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Teacher training webinar for
IGCSE Travel and Tourism (0471)
(for first assessment in 2024)

Sue Stewart

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Welcome!

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This webinar will cover:

▸ An overview of the subject content and assessment objectives.

▸ The similarities and differences between the old and new syllabuses.

▸ How to use the Scheme of Work.

▸ Classroom techniques for teaching travel and tourism.

▸ Where to find useful resources.

▸ Your questions.

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Overview of 0471

▸ Revised IGCSE Travel and Tourism (0471) syllabus published in September 2021.

▸ First teaching began in the Maldives in August 2022.

▸ First assessment will be in June 2024.

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Benefits of 0471

Our approach encourages learners to be:

▶ **confident,** in understanding and communicating and explaining the nature, sustainability, management and marketing of travel and tourism

▶ **responsible**, for themselves, responsive to and respectful of others, through becoming aware of the importance of sustainability and of their own responsibility to the environment and to the future of communities

▶ **reflective,** as learners, by considering their approach to assessing the customer appeal, growth, management, impacts and sustainability of travel and tourism

▶ **innovative**, through the application of their travel and tourism learning in unfamiliar contexts, locally and in the wider world

▶ **engaged**, in exploring travel and tourism issues of today, including sustainability, as well as being ready to make a difference by developing their own personal interests and opinions and for possible future involvement in customer-focused employment or in further study.

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Aims

▶ understanding of the nature of travel and tourism, globally, nationally and locally

▶ understanding of the positive and negative impacts of travel and tourism and how these can be managed

▶ understanding of the importance of sustainability and resilience in travel and tourism

▶ awareness of the importance of the customer in the travel and tourism industry

▶ understanding of the importance of marketing in travel and tourism

▶ communication skills and awareness of different values and attitudes in relation to travel and tourism

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Comparing old and new syllabuses

Old 0471 syllabus	New 0471 syllabus (for 2024 first assessment)

Paper 1 – 100 marks (60%)
2 hours
    40% AO1
    35% AO2
    25% AO3
	Paper 1 – 80 marks (50%)
	1 hour 30 minutes
	    40% AO1
	    20% AO2
	    25% AO3
	    15% AO4

Paper 2 – 100 marks (40%)
2 hours 30 mins
    40% AO1
    35% AO2
    25% AO3
	Paper 2 – 80 marks (50%)
	2 hours
	    40% AO1
	    20% AO2
	    25% AO3
	    15% AO4

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Content Overview

IGCSE Travel and Tourism (0471) offers learners the opportunity to study and develop practical skills in the following areas:

1. Introduction to the main travel and tourism definitions and concepts
2. Global Tourism
3. Travel and tourism organisations
4. Customer Service
5. Destination marketing

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What has changed?

▸ Learner attributes have been added to the syllabus.

▸ The syllabus aims have been updated.

▸ The subject content has been revised and refreshed.

▸ New topics have been added and existing topics have been moved and updated.

▸ The subject content is no longer divided into specific Paper 1 and Paper 2 content so both papers may draw from any section of the content.

▸ The command words have been updated.

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What has changed?

▸ The coursework component has been removed from the qualification.

▸ The number of assessment objectives has increased from three to four and the wording has been updated.

▸ Paper 1 and Paper 2 are now equally weighted at 50% each.

▸ Paper 1 covers the introductory key concepts, customer service and impacts of tourism at destinations.

▸ Paper 2 has widened its content and focuses on the management and marketing of destinations.

▸ The number of marks in both Paper 1 and Paper 2 has been reduced to 80.

▸ The duration of both papers has been reduced. Paper 1 is now 1 hour 30 minutes and Paper 2 is now 2 hours.

▸ The mark schemes for both papers have been revised.

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What has changed? Updated subject content

Old 0471	New 0471
Unit 1: The travel and tourism industry (some content moved to new unit 1 and Unit 2). Unit 2: Features of worldwide destinations (Sections removed and moved to new Unit 2). Unit 3: Customer care and working procedures (streamlined and re-ordered to new Unit 4). Unit 4: Travel and tourism products and services (re-ordered to new Unit 3). Unit 5: Marketing and promotion (streamlined and re-ordered to new Unit 5). Unit 6: Marketing and promotion of visitor services (removed).	Unit 1:Introduction to the main travel and tourism definitions and concepts – different types of tourists, destinations and reasons for travelling. New sections added on sustainable travel and tourism. Unit 2: Global tourism – features of appeal to different tourist types. Growth in sustainable tourism, role of organisations involved in management, managing destinations sustainably, combat climate change, etc. Unit 3: Travel and tourism organisations – role of tourism organisations, products and services including sustainable practices. Unit 4: Customer service – delivery of good customer service and impact of customer service on organisations and customers. Unit 5: Destination marketing – importance of market research and market strategies.

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Assessment objectives

AO1 Knowledge and understanding
Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism,

AO2 Application
Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

AO3 Analysis
Analyse travel and tourism issues and show an understanding of the possible impacts of those issues on travel and tourism.

AO4 Evaluation
Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

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AO weightings

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding	30
AO2 Application	30
AO3 Analysis	25
AO4 Evaluation	15
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	40	20
AO2 Application	20	40
AO3 Analysis	25	25
AO4 Evaluation	15	15
Total	100	100

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Command Words for papers 1 and 2

Assess	make an informed judgement
Define	give precise meaning
Describe	state the points of a topic / give characteristics and main features
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

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Assessment Overview

All candidates take two exam components.

Candidates will be eligible for grades A* to G.

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Paper 1 – Key terms and concepts

▸ 1 hour 30 minutes examination externally assessed

▸ AO1, AO2, AO3, AO4

▸ 50%

▸ 80 marks

▸ Paper 1 tests candidates' understanding of the terms and concepts central to travel and tourism. Questions are set with a short piece of stimulus material. Candidates will need to draw on their own knowledge and understanding to answer the questions.

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New mark scheme for extended responses AO1, AO3, AO4

Use this table to give marks for each candidate response for **Questions 1(e)**, **2(e)** and **3(e)**.

Level	AO1 Knowledge and understanding 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	Description	Description
2	The response contains **two** or more explained valid points.	There is some consideration of the significance of **two** of the points mentioned. OR The arguments for or against **two** of the points mentioned are given.	The response contains a reasoned conclusion or recommendation.
	2 marks	2 marks	2 marks
1	The response contains **one** explained valid point. OR is likely to be a list of valid points with little or no explanation.	The response gives some consideration to the significance of **one** point mentioned. OR The arguments for or against **one** point mentioned are given.	The response contains a conclusion or recommendation, but no reasoning is given.
	1 mark	1 mark	1 mark
0	No creditable response.	No creditable response.	No creditable response.

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New mark scheme for extended responses AO2, AO3, AO4

Use this table to give marks for each candidate response for **Question 4(e)**.

Level	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	Description	Description
2	Includes an explanation of why **two** or more points mentioned are relevant/ suitable to the context of the question.	There is some consideration of the significance of **two** of the points mentioned. OR The arguments for or against **two** of the points mentioned are given.	The response contains a reasoned conclusion or recommendation.
	2 marks	2 marks	2 marks
1	**One** point mentioned has an explanation of why it is relevant/suitable to the context of the question.	The response gives some consideration to the significance of **one** point mentioned. OR The arguments for or against one point mentioned are given.	The response contains a conclusion or recommendation, but no reasoning is given.
	1 mark	1 mark	1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Paper 1 – Key terms and concepts - Inserts

Tourism in Nepal

Nepal is a landlocked country in south Asia situated on the southern slopes of the Himalayan mountain range. It is the location of the world's highest mountain, Everest.

Tourists travel to Nepal to experience the rich culture, ancient heritage and mountainous landscape.

Nepal welcomes 1.2 million tourists every year. Tourists visit the country all year round. However, visitor numbers are highest in October and November.

Tourists stay an average of 12 nights in Nepal and spend an average of $48 per day. Tourist spending creates over $724 million for the country.

The government of Nepal is committed to increasing visitor numbers and is focusing on developing the transport infrastructure. The government of Nepal considers tourism to be an important way of improving the economy, supporting people's livelihoods and raising living standards.

International Tourism Statistics for Nepal

Tourist arrivals by:

Land, 17%

Air, 83%
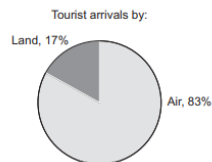
Nepal's top 5 source markets	
1	India
2	China
3	USA
4	UK
5	Sri Lanka

Top 3 reasons for visiting Nepal	
1	Holiday
2	Pilgrimage
3	Trekking & mountaineering

Fig. 2.1 for Question 2

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Paper 1 – Key terms and concepts

Fig. 3.1 for Question 3

Treetop Walking Path

The Treetop Walking Path is in Anykščiai Regional Park, in the small town of Anykščiai, Lithuania.

The Treetop Walking Path gives visitors the opportunity to walk through the forest at treetop level, experiencing the Anykščiai forest from a different viewpoint. The path ends at a 34-metre high observation tower, allowing visitors to experience views of the forest below.

At the base of the observation tower is a visitor information centre where visitors can find out about the surrounding forest, natural environment and local culture and purchase souvenirs. The surrounding forest provides more experiences for visitors including walking, cycling and water-based activities.

The Treetop Walking Path operates an educational programme which is available to all visitors for a small fee. The programme includes a guided tour, a presentation about the Treetop Walking Path and forest, local cultural poems and lessons on the connection between humans and nature.

Money generated from sales at the Park is used for protecting the forest and to spread awareness of the local culture.

Fig. 4.1 for Question 4

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Paper 1 – Key terms and concepts

2

1 Refer to Fig. 1.1 (Insert), information on tourism in Nepal.

(a) (i) State **three** types of special interest tourism in Nepal.

1 ....

2 ....

3 ....

[3]

(ii) State the term used to define the time when tourism demand is at its highest.

....[1]

(b) Identify the following from Fig 1.1:

the name of the world's highest mountain

....

the mode of transport used by most tourists arriving in Nepal

....

the average number of nights a tourist stays for in Nepal

....

Nepal's largest source market

....

[4]

(d) Explain **two** reasons why developing the transport infrastructure in Nepal might increase visitor numbers.

1 ....

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....

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2 ....

....

....

[4]

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Paper 1 – Key terms and concepts, extended responses

(e) Assess how economic factors can affect tourism demand.

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[6]

[Total: 20]

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Paper 1 – Key terms and concepts

2 Refer to Fig. 2.1 (Insert), a photograph of the front of a hotel.

(a) (i) Identify **one** way the hotel is meeting the needs of responsible tourists.

....

.... [1]

(ii) State **two** sustainability standards that could be introduced in hotels.

1 ....

....

2 ....

.... [2]

(b) State **three** ways hotels can provide for tourists with mobility needs.

1 ....

....

2 ....

....

3 ....

.... [3]

(e) Evaluate the role of local tourist information centres in the tourism industry.

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.... [6]

[Total: 20]

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Paper 2 – Managing and marketing destinations

▸ 2 hours examination externally assessed

▸ AO1, AO2, AO3, AO4

▸ 50%

▸ 80 marks

▸ Paper 2 tests candidates' understanding of the way destinations are managed and marketed. A piece of stimulus material giving details of a destination or organisation will be given for each question. Candidates will need to draw on their own knowledge and understanding to answer the questions.

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Paper 2 – Managing and marketing destinations
Table B for marking 1(d), 3(d) and 4(d)

Level	AO2 Application 3 marks	AO3 Analysis 3 marks	AO4 Evaluation 3 marks
	Description	Description	Description
3	Includes an explanation of why more than two points mentioned are relevant/ suitable to the context of the question. 3 marks	The response is well-balanced and considers the significance of more than two of the points mentioned. OR The arguments for and against more than two of the points mentioned are given. 3 marks	The response contains a well-reasoned conclusion or recommendation. 3 marks
2	Includes an explanation of why two points mentioned are relevant/suitable to the context of the question. 2 marks	The response gives some consideration of the significance of two of the points mentioned. OR The arguments for and against two of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation with some reasoning given. 2 marks
1	One point has an explanation of why it is relevant/suitable to the context of the question. 1 mark	The response gives some consideration to the significance of one point. OR The arguments for or against one of the points are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Paper 2 – Managing and marketing destinations

Fig. 1.1 for Question 1

Costa Rica

San José, the capital of Costa Rica, is one of the top 10 most frequently chosen Central American destinations for meetings and events. This is because of its central location and good infrastructure. In 2020, San José was awarded Latin America's best MICE destination.

Costa Rica is accessible via two main international airports, San José and Guanacaste Province, which are within easy reach of major gateway cities.

The $35 million convention centre in San José has a large main hall, six conference centres, six meeting rooms, a business centre and a VIP lounge. The national tourism organisation has taken steps to increase participation in trade fairs and is hiring consultants to support international business tourists.

The Costa Rican wildlife, volcanoes and rainforests are some of the many appealing features of this top MICE destination. Costa Rica has luxurious beachside accommodation and modern conference venues to host a variety of events. Hiking, white-water rafting and excellent golf courses provide opportunities for team building and entertaining guests.

Fig. 2.1 for Question 2

SWOT analysis of tourism in India

1. Increase in government spending on promoting tourism.
2. Issues of safety and security.
3. Increase in demand for yoga and spiritual tourism.
4. Many holiday destinations.
5. Limited connectivity in some areas.
6. Threat of terrorist attacks.
7. Poor infrastructure and facilities.
8. Less expensive than some other countries.
9. Negative perception about the security of women.
10. Strong competition from tourism destinations nearby, such as Sri Lanka and Nepal.

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Paper 2 – Managing and marketing destinations

Fig. 3.1 for Question 3

Tour Italy's religious sites with Tourshrines

See Italy's most inspirational religious sites and relics on a journey through the beautiful scenery and lively cities of Italy.

Your tour will start in Rome, and then you will travel to Assisi, Florence, Campania and Montecassino, before finally returning to Rome on day five.

Included in your package:

• expert guides
• 4* hotel accommodation
• breakfast and dinner each day
• transport on the tour.

Flights to Italy are not included but can be arranged. For enquires or to book your tour, email: info@tourshrines.com, tel: +61 565 3322 3322.

Fig. 4.1 for Question 4

Inbound tourists to the UK

The table shows the number of inbound tourists to the UK and their reasons for visiting from 2017 to 2019.

Year	Holiday (millions)	Business (millions)	Visiting friends and relatives (VFR) (millions)
2017	16.6	8.9	12.2
2018	16.3	8.8	12.3
2019	16.9	8.7	12.4

The statistics show that there has been an increase in visits for holidays and for VFR but a decrease in visits for business.

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Paper 2 – Managing and marketing destinations

(ii) Identify **three** characteristics of Costa Rica that make it a good destination for business tourism.

1 ....

2 ....

3 ....
[3]

(b) Describe **two** ways national tourism organisations (NTOs) help to market MICE destinations.

1 ....
....
....
....

2 ....
....
....
....
[4]

(c) Explain **one** way that increasing participation in trade fairs will increase the number of business tourists coming to Costa Rica.

2   Refer to Fig. 2.1 (Insert), a SWOT analysis of tourism in India.

(a) Using the statement numbers in Fig. 2.1, complete Table 2.1. Choose only **one** statement number under each heading.

Strength	Weakness
Opportunity	Threat

Table 2.1
[4]

(b) Suggest **three** ways the Indian Ministry of Tourism can manage the issue of overtourism.

1 ....
....

2 ....
....

3 ....
[3]

(c) Explain **two** reasons why brochures might be a suitable method of promotion for destinations.

1 ....
....
....

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Paper 2 – Managing and marketing destinations

(d) Evaluate the importance to Costa Rica of winning an industry award for best MICE destination.

....

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....[9]

[Total: 20]

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Paper 2 – Managing and marketing destinations
Table A for Q 2(d)

Level	AO1 Knowledge and understanding 3 marks	AO3 Analysis 3 marks	AO4 Evaluation 3 marks
	Description	Description	Description
3	The response contains a range of explained valid points. 3 marks	The response is well-balanced and considers the significance of more than two of the points mentioned. OR The arguments for and against more than two of the points mentioned are given. 3 marks	The response contains a well-reasoned conclusion or recommendation. 3 marks
2	The response contains some explained valid points. 2 marks	The response gives some consideration of the significance of two of the points mentioned. OR The arguments for and against two of the points mentioned are given. 2 marks	The response contains a conclusion or recommendation, with some reasoning given 2 marks
1	The response is likely to be a list of valid points with little or no explanation. 1 mark	The response gives some consideration to the significance of one point mentioned. OR The arguments for or against one of the points are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Paper 2 – Managing and marketing destinations

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School Support Hub

You can access the School Support Hub using this web address:
https://schoolsupporthub.cambridgeinternational.org/

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Scheme of Work (SoW)

▸ Includes example activities, links to resources, and teaching methods for delivering the course.

▸ Not mandatory to follow it – it merely gives examples of good practice.

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Using the Scheme of Work (SoW)

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Example page from the SoW

1 – Introduction to the main travel and tourism definitions and concepts

Syllabus ref.	Learning objectives	Suggested teaching activities
1.1 Main types of tourism	Understand and define the different types of tourism.	Learners think about their own experiences of travel and tourism – where have they been on holiday? Discuss differences and similarities between learner experiences. Give a teacher-led introduction into what is tourism, a tourist and the different types of tourism. This should include the definitions of each type of tourism. Separate learners into small groups and assign each group with a type of tourism. Learners create a list or diagrammatic alternative (e.g., brainstorm) of the advantages and disadvantages of the assigned type of tourism. Learners should be encouraged to consider the advantages and disadvantages to the tourist and the destination. (F) Discuss learners' findings as a class, sharing and noting down any extra points raised. Provide learners with a copy of the best/most complete list or diagram for each type of tourism. Allow all learners to have notes on the advantages and disadvantages of each type of tourism. **Extension activity:** Learners produce a key word glossary and include tourism, tourists and all the main types of tourism. Learners should keep this with them in their files/workbooks and add definitions and key words introduced throughout the course. (I)
1.2 Main reasons why people travel	Understand and define the main reasons why people travel.	Learners think about why they went on their most recent holiday. Discuss the differences and similarities between learner experiences. Give a teacher-led introduction into the main reasons for travel and the characteristics of each reason for travel. Provide learners with a description of each reason for travel. When writing the descriptions try to cover as wide a variety of types of tourists (1.5) as possible. Learners, individually, read the descriptions and identify the reason for travel. (F) Provide leaners with a summary of tourism statistics for their own country covering the types of tourism and reasons for travel. In small groups, learners analyse the statistics and produce a factsheet for tourism in the country. Which are the most popular reasons for travel? Types of tourism? etc. (F)

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Example page from the SoW

Syllabus ref.	Learning objectives	Suggested teaching activities
	Evaluate the impacts of these factors on destinations and tourism organisations.	Using a series of case studies on a variety of destinations, (available on the internet/textbooks) learners consider which factors might affect the development and management a destination. Overtourism is a new topic in this area of the syllabus, example of overtourism can be seen in Venice and Barcelona. (F) **Extension activity:** Provide learners with a set of government objectives for tourism and ask learners to classify the objectives into economic, political, environmental and sociocultural. (I) Example case studies: www.c-mw.net/overtourism-a-case-study-in-prague/ www.coolgeography.co.uk/GCSE/AQA/Tourism/Tourism.htm, https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-zimbabwe https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-goa, https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-bristol Overtourism resource with video clips: www.responsibletravel.com/copy/what-is-overtourism https://responsibletourismpartnership.org/overtourism/
2.5 Managing destinations sustainably (a) Protect the natural and built environment	Explain the ways destinations can be sustainable. Understand the actions destinations take to protect the natural and built environment.	Teacher-led introduction into managing destinations sustainably, focusing on protecting the natural and built environment. Learners add key words to their glossary. (I) Expose learners to as many case studies as possible throughout the course to ensure they develop a wide understanding and knowledge of the industry, destinations, travel and tourism organisations and sustainability. Provide learners with the list of factors listed in the syllabus (2.5 (a)). Learners suggest ways that destinations can use these to manage the destination sustainably. For example: guided tours for visitor behaviour management. (F) **Extension activity:** Learners write a diary entry of when they experienced a visitor and behaviour management technique. • How did it make them feel?

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Other useful resources

Available now:

▸ Syllabus, specimen papers and mark schemes

▸ Specimen Paper Answers booklets

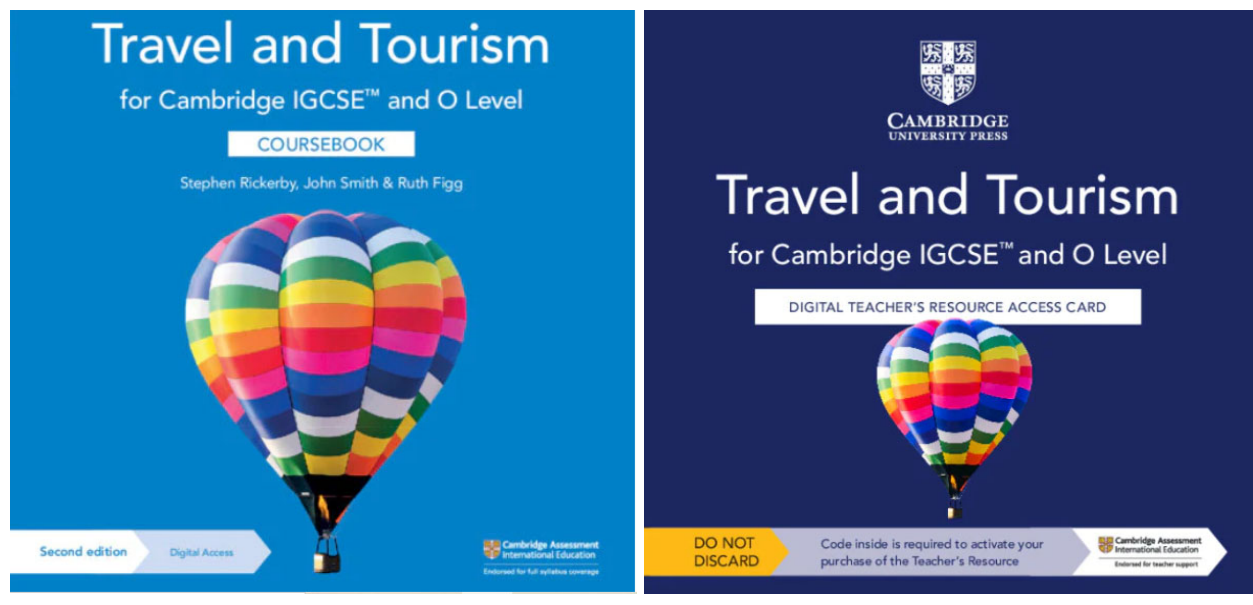After first exam session:

▸ Principal Examiner reports

▸ Past Papers and mark schemes

▸ Example Candidate Reponses with examiner commentary / feedback

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Travel and Tourism resources - both books with digital access

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Course book

EXAM-STYLE QUESTIONS

1 Refer to **Figure 1**, information about tourism in the Andalucía region of Spain.

ANDALUCÍA

CÓRDOBA   JAÉN
HUELVA   SEVILLA   GRANADA   ALMERÍA
MÁLAGA
CÁDIZ

Last year Andalucía received 12.1 million international tourists, 3.4% up on the previous year. There has been consistent growth in visitor numbers in recent years. These figures would place Andalucía (if it were a country) about 25th in the world for the number of foreign tourist arrivals.

The total an international tourist spends on an average holiday in Andalucía is US$1067.00. With an average stay of 11 nights, the tourist spends US$97.00 daily.

A minority of foreign tourists now arrive as part of a package holiday as 80% travel independently.

The peak season in Andalucía is July to September. During this time, 3.2 million or 37% of tourists visit the region.

The main reasons why people travel to Andalucía are:

- climate 26%
- beach 15%
- culture 17%
- monuments 11%
- visit family 8%
- price 5%
- nature 5%
- golf 3%
- skiing 1%
- other reasons 10%

Source: Adapted from www.andalucia.com

Figure 1: Tourism in the Andalucía region of Spain

CAMBRIDGE IGCSE™ AND O LEVEL TRAVEL AND TOURISM COURSEBOOK

CONTINUED

- Do help us to preserve our historical and cultural heritage by:
  - resisting the temptation to remove objects or to alter monuments or ruins
  - refusing to buy historical artefacts, such as coins and pottery.
- Do bask in the sun on our beautiful beaches, and remember to cover up when venturing into the village or town.
- Do ask us if you may enter our homes or gardens.
- Do resist giving money or gifts to individuals, unless it is a tip for excellent service.
- Do contribute. If you desire, to our Community Development Fund. Boxes for contributions can be found at _____
- Do feel safe when walking around, but remember to leave your valuables at the hotel or guest house.
- Do ask to see our schools and dispensary, and give us advice on how to improve them.
- Do sign our guestbook and make suggestions on how we can be better hosts.
- And one thing you must never do: **don't forget** to tell your family and friends about your wonderful visit to _____!

Figure 10: A code of conduct for visitors to Tanzania

a Identify **two** negative environmental impacts caused by visitors to Tanzania. [2]

b With reference to **Figure 10**, describe how visitors could help Tanzania to reduce the social problems of crime and begging. [2]

c In many destinations there are historic sites and attractions such as museums which will have important artefacts on display. Explain **two** ways in which such locations can prevent visitors causing damage to the items on display. [4]

d Many types of visitor attractions are able to earn additional revenue from business tourism customers. Discuss **two** ways in which some visitor attractions are likely to provide services to meet the needs of business customers. [6]

e A variety of negative impacts can result when large 'all-inclusive' resorts are established in the coastal areas of less economically developed destinations. Evaluate how both the local economy and the local environment may suffer negative impacts. [4]

[Total 20 marks]

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1 Key concepts of travel and tourism

CONTINUED

a **Identify** the following:
  - the percentage of visitors who travel for sport
  - the percentage of visitors who could be classified as VFR. [2]

b A total of 80% of visitors to Andalucía travel independently. **Describe** the main characteristics of an independent traveller. [2]

c Hotel accommodation is an example of an intangible product and cannot easily be experienced by customers in advance of purchase. **Explain** how **each** of the following can help to overcome the problem of intangibility:
  - printed material
  - website. [4]

d Many destinations have recorded an increase in the number of tourists travelling to visit friends and relatives. **Discuss two** factors that are likely to account for this recent growth. [6]

e Leisure tourism in many destinations is highly seasonal. **Assess** how the creation of new products and the offering of new services might allow large hotels in such destinations to extend their season. [6]

[Total 20 marks]

2 Refer to **Figure 2**, a news item about a travel agency.

Toucan Travel, an independent travel agency established in 1982, held their annual travel show at a local hotel on 21 January. Potential customers were invited to come along to the free travel show and meet a dedicated team of staff who would introduce them to a selection of tour operators showcasing a series of their fabulous destinations.

Visitors also had the chance to pre-register for one of the following informative travel talks:

10:30 am – 'NEW ZEALAND' by Anzcro

11:30 am – 'CANADA/ROCKIES' by Travelpack

12:30 pm – 'VIETNAM/CAMBODIA' by Wendy Wu

1:30 pm – 'CRUISING/MUSIC CRUISES' by Cruisco

Refreshments were available throughout the day, and visitors had the chance to win a US$500 holiday voucher.

Figure 2: Toucan Travel hosts a travel show at a local hotel

a Which of the tour operators listed in **Figure 2** is most likely to have offered **each** of the following holiday packages:
  - a six-night twin-centre trip to Toronto and Niagara Falls
  - a 'Back to the 80s Experience', calling at the port cities of Bilbao, Vigo and Lisbon. [2]

b Most travel products are perishable, which means they cannot be stored for sale at a later date. Toucan Travel's window display area is full of adverts for a variety of 'special offers'. Describe the likely appeal of a 'No single person supplement' offer to Toucan Travel's customers. [2]
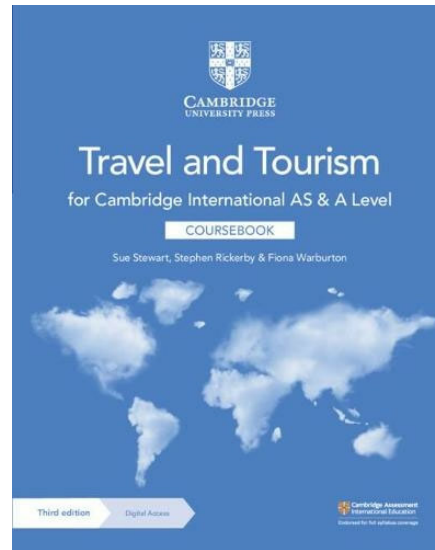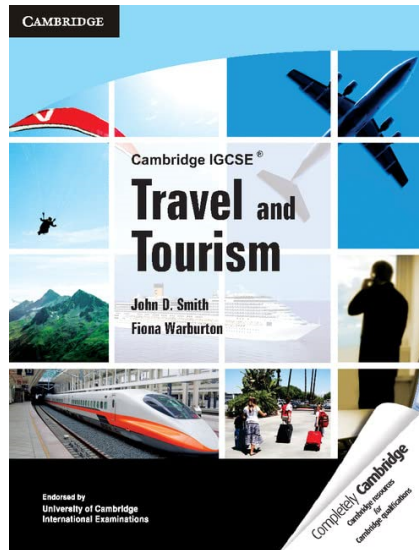
2 Global tourism

SELF-EVALUATION CHECKLIST

After studying this unit, copy and complete this table.

I am now able to:	Needs more work	Almost there	Ready to move on
understand factors affecting the scale of global tourism demand.			
explain reasons for the growth of sustainable tourism.			
understand features of destinations and their appeal to different types of tourists.			
explain the role of organisations involved in the development and management of destinations.			
understand factors affecting tourism development and management.			
evaluate the economic, environmental and sociocultural impacts of travel and tourism.			
discuss sustainable practices in destinations.			

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Other useful resources

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Other resources

https://www.unwto.org/ (United Nations World Tourism Organisation)

https://www.gstcouncil.org/ (Global sustainable tourism council)

https://eturbonews.com/ (travel news website)

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Any questions?

Thank you for taking part in today's training.

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