb
26	Donations	✓	"	"
27	Insurance cover			
28	Invitations	✓		14 Feb
29	Licensing for bar etc			
30	Postage and printing	✓	X	14 Feb
31	Programmes, brochures, printing & sales			
32	Sales			
33	Signs	✓	T. T. class	
34	Tickets/invites	✓	T. T. class	5 Feb
<b>Equipment</b>				
35	Chairs and tables	✓		
36	Communications, radios etc			
37	Decorations, flowers etc	✓	T. T. class	14 Feb
38	Staging	✓	Secretary	
39	Display boards			
40	Lighting	✓	Dr X	
41	Litter bins			
42	Sound system, PA and music, etc			
43	Uniforms			

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<b>Presentation and Media</b>				
44	Advertising and artwork	✓		
45	Badges and banners	✓	Search	Before work
46	Announcer	✓		
47	Video and photography	✓	Check	14/16
48	Corporate logo			
49	Marketing, press releases	✓		
50	Newsletter, posters, leaflets	✓		
51	Publicity and public relations	✓		
52	Radio and television (if relevant)			
53	VIPs (important guests)	✓		14/16
<b>Support Services</b>				
54	Accommodation			
55	Bar and catering	✓		
56	Disabled support services			
57	Emergency support, fire, police, ambulance			
58	Health and safety			
59	Lost property	✓		
60	Photocopier			
61	Security of people and property	✓		
62	Tourist information, local maps, etc	✓		

**Good Vibrations @ X (7-17 February)**

X Theatre presents 5Star and The Rusike Brothers in Good Vibrations, a stunning musical featuring the timeless music of the Beach Boys! Written by X and X  
Also starring X and guest starring X  
Directed by X Co-directed by X Choreography by X  
Show opens Thursday 7 February and runs to Saturday 17 February  
Ten performances only, including three matinees.  
Booking now open at The Spotlight (open Tues-Fri 9am to 4pm and Sat and Sun 9am to 12 noon) – tel. 308159  
Special discount ticket prices:  
For advance bookings ONLY: \$10 million per person.  
Pensioners \$2 million; Back three rows \$5 million.  
Full prices will apply for tickets bought from 7 February onwards – so book now!



## Questionnaire

1. Was the venue and time appropriate?
2. How were you greeted on arrival? (poor, satisfactory, excellent)
3. Were the refreshments adequate?
4. Did you enjoy the food available?
5. Do you think the ticket prices should have been higher, lower or as it was?
6. Were you aware that there were programmes for sale?
7. Did you find the advertisement stands attractive and worthwhile?
8. Was the sound clearly audible throughout the show?
9. Did you enjoy the atmosphere in the Theatre?
10. How did you rate the function on a scale of 1-10?

*Thanks for participating in our questionnaire.*

# RAFFLE TICKETS



X

gala night: Good Vibrations

67

457 seats

3 sold: 4 8/9/10

454 available

\$10 000 000 / ticket advance booking price

= \$4 540 000 000

less 30% discount of \$1 362 000 000

= \$3 178 000 000 payable.

Telephone  
Microdonera

X

X  
Microdonera  
Zimbabwe

18/02

Dear X  
Thank you and well done  
for Friday night - I  
thought it was excellent.  
Please say well done to  
your class.

X

PS Please come see about  
the prospectus as soon as  
possible

Dear X + members of VI Form  
Travel & Tourism Group.  
On behalf of the Gosho Park Seniors  
I would like to thank you most  
sincerely for your wonderful effort in  
raising funds for Gosho on the 15th.

The evening at Kips was a resounding  
success and everyone thoroughly  
enjoyed the "Good Vibrations" musical  
show.

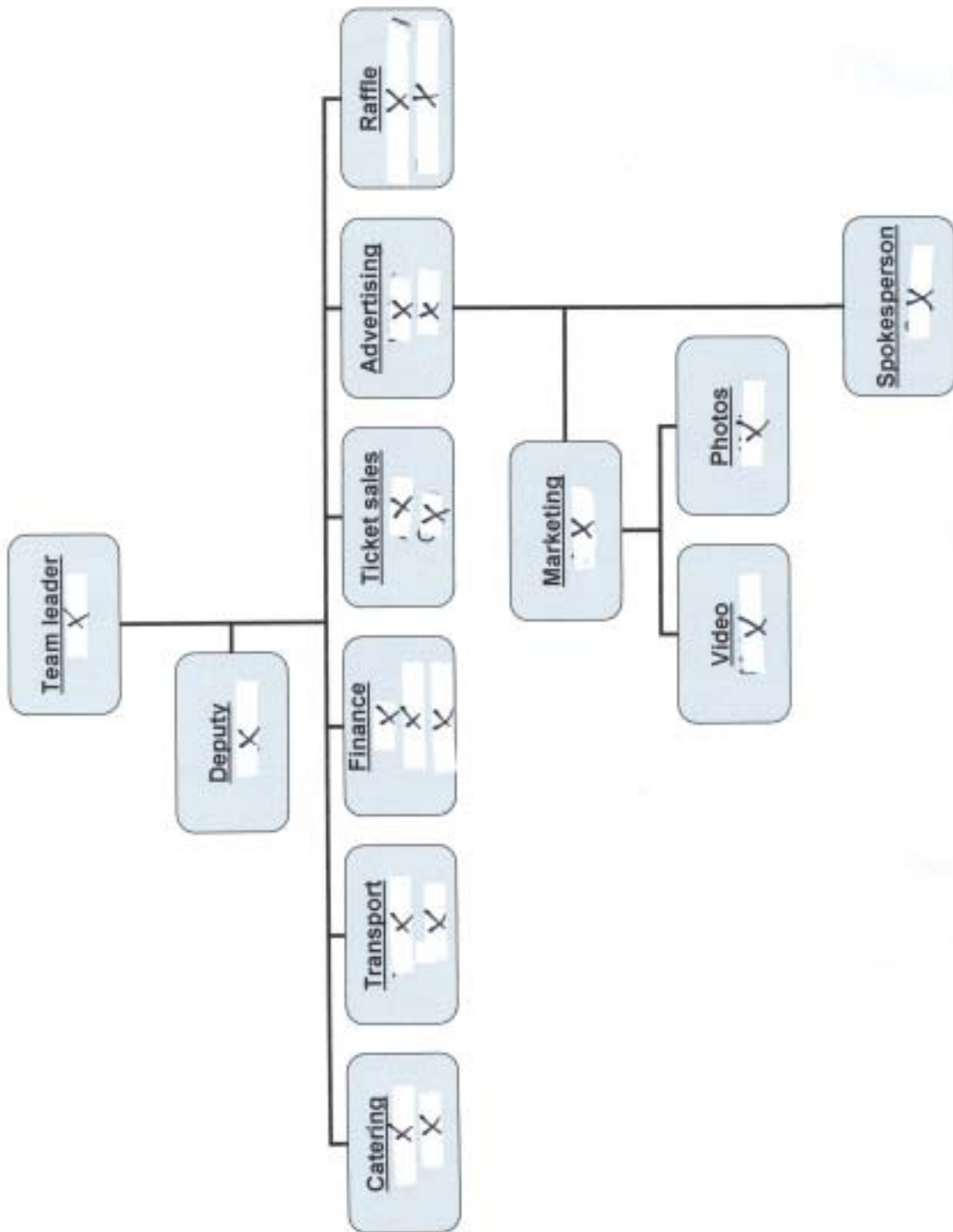
A big thank you to all the sponsors  
which you organised and who so  
generously assisted with the donation  
of food, wines, raffle prizes etc and  
to X who directed the show.

Thank you once again for your  
enthusiasm and interest in helping  
to keep Gosho Park going.

Yours sincerely

X

70



X

SCHEDULE OF ALLOCATED TASKS

1. Initial meeting - group decision to discuss what project to undertake -  Musical.
2. Obtained confirmation of holding the event.
3. Delegated duties to members of the group.
4. Meeting with the Rector and myself and two other students.
5. Letters were written to  and  asking for permission and attendance.
6. Sponsors were sought by means of letters, phone calls and emails and personal visits.
7. Organisation of ticket collection.
8. Organisation of raffle prizes and raffle tickets.
9. Organisation of printing an event planning checklist.
10. Discussion of price of tickets and what that will include - show, wine, snacks.
11. Delegation and co-ordination of all specific tasks relating to the event eg. posters, advertising, accounts, catering, transport, permission, sponsors.
12. Delegation of printing of complimentary tickets, posters and name badges.
13. Organisation of name badges.
14. Attendance of  Park committee meetings.
15. Overseeing that all tables for sponsors were organised and had table cloths on etc.
16. Meeting with .
17. Making sure we ordered enough badges and that they were put together before the event.
18. Organisation for ordering wine glasses and laying them out according to plan.
19. Organisation of putting up banners, posters.
20. Organisation of putting and laying out tables for the Gosho Park donation box, the table for the slide show and the raffle ticket sheets.
21. Delegation of flyers on the incense chairs.
22. A few announcements.



23. Show played.
24. Interval, I gave out a few of the raffle prizes - a bit of confusion took place.
25. Had to tidy up. Put things away.
26. Organisation and delegation of getting things back to where they belonged.
27. Write thank you letter to all sponsors.
28. Counting of money.
29. Returning of items borrowed, e.g. glasses, table cloths etc.
30. Follow up meeting.

### General Comment

The event was an overall success. As team leader I feel that I co-ordinated the team well but at the same time in order to prevent forecasted issues arising, I was weary as to which people I delegated tasks to and the ability of those tasks.

However it is always expected that there are going to be some members of the team who need constant reminding of what to do and what not to do. Some team members did not pull their weight and this was very frustrating at times. I did keep my cool and as a result I found it easier to do things myself as I realised that some team members were incapable of carrying out some specific tasks.

Our objectives were met. The event was a great success with only positive responses and feedback which at the same time portrayed the image of our school.

Myself and X had a confidential assessment of each team member after the event, discussing enjoyable and disappointing features that took place. Everyone in the class included this confidential report in their projects.

Overall, I learnt a lot about the functions of a team leader, planning, organising, co-ordinating, controlling and commanding. I therefore hope to carry out these functions and continue learning more about them in my future career in Hospitality Management.

X

Internal Strengths	External Opportunities
<ul style="list-style-type: none"> <li>• Situated in the centre of Hanoi</li> <li>• In the capital city</li> <li>• Easily accessible</li> <li>• Well established theatre</li> <li>• Sponsors available</li> <li>• Parking available</li> <li>• All target markets can watch the show - there is no specific market segment.</li> <li>• Product orientated.</li> </ul>	<ul style="list-style-type: none"> <li>• Attracts a wide and varied target market.</li> <li>• Enjoyment and fulfilment</li> <li>• Perhaps the image of our school.</li> <li>• Will raise finance for Cooke park.</li> <li>• As a result, it will sustain the park and animals.</li> </ul>
Weaknesses	Threats
<ul style="list-style-type: none"> <li>• The theatre could be occupied.</li> <li>• Payments may be delayed or forgotten about if paid on credit.</li> <li>• Little space in the foyer area.</li> <li>• Communication breakdown.</li> </ul>	<ul style="list-style-type: none"> <li>• Price changes due to inflation.</li> <li>• Increased taxes may reduce demand for theatre tickets.</li> <li>• Communication breakdown.</li> </ul>

## Golf Day 2008

Internal Strengths	External Opportunities
<ul style="list-style-type: none"> <li>• Easy access as the golf course is in Marston near school.</li> <li>• Established facilities</li> <li>• Maximising support</li> <li>• Putting X image.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of students can be involved</li> <li>• More activities could be organized in order to involve more people.</li> <li>• Funds involved</li> <li>• Caddies would be involved and get paid.</li> </ul>
Weaknesses	Threats
<ul style="list-style-type: none"> <li>• People are unlikely to travel from home to Marston due to fuel problems and other reasons.</li> <li>• Signs in bar</li> <li>• People may not pay bills</li> <li>• Elderly people who don't play golf will not feel a sense of self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Bad weather could mean the golf day may need to be cancelled.</li> <li>• Overcrowding</li> </ul>

X Park Income

<u>25/02/08</u>	Cheques banked	Rec	29621	Z\$ 2 490 000 000	\$US 150.46
<u>05/05/08</u>	Cash banked	Rec	30508	Z\$ 4 762 550 000	\$US 287.28
<u>Feb</u>	Staff deductions (49staff @ Z\$ 20m each)			Z\$ 980 000 000	\$US 40.62
<u>Total</u>				Z\$ 8 232 550 000	\$US 478.86

- We did not pay any expenses, everything was donated and sponsored.





## Bibliography

- The internet - a planning event checklist.
- Travel and tourism text book - standard level for customer service.
- The internet - customer service.
- X website - info about X and its history.
- The internet - info for planning events.



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