



© Cambridge University Press & Assessment 2022 v2

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

---

## Contents

---

Introduction .....	4
1 – Introduction to the main travel and tourism definitions and concepts .....	7
2 – Global tourism.....	12
3 – Travel and tourism organisations .....	19
4 – Customer service.....	23
5 – Destination marketing.....	25

## Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are included. Throughout the scheme of work we have included reference to the [Sustainability Development Goals](#) (SDGs 1–17), if and where they are relevant and applicable.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge IGCSE / O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
1 – Introduction to the main travel and tourism definitions and concepts	It is recommended that this should take about 10 hours / 8 % of the course.	1
2 – Global tourism	It is recommended that this should take about 40 hours / 31 % of the course.	2
3 – Travel and tourism organisations	It is recommended that this should take about 30 hours / 23 % of the course.	3
4 – Customer service	It is recommended that this should take about 20 hours / 15 % of the course.	4
5 – Destination marketing	It is recommended that this should take about 30 hours / 23 % of the course.	5

## Resources

You can find the endorsed resources to support Cambridge IGCSE and Cambridge O Level Travel & Tourism on the Published resources tab of the syllabus page on our public website [here](#).

Endorsed textbooks have been written to be closely aligned to the syllabus they support and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. Throughout this scheme of work we refer to our Cambridge IGCSE Travel & Tourism 0471 past papers. The 0471 syllabus runs parallel to the 7096 syllabus content and assessment criteria. In addition to reading the syllabus, teachers should refer to the updated specimen assessment materials.

[Tools to support remote teaching and learning](#) –to find out about and explore the various online tools available for teachers and learners.

## School Support Hub

The [School Support Hub](#) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

## Scheme of Work

### How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge IGCSE / O Level Travel & Tourism syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Syllabus ref.	Learning objectives	Suggested teaching activities
2.1 The scale of travel and tourism (a) Factors affecting	Explain the factors affecting tourism demand and how	Teacher-led introduction into the factors affecting tourism. Learners add key words to their glossary. (I) Provide learners with a set of questions of scenarios that would lead to an increase or decrease in demand for tourism. Check, either through direct questioning or written questions, that learners can explain the reasons for the change in demand. (F) Provide learners with a factor (disease, security and safety, fashion and trends, government policies) and ask them to research ways that their country can/have managed these factors and the impact of these factors. Learners create a presentation from their research to share their findings with the whole class. Learners add key words to their glossary. (I)
(b) Role of sustainability	Explain the role of sustainability in tourism and how it can be achieved	<b>Extension activity:</b> Learners consider how a destination becoming sustainable can help the tourism industry to cope with changes in demand from environmental factors. (F) In small groups, learners consider reasons why there is an increased interest and growth in sustainable tourism. Learners could note down their ideas as a brainstorm, or a simple list. (I)(F) Teacher-led session to collate and share learners' findings. Use direct questioning and examples to ensure that all areas are covered. Learners add key words to their glossary. <b>Extension activity:</b> Create a mock-up of a sustainable tourism destination. SDGs 1–6

**Suggested teaching activities** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

**Learning objectives** help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'.  
**Extension activities** provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

**Sustainability Development Goals (SDG)** references to a focus on sustainability.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

### Past and specimen papers

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Specimen Paper 1 Q1a(i), Q1a(ii), Q4a and Q4b.  
Jun 2021 Paper 11 Q3c.  
Jun 2021 Paper 21 Q4a(i).  
Jun 2021 Paper 22 Q2d.

**Past papers, specimen papers** and **mark schemes** are available for you to download at:  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

## 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.	<p>Learners think about their own experiences of travel and tourism – where have they been on holiday? Discuss differences and similarities between learner experiences.</p> <p>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.</p> <p>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. <b>(F)</b></p> <p>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.</p> <p><b>Extension activity:</b> 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. <b>(I)</b></p>
1.2 Main reasons why people travel	Understand and define the main reasons why people travel.	<p>Learners think about why they went on their most recent holiday. Discuss the differences and similarities between learner experiences.</p> <p>Give a teacher-led introduction into the main reasons for travel and the characteristics of each reason for travel.</p> <p>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. <b>(F)</b></p> <p>Provide learners 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. <b>(F)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners add the key words to their glossary. <b>(I)</b></p> <p><b>Extension activity:</b> Learners identify reasons for the trends in types of tourism and reasons for travel. Learners might identify features/attractions of the destination, climate, accessibility, economic influences, trends, etc.</p> <p>Types of tourism and reasons for travel resource: <a href="https://youtu.be/QiOHNBXxzWk">https://youtu.be/QiOHNBXxzWk</a></p>
<p>1.3 Sustainable travel and tourism</p>	<p>Describe and understand sustainability in travel and tourism.</p> <p>Understand what the Sustainable Development Goals (SDG) are and why they have been created.</p>	<p>Teacher-led introduction into sustainability, sustainable travel and tourism, ecotourism, and responsible tourism.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners investigate sustainable tourism options in their own country. What is available for tourists that want to visit the country and be more sustainable? Learners create a colourful and visual poster of sustainable tourism options, products and services in the country. Posters can be displayed around the classroom and referred to as case study examples throughout the course. <b>(F)</b></p> <p>Provide learners with a card sorting activity using the definitions and characteristics of sustainable, ecotourism and responsible tourism. <b>(F)</b></p> <p><b>Extension activity:</b> Learners compare sustainable tourism options in their home country with another country and consider. <b>(I)</b></p> <p>Useful introduction to ecotourism. <a href="http://www.bbc.co.uk/bitesize/guides/zpfd4qt/revision/4">www.bbc.co.uk/bitesize/guides/zpfd4qt/revision/4</a> and <a href="http://www.bbc.co.uk/bitesize/guides/zpfd4qt/revision/5">www.bbc.co.uk/bitesize/guides/zpfd4qt/revision/5</a></p> <p>Introduction to sustainability. <a href="https://youtu.be/6H265K8bAJQ">https://youtu.be/6H265K8bAJQ</a></p> <p>Understand the need for sustainability and introduce Sustainable Development Goals. <a href="https://youtu.be/9-xdy1Jr2eg">https://youtu.be/9-xdy1Jr2eg</a></p> <p>What does sustainable tourism resources mean? <a href="http://www.thetravelfoundation.org.uk/resources-categories/what-is-sustainable-tourism/">www.thetravelfoundation.org.uk/resources-categories/what-is-sustainable-tourism/</a></p>
<p>1.4 Characteristics of travel and tourism</p> <ul style="list-style-type: none"> <li>• Products</li> </ul>	<p>Understand the variety and characteristics of</p>	<p>Teacher-led introduction into travel and tourism products, goods, services and their characteristics (intangible and perishable).</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
<ul style="list-style-type: none"> <li>• Services</li> <li>• Intangible</li> <li>• Perishable</li> </ul>	travel and tourism products.	<p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with pictures or other visual representation of a variety of products from a range of travel and tourism organisations. Firstly, learners identify the products being provided in the images and classify them as goods or services. Secondly, learners identify the type of travel and tourism organisation/s likely to provide the product. <b>(F)</b></p> <p><b>Extension activity:</b> Learners analyse potential problems travel and tourism organisations might experience as a result of products being intangible and perishable. This could also be done as written piece of homework. <b>(F)(I)</b></p>
<ul style="list-style-type: none"> <li>• Seasonal</li> </ul>	<p>Understand seasonality in travel and tourism.</p> <p>To be able to identify and explain the factors that affect seasonality.</p>	<p>Teacher-led introduction into the seasonality, it's importance and impact on travel and tourism and the organisations in the industry.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>In small groups, learners discuss the reasons why tourism in their country is busy at some times of the year and less busy at other times. Learners should note down the reasons. <b>(F)</b></p> <p>Groups should now share their findings with the class so collectively the class can list as many factors as possible. If needed, use direct questioning to ensure the list includes factors other than weather/climate.</p> <p>Assign each student a factor that affects seasonality and a type of travel and tourism organisation they will be aware of, e.g. hotel, airline, visitor attraction. Ask the learners to suggest ways the organisation can manage the factor to maintain a steady demand. <b>(F)</b></p> <p><b>Extension activity:</b> Ask learners to explain how the different factors of seasonality affect the different reasons for travel. <b>(F)</b></p> <p>Seasonality in countries and regions can be investigated here: <a href="https://www.unwto.org/seasonality">https://www.unwto.org/seasonality</a></p>
<ul style="list-style-type: none"> <li>• Increasingly sustainable</li> </ul>	Understand that travel and tourism is becoming increasingly sustainable.	<p>Teacher-led introduction into the growth of consumer demand for sustainable tourism. This can be backed up with statistics/news articles on the growth from the internet. (For example: <a href="https://www.earth-changers.com/blog/2021/1/14/sustainable-travel-trends-for-2021">https://www.earth-changers.com/blog/2021/1/14/sustainable-travel-trends-for-2021</a>)</p> <p>Select a range of international travel and tourism case studies. Case studies are available on the internet. For example, <a href="https://sustainabletourism.net/destinationcasestudies/">https://sustainabletourism.net/destinationcasestudies/</a> or from the winners of the responsible</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	Identify and understand the factors that have led to this change.	<p>tourism awards <a href="http://www.responsibletravel.com/holidays/responsible-tourism/travel-guide/responsible-tourism-awards">www.responsibletravel.com/holidays/responsible-tourism/travel-guide/responsible-tourism-awards</a>.</p> <p>Learners produce a factsheet summarising the case study and the ways the destination is being sustainable. Learners should consider the following in the factsheet:</p> <ul style="list-style-type: none"> <li>• What has the destination done to become more sustainable?</li> <li>• Who is/was involved?</li> <li>• What are the benefits?</li> <li>• What are the possible challenges? <b>(I)</b></li> </ul> <p><b>Extension activity:</b> Learners explain the factors that have led to an increasing interest and demand in sustainable tourism. This could also be done as a homework activity. <b>(F)</b></p> <p>Useful video on the need for sustainable tourism: <a href="https://youtu.be/PW8E3cdGHvI">https://youtu.be/PW8E3cdGHvI</a></p>
<ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Resilient</li> </ul>	Understand the travel and tourism industry is dynamic and resilient.	<p>Learners identify 10 negative global events that have affected tourism in their country. These could be provided by the teacher if needed. Split the class into small groups and assign one event to each group. Learners discuss the short-term impact on tourism, if the event is still having an impact and if this impact is positive, negative or both. Groups share their findings with the class at the end of the allocated time. <b>(F)</b></p> <p>Teacher-led discussion of the ability of travel and tourism to adapt and overcome (be resilient).</p> <p>Learners research and identify current trends in travel and tourism (e.g. space tourism, sustainability). This could be a homework task. <b>(I)</b> Follow with a teacher-led discussion on how dynamic the industry is.</p> <p><b>Extension activity:</b> Learners to consider future trends and developments in travel and tourism.</p> <p>Useful video for resilience in travel and tourism: <a href="https://youtu.be/Iglw99mDeyc">https://youtu.be/Iglw99mDeyc</a></p>
1.5 Types of tourists	<p>Identify the different types of tourists.</p> <p>Understand the characteristics of each type of tourist.</p>	<p>Teacher-led introduction into the different types of tourists, the characteristics of each type and how these influence the travel and tourism products that they choose.</p> <p>Provide learners with pen portraits of each type of tourists. To aid future learning it is helpful if these cover as many different destinations and travel and tourism contexts as possible. Ask the learners to identify the type of tourist described. Alternatively, learners can be asked to write a pen portrait themselves. These can</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>then be use for peer learning and the activity listed in 2.2. Learners can share/swap the pen portraits with other learners (without the tourist type noted) asking them to identify the tourist type. <b>(I)(F)</b></p> <p><b>Extension activity:</b> learners can be assigned a type of tourist and identify what are the likely needs of this type of tourist. This will help prepare learners for unit 4 customer service and 2.2.</p>
1.6 Types of destinations	Identify the different types of destinations.	<p>Teacher-led introduction into the different types of destinations.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners identify and list three examples for each destination type. One example should be from their own country and the others from two other countries. Using one example from each destination type, ask learners to research the top five attractions/tourism features at the destination. Then ask learners to suggest the main type of tourist/s that are likely to be attracted to this destination. Learners should provide a written explanation as to why they think the destination would appeal to the type of tourists selected. <b>(F)</b></p> <p><b>Extension activity:</b> Learners investigate the sustainability options in one urban destination and one island destination from their examples. Then, compare the sustainability options, suggesting reasons for any differences identified.</p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <p>Specimen Paper 1 Q1a(i), Q1a(ii), Q4a and Q4b.            Jun 2021 Paper 11 Q3c.            Jun 2021 Paper 21 Q4a(i).            Jun 2021 Paper 22 Q2d.            Nov 2021 Paper 13 Q1c(i) and Q1c(ii).            Nov 2020 Paper 21 Q4c.            Nov 2020 Paper 23 Q3c.</p>		

## 2 – Global tourism

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>2.1 The scale of travel and tourism</p> <p>(a) Factors affecting tourism demand and how they are managed</p>	<p>Explain the factors affecting tourism demand and how destinations can manage them.</p>	<p>Teacher-led introduction into the factors affecting tourism demand and how they are managed.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with a set of questions of scenarios covering the factors. They need to identify if the scenario would lead to an increase or decrease in demand for tourism. Check, either through direct questioning or written questions, that learners can explain the reasons for the change in demand. <b>(F)</b></p> <p>Assign learners with a factor (disease, security and safety, fashion and trends, government investment, etc). Learners research ways that their country can/have managed these factors and the impact on demand. Learners create a presentation from their research to share their findings with the whole class. <b>(F)</b></p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p><b>Extension activity:</b> Learners consider how a destination becoming sustainable can help them to manage changes in demand from environmental factors. <b>(F)</b></p>
<p>(b) Reasons for the growth of sustainable tourism</p>	<p>Explain the reasons for the growth in sustainable tourism.</p>	<p>In small groups, learners consider reasons why there is an increased interest and growth in sustainable tourism. Learners could note down their ideas as a brainstorm, or a simple list. <b>(I)(F)</b></p> <p>Teacher-led session to collate and share learners' findings. Use direct questioning and examples to ensure that all areas are covered.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p><b>Extension activity:</b> Create a mock-up (fake) social media post raising awareness about sustainability in tourism.</p> <p><b>SDGs 1–6</b></p>
<p>2.2 Features of destinations and their appeal to different types of tourists</p>	<p>Identify the features of destinations.</p> <p>Explain why the features of</p>	<p>Recap exercise: Learners list (from memory) the different tourist and destination types. <b>(I)</b></p> <p>Teacher-led introduction into the features of destinations.</p> <p>Learners add key words to their glossary. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	destinations appeal to different tourists.	<p>Learners select a tourist type/s from the descriptions used/created in 1.5. Ideally learners should select more than one to facilitate better understanding (but adapt this to accommodate local needs/lesson time available). The teacher will need to oversee this to ensure that a variety of tourist types are used. At random, assign the learners with a destination type, again making sure all are covered at least once. Learners write a report on the tourists type and what they would want from that type of destination. <b>(I)(F)</b></p> <p>Learners should then research one destination, for the type given. For example, if a learner was given 'city destinations' they could research New York or USA. <b>(F)</b></p> <p>Learners produce a travel leaflet/brochure on that destination that is focused specifically on the tourist type. For example, a leaflet/brochure for Ecotourists would need to focus on the natural environment and ways for the tourist to engage with and learn about the environment. Learners should make sure that all the areas listed in the syllabus are mentioned. Leaflets/brochures can be peer assessed by sharing with other learners and rating out of 10 judging if the focus on the tourist type is clear and obvious.</p> <p><b>Extension activity:</b> Change the focus of the learning by providing a list of features and ask learners to state which tourist types are more likely to be interested in the feature, providing reasons why. <b>(I)(F)</b></p>
<p>2.3 The role of organisations involved in development and management of destinations:</p> <p>(a) National, regional and local organisations involved</p> <p>(b) Management activities of these organisations</p>	Understand and explain the role and management activities of the national, regional and local organisations involved in travel and tourism.	<p>Teacher-led introduction into the national, regional and local organisations involved in tourism and the management activities of these organisations. Note, not all countries have the same type/structure of these organisations. Nevertheless, learners still need to be aware of these organisation types and international examples maybe required.</p> <p>If possible, it can be helpful to get a guest speaker from any of these organisations to talk to the learners, or to pay a visit to local Tourist Information Centre. Virtual alternatives maybe available on online video providers.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Using the organisations' websites, learners research each of the organisations within their own country. Learners should produce a written report that details the following for each organisation: Aims, who owns them, what do they do (often found in the aims) and their focus on sustainability and an example of project/work they have done. <b>(F)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Develop their learning by asking learners to write about the benefit of these organisations to tourism businesses/organisations and tourists. This can be done by providing a grid with one organisation listed per row and two columns. One column for tourists, one for travel and tourism organisations. <b>(F)</b></p> <p><b>Extension activity:</b> Learners answer the following question: Do the national, regional and local travel and tourism organisations in my country focus on sustainability?</p> <p>Video tour of a tourist information centre: <a href="https://youtu.be/nWE-FCd5cNg">https://youtu.be/nWE-FCd5cNg</a> and <a href="https://youtu.be/gb6srekjix4">https://youtu.be/gb6srekjix4</a></p> <p>Roles of these organisation: <a href="https://youtu.be/CrVhXjeMgSM">https://youtu.be/CrVhXjeMgSM</a> (first 35 minutes only)</p> <p>Sustainable tourism – Sweden tourist board: <a href="https://youtu.be/6QOQgXIW7yQ">https://youtu.be/6QOQgXIW7yQ</a></p>
(c) Services provided by these organisations	<p>Explain the services offered by national, regional and local tourism organisations.</p> <p>Understand the benefits of these organisations.</p>	<p>Teacher-led introduction into the services provided by national, regional and local organisations involved in tourism. Providing examples of marketing and branding from these organisations can be useful, for example, the Incredible India campaign, which has plenty of short films available on the internet.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Show a destination brand video (examples below) and ask learners to identify what image/products and services the destination is showcasing, what image about the destination are they trying to portray?</p> <p>Learners consider who benefits from the services provided by these organisations (tourist, destination or the travel and tourism organisations).</p> <p><b>Extension activity:</b> Provide a list of services and ask learners to sort these activities into the organisations that provide them. Note some services, e.g. information services, may be provided by more than one of these organisations. <b>(F)(I)</b></p> <p>Examples of videos from other destination brand/national tourist boards:  <a href="http://www.youtube.com/c/VietnamTourismBoard">www.youtube.com/c/VietnamTourismBoard</a>, <a href="https://www.youtube.com/user/australia">https://www.youtube.com/user/australia</a>,  <a href="http://www.youtube.com/user/visitjapan">www.youtube.com/user/visitjapan</a></p>
2.4 Factors affecting tourism development and management	Identify and explain the factors affecting tourism development and management.	<p>Teacher-led introduction into the factors affecting development and management of destinations.</p> <p>Learners add key words to their glossary. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Evaluate the impacts of these factors on destinations and tourism organisations.</p>	<p>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. <b>(F)</b></p> <p><b>Extension activity:</b> Provide learners with a set of government objectives for tourism and ask learners to classify the objectives into economic, political, environmental and sociocultural. <b>(I)</b></p> <p>Example case studies:</p> <p><a href="http://www.c-mw.net/overtourism-a-case-study-in-prague/">www.c-mw.net/overtourism-a-case-study-in-prague/</a></p> <p><a href="http://www.coolgeography.co.uk/GCSE/AQA/Tourism/Tourism.htm">www.coolgeography.co.uk/GCSE/AQA/Tourism/Tourism.htm</a>, <a href="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-zimbabwe</a></p> <p><a href="https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-go">https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-go</a>, <a href="https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-bristol">https://s-cool.co.uk/a-level/geography/tourism/revise-it/case-study-bristol</a></p> <p>Overtourism resource with video clips:</p> <p><a href="http://www.responsibletravel.com/copy/what-is-overtourism">www.responsibletravel.com/copy/what-is-overtourism</a></p> <p><a href="https://responsibletourismpartnership.org/overtourism/">https://responsibletourismpartnership.org/overtourism/</a></p>
<p>2.5 Managing destinations sustainably</p> <p>(a) Protect the natural and built environment</p>	<p>Explain the ways destinations can be sustainable.</p> <p>Understand the actions destinations take to protect the natural and built environment.</p>	<p>Teacher-led introduction into managing destinations sustainably, focusing on protecting the natural and built environment.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>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.</p> <p>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. <b>(F)</b></p> <p><b>Extension activity:</b> Learners write a diary entry of when they experienced a visitor and behaviour management technique.</p> <ul style="list-style-type: none"> <li>• How did it make them feel?</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• Did they understand the reasons for the actions taken?</li> <li>• What are the possible benefits? <b>(I)</b></li> </ul> <p><b>SDGs 6, 7, 11, 12, 13, 14 and 16</b></p>
(b) Combat climate change through encouraging and enabling responsible tourism	Understand how tourism and destinations can help to combat climate change by encouraging sustainable and responsible tourism.	<p>Learners research ways their country is combating climate change and explain how these ways link to the travel and tourism industry. <b>(I)</b></p> <p>Learners o research and produce an information sheet on COP26. Learners can consider the following:</p> <ul style="list-style-type: none"> <li>• What was COP26?</li> <li>• What was agreed at COP26?</li> <li>• What role can travel and tourism organisations take to support this change?</li> </ul> <p>Useful links: <a href="http://www.un.org/en/climatechange/cop26">www.un.org/en/climatechange/cop26</a> and <a href="https://ukcop26.org/">https://ukcop26.org/</a> <b>(F)</b></p> <p><b>Extension activity:</b> Learners create an engaging blog post encouraging responsible tourism to combat climate change. <b>(I)(F)</b></p> <p>Useful video: Climate change and tourism: <a href="https://youtu.be/1MD-t-hK9mc">https://youtu.be/1MD-t-hK9mc</a></p> <p><b>SDGs 13, 11 and 17</b></p>
(c) Empower local and indigenous communities  (d) Support social enterprise development	Explain the role of destinations in empowering local and indigenous communities and support social enterprise development.	<p>Teacher-led introduction into empowering local and indigenous communities and the role of tourism and tourists in supporting social enterprise.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with a set of questions on the benefits of community tourism using case studies. Examples of case studies are listed below. <b>(F)</b></p> <p><b>Extension activity:</b> Leaners create an information leaflet for tourists on how they can support and indigenous communities and support social enterprises. (useful document: pages 18-20 <a href="https://www.e-unwto.org/doi/pdf/10.18111/9789284421299">https://www.e-unwto.org/doi/pdf/10.18111/9789284421299</a>) <b>(I)</b></p> <p>Community tourism examples: <a href="http://www.tourismcambodia.com/activities/community-based-tourism-cbt.htm">www.tourismcambodia.com/activities/community-based-tourism-cbt.htm</a></p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="https://fairsayari.com/blog/working-upstream-uniting-fishermen-tourists-and-dolphins">https://fairsayari.com/blog/working-upstream-uniting-fishermen-tourists-and-dolphins</a>,  <a href="https://fairsayari.com/blog/creating-local-positive-impact-through-tourism">https://fairsayari.com/blog/creating-local-positive-impact-through-tourism</a>,</p> <p>Community tourism example video: <a href="https://www.youtube.com/watch?v=WLj0Ue6jDwI">https://www.youtube.com/watch?v=WLj0Ue6jDwI</a></p> <p><b>SDGs 1, 2, 3, 4, 5, 10, 11, 12, 16 and 17</b></p>
<p>2.6 Economic, environmental and sociocultural impacts of travel and tourism</p> <p>(a) Positive economic impacts</p> <p>(b) Negative economic impacts</p>	<p>Identify and explain the economic impacts of tourism.</p>	<p>Teacher-led introduction into the economic impacts of tourism and how they can be managed.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with information on the economic impacts of tourism for their country/region and a contrasting country/region (e.g. jobs, tourist spend, etc). This information can usually be found using the National Tourist board/Ministry of tourism website. Learners identify trends in the data, suggest reasons for the trends and link each trend identified to possible negative and positive economic impacts of tourism. Learners then evaluate the differences between the economic impacts for the two countries/regions and what this might mean for tourism and the country. <b>(F)</b></p> <p>Useful case study: <a href="https://www.coolgeography.co.uk/gcsen/EW_Tourism_in_Kenya.php">https://www.coolgeography.co.uk/gcsen/EW_Tourism_in_Kenya.php</a></p>
<p>(c) Positive environmental impacts</p> <p>(d) Negative environmental impacts</p>	<p>Identify and explain the environmental impacts of tourism.</p>	<p>Teacher-led introduction into the environmental impacts of tourism and how they can be managed.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with a list of positive and negative environmental impacts and ask them to suggest ways these can be managed. <b>(F)</b></p> <p><b>Extension activity:</b> Provide learners with case studies on environmental impacts of tourism. Learners write a newspaper report/article on how environmental impacts are being managed at one destination and the role of sustainable tourism in managing the impacts of tourism. <b>(I)</b></p> <p>Video case study on the environmental impacts of travel and tourism:  <a href="http://www.youtube.com/watch?v=izSDxMHUo9Q">www.youtube.com/watch?v=izSDxMHUo9Q</a></p> <p><b>SDGs 6, 7, 12, 13, 14 and 15</b></p>
<p>(e) Positive sociocultural impacts</p>	<p>Identify and explain the sociocultural impacts of tourism.</p>	<p>Teacher-led introduction into the sociocultural impacts of tourism and how they can be managed.</p> <p>Learners add key words to their glossary. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
(d) Negative sociocultural impacts		<p>Learners produce an information poster for tourist visiting a destination/attraction selected by the teacher. The poster should focus on informing tourist on how to be responsibly to manage their sociocultural impacts when at the destination/attraction. <b>(F)</b></p> <p><b>Extension activity:</b> Provide a card sorting exercise on the sociocultural impacts of travel and tourism. Ask learners to categorise the impacts into positive and negative. <b>(F)(I)</b></p> <p>Useful video link: <a href="https://youtu.be/SOHpBcvayuk">https://youtu.be/SOHpBcvayuk</a></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <p>Specimen Paper 1 Q1c, Q1d, Q1e, Q3d, Q3e, Q4c, Q4d, and Q4e.  Specimen Paper 2 Q1a(i), Q1a(ii), Q2b, Q3b, and Q4d.  Jun 2021 Paper 12 Q2d.  Jun 2021 Paper 21 Q4b.  Jun 2021 Paper 22 Q3a(i), Q3a(ii) and Q3b.  Nov 2021 Paper 11 Q4c.  Nov 2021 Paper 12 Q1c, Q1e and Q3e.  Nov 2021 Paper 13 Q1e, Q3a, Q3c, Q3d, Q3e, Q4c, Q4d and Q4e.  Nov 2020 Paper 22 Q2a(i), Q2a(ii), Q2b and Q4b.  Nov 2020 Paper 23 Q1b and Q2b.</p>		

### 3 – Travel and tourism organisations

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>3.1 The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal</p> <p>(a) Travel agents (b) Tour operators</p>	<p>Explain the role, products and services and appeal of travel agents and tour operators.</p>	<p>Teacher-led introduction into travel agents and tour operators, package holidays and ancillary services offered by each.</p> <p>Learners research one travel agent and one tour operator. Learners should list the types of products they offer and how they are being sustainable. If access to web research is difficult, learners can suggest ways these organisations could be more sustainable using their current knowledge on sustainability. <b>(I)</b></p> <p><b>Extension activity:</b> Learners create a blog post of the importance of using a travel agent with sustainable practices.</p> <p><b>SDGs 9, 12 and 17</b></p>
<p>(c) Accommodation providers</p>	<p>Explain the role, products and services and appeal of accommodation providers.</p>	<p>Teacher-led introduction into the different types of accommodation, occupancy rates, products and the role of accommodation providers.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>It is important that learners are aware that the standards and products of accommodation vary enormously throughout the world. This can be emphasised by showing websites of different accommodation providers in different countries.</p> <p>Learners research the range of accommodation available in a destination in their country and one other international destination. Learners should compare the two destinations suggesting reasons for any differences evident. <b>(I)</b></p> <p>Provide learners with a set of definitions of the key words from their learning of accommodation providers. Learners identify the key word. <b>(F)</b></p> <p><b>Extension activity:</b> Using one well-known or local accommodation provider, ask learners to research how the accommodation provider is being sustainable.</p> <p>Useful video: <a href="http://www.youtube.com/watch?v=4rE64EAIGt4">www.youtube.com/watch?v=4rE64EAIGt4</a></p> <p><b>SDGs 9, 12 and 17</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
(d) Food and drink providers	Explain the role, products and services and appeal of food and drink providers.	<p>Discuss as a class the range of food and drink providers and their sustainable practices.</p> <p>Provide learners with a list of different tourist types/pen portraits. Ask learners to identify and explain which type of food and drink providers they are likely to use when at a destination, and explain why. <b>(F)</b></p> <p><b>Extension activity:</b> Ask learners to create a brainstorm of the ways food and drink providers can be more sustainable.</p> <p><b>SDGs 9, 12 and 17</b></p>
(e) Visitor attractions	Explain the role, products and services and appeal of visitor attractions.	<p>Teacher-led introduction into the different types of visitor attractions and the ways visitor attractions can be more sustainable.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners research and categorise five examples of each type of attraction in their country and in one other country. Learners can create a list or something more visual like a poster for each country. <b>(F)</b></p> <p><b>Extension activity:</b> Learners research the products provided at one visitor attraction and link the product to the type/s of tourists that are likely to be interested in each product. <b>(I)(F)</b></p> <p>Useful link: <a href="https://youtu.be/fsWr0LfM_uQ">https://youtu.be/fsWr0LfM_uQ</a></p> <p><b>SDGs 9, 12 and 17</b></p>
(f) Ancillary service providers	Explain the role, products and services and appeal of ancillary service providers.	<p>Teacher-led introduction to ancillary services.</p> <p>Learners to add key words to their glossary. <b>(I)</b></p> <p>Distribute different types of ancillary service providers evenly around small groups in the class. Learners research the given ancillary service provider in a selected destination. They prepare a presentation to share with the class. <b>(F)</b></p> <p>Learners should cover the following:</p> <ul style="list-style-type: none"> <li>• Products provided</li> <li>• Appeal of ancillary service to different tourist types</li> <li>• Sustainable practices</li> </ul> <p>Useful video on the organisation in travel and tourism: <a href="https://youtu.be/CrVhXjeMgSM">https://youtu.be/CrVhXjeMgSM</a></p> <p><b>SDGs 9, 12 and 17</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
3.2 Ways travel and tourism organisations work together	Understand the ways tourism organisations work together.	<p>Teacher-led introduction into interrelationships and interdependencies in travel and tourism, including examples.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners create a visual representation of interrelationships and interdependencies to include examples of travel and tourism interrelationships and interdependencies. These could be used as classroom displays. <b>(F)</b></p> <p><b>Extension activity:</b> Learners explain the advantages and disadvantages of interrelationship and interdependencies to travel and tourism originations. <b>(I)</b></p>
3.3 Different types of transport and their appeal	Understand the different types of transport and their appeal.	<p>Teacher-led introduction into the different types of transport.</p> <p>Ask learners to add key words to their glossary. <b>(I)</b></p> <p>Provide the learners with a series of description covering a range of different tourist types, tourism types and journey styles.</p> <p>Learners research three different ways that the tourists could complete their journey, then explain which one would be the best option, providing reasons why. <b>(F)</b></p> <p><b>Extension activity:</b> Write an explanation why each type of transport might appeal to tourists. <b>(I)</b></p> <p>Useful video links: <a href="https://youtu.be/TeQqZra6ZZI">https://youtu.be/TeQqZra6ZZI</a> , <a href="https://youtu.be/BJ07XLRM_PA">https://youtu.be/BJ07XLRM_PA</a></p> <p><b>SDG 13</b></p>
3.4 Sustainable developments within travel and transport	Explain development sustainable developments in travel and tourism.	<p>Teacher-led introduction into sustainable developments in travel and tourism, using a range of examples.</p> <p>Provide learners with a destination and a tourist type. Learners research all the ways they can travel to the destination. Learners should list the methods in order of perceived sustainability (e.g. carbon footprint/pollution, public transport, etc).</p> <p>Learners should identify and explain which they consider to be the most sustainable way to travel to the destination and why. Compare and discuss learner answers as a class, suggesting reasons for differences. <b>(F)</b></p> <p><b>Extension activity:</b> Using the case study listed below learners should list the advantages and disadvantages of the sustainable transport methods evident. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Useful case study on Sustainable transport on the lake district, UK: <a href="https://youtu.be/rsbVedN6ZJA">https://youtu.be/rsbVedN6ZJA</a></p> <p>Sustainable transport: <a href="https://youtu.be/T9j42-V5cr0">https://youtu.be/T9j42-V5cr0</a></p> <p><b>SDGs 13, 14 and 15</b></p>
3.5 Domestic and international travel and transport infrastructure	Explain the domestic and international travel and transport infrastructure.	<p>Teacher-led introduction into domestic and international travel and transport infrastructure.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners find examples, in a range of local and international destinations, of each transport infrastructure type listed. <b>(I)</b></p> <p>Learners write an explanation of the advantages and disadvantages of public transport to tourists visiting a destination. <b>(F)</b> Encourage learners to link to sustainability.</p> <p><b>Extension activity:</b> Learner produce a promotional poster/fake social media post promoting a form of alternative transport in a destination, e.g. scooter hire in Cambridge, UK. <b>(I)</b></p> <p><b>SDGs 13, 14 and 15</b></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <p>Specimen Paper 1 Q2a (i), Q2a(ii), Q2d, Q2e, Q3a, Q3b(i), Q3b(ii), Q3c, Q4a, and Q4b.  Jun 2021 Paper 11 Q1b, Q1e, Q2b, Q3a, Q3e, Q4a, Q4b, Q4c, and Q4e.  Jun 2021 Paper 12 Q1a, Q1d, Q1e, Q4c, Q4d and Q4e.  Nov 2021 Paper 11 Q1a(i), Q1a(ii), Q1b, Q1d, Q1e, Q2a, Q2b, Q2c, Q2e, Q3b, Q3c, Q3d, Q3e, Q4b, Q4d and Q4e.  Nov 2021 Paper 12 Q2b, Q2c, Q3d and Q4e.  Nov 2021 Paper 13 Q2a, Q2b, Q2c(i), Q2c(ii), Q2d, Q2e, Q4a and Q4b.  Nov 2020 Paper 21 Q3c and Q3d.</p>		

## 4 – Customer service

Syllabus ref.	Learning objectives	Suggested teaching activities
4.1 Importance of customer service	<p>Explain the importance of customer service in travel and tourism.</p> <p>Understand the impacts of good and bad customer service.</p>	<p>Discuss with the learners experiences they have had with good and bad customer service, how it made them feel and what actions they took as a result.</p> <p>Teacher-led introduction into customer service in travel and tourism environments and the importance of sustainable standards (with examples). Follow with an explanation of the impacts of good and bad customer service to tourists and travel and tourism organisations.</p> <p>Provide learners with list of tourist types and ask learners to list the typical needs and wants of each tourist type. <b>(F)</b></p> <p><b>Extension activity:</b> Learners suggest ways customer service in a selected tourism organisation (e.g. hotels) can be more sustainable. <b>(I)</b></p>
4.2 Delivery of customer service	<p>Understand how good customer service is delivered.</p>	<p>Teacher-led introduction into the delivery of customer service referencing a variety of travel and tourism organisations.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Organise a role play scenario using the customer service situations listed in 4.2. Ask learners to take turns role playing each type of customer service scenario. Learners can peer assess each other by rating each other out of 10 for quality of their customer service delivery. <b>(F)</b></p> <p><b>Extension activity:</b> Learners write a handbook for new staff. The handbook should list and illustrate the rules for giving good customer service in each of the situations listed in 4.2 of the syllabus. <b>(I)</b></p> <p>Useful link: Emirates customer service plan: <a href="http://www.emirates.com/us/english/information/our-customer-service-plan/">www.emirates.com/us/english/information/our-customer-service-plan/</a></p>
4.3 Provision of customer service for different types of tourists	<p>Explain how travel and tourism organisations can provide good customer service for</p>	<p>Teacher-led introduction into the needs of different customers, with travel and tourism examples.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with two different tourist types and one tourism organisation. To maximise learning, choose different tourists and organisations for different learners. Learners in small groups, or individually, write a report on the needs of both of these tourists (customers) when visiting the tourism organisation. The</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	different types of tourists.	<p>learners can use the bullet points in the syllabus (4.3) as prompts and to structure the report. The report should include a comparison and contrast section highlighting and explaining the difference in needs of the two types of tourists. Learners discuss their report with the class to share their knowledge and understanding. <b>(F)(I)</b></p> <p><b>Extension activity:</b> Learners consider what factors influence what a tourist (customer) wants and needs. <b>(I)</b></p>
4.4 Skills required when working in the travel and tourism industry	Explain the importance of the different skills required when working in travel and tourism.	<p>Teacher-led introduction into the skills required when working in the travel and tourism industry.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with a set of images of images of the skills being demonstrated well and not well. An internet search will provide lots of images. Ask learners to identify the skill being shown and if the image shows good or bad customer service. <b>(F)</b></p> <p><b>Extension activity:</b> Ask learners to explain the difference between personal and interpersonal skills. <b>(I)</b></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p> <p>Specimen Paper 1 Q2b, and Q2c.  Jun 2021 Paper 11 Q3d.  Jun 2021 Paper 12 Q3c, Q3d and Q3e.  Nov 2021 Paper 11 Q2d.  Nov 2021 Paper 12 Q4b and Q4c.</p>		



## 5 – Destination marketing

Syllabus ref.	Learning objectives	Suggested teaching activities
5.1 importance of marketing to travel and tourism organisations	Explain the importance of marketing to travel and tourism organisations.	<p>Learners, in small groups, brainstorm everything they know about marketing. Learners can share with the class and the teacher can formalise the learners understanding. <b>(I)</b></p> <p>Teacher-led introduction into the importance of marketing to travel and tourism organisations.</p> <p>Using case studies/online examples show learners travel and tourism brands they are likely to be familiar with. Learners consider what they think when they see the brand and what characteristics they associate with the brand. <b>(F)</b> It can be helpful to show at least one organisation that has experienced negative publicity/public image. Link the benefits of marketing and brand image, loyalty and reputation.</p> <p><b>Extension activity:</b> Learners research examples of tourism organisations that have benefitted from marketing activities/campaigns. Learners need to identify the ways that the benefits are measured, e.g. increase sales. An example can be seen with the Australia marketing campaign aimed at American tourists: <a href="http://www.tourism.australia.com/en/about/our-campaigns/dundee.html">www.tourism.australia.com/en/about/our-campaigns/dundee.html</a> <b>(I)</b></p>
5.2 Factors affecting marketing	Identify and explain the importance of the factors affecting marketing.	<p>Teacher-led introduction into the factors affecting marketing. Include current trends in travel and tourism (these are available through a web search).</p> <p>Learners explain how the current trends are likely to affect promotion within the industry. Followed with suggestions on how travel and tourism organisations can change and adapt their marketing for these changes. <b>(I)</b></p> <p>Learners research one travel and tourism organisation (larger airline and airports can be good for this), for evidence of how they use the factors to their advantage, e.g. displaying industry awards on website pages and press releases about recent awards. <b>(F)</b></p> <p><b>Extension activity:</b> Learners create a visual poster on chosen destination brand – what is the brand symbol, what are the key messages of the brand, etc. <b>(I)</b></p> <p>Useful video on the use of brands in destination marketing: <a href="https://youtu.be/DbNI_eeLxjM">https://youtu.be/DbNI_eeLxjM</a></p> <p>Example of destination marketing and sustainability: <a href="https://youtu.be/BI4yvKgGkQk">https://youtu.be/BI4yvKgGkQk</a></p>
5.3 Marketing mix: (a) Product	Understand the marketing Mix.	Remind learners of the characteristics of travel and tourism products at this point (1.5). This could be done with a quiz/set of quick knowledge check questions starter activity. <b>(F)</b>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Explain the importance of product in the marketing mix.</p> <p>Identify and explain the product life cycle for different travel and tourism organisations.</p>	<p>Teacher-led introduction into the marketing mix, product and product life cycle.</p> <p>Ask learners to select one travel and tourism organisation they are likely to be familiar with. It can be helpful to supervise learners' choice so that a range of organisations are covered within the class. Ask learners to create a poster/brainstorm or other visual diagram on the range of products provided by that organisation. <b>(F)(I)</b></p> <p>Using a selection of travel and tourism products that learners are likely to be comfortable with ask learners to suggest where in the product lifecycle they are, e.g. flight by Concord, Space travel, low cost air travel, etc. Past exam papers and the relevant case studies from the Insert can be useful for this activity. <b>(F)</b></p> <p>Learners identify the products in this destination promotional video: <a href="https://youtu.be/2Hbultl4miU">https://youtu.be/2Hbultl4miU</a> <b>(I)</b></p> <p><b>Extension activity:</b> Learners create a poster/brainstorm linking their knowledge on different tourist types by suggesting which tourists the products are likely to be targeted at/produced for.</p>
(b) Promotion	<p>Explain the importance of product in the marketing mix.</p> <p>Explain the different forms of promotion and their advantages and disadvantages.</p>	<p>Teacher-led introduction into the different types of promotion. It can be useful to provide images of different travel and tourism promotions to illustrate the learning. This can be done by setting learners a homework task to collect examples of promotions before the lesson. <b>(I)</b> This could be followed with a sort/categorising activity. <b>(F)</b></p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>In groups, learners consider the advantages and disadvantages of each type of promotion. <b>(I)</b></p> <p>Teacher-led discussion on recent trends in promotion, asking learners to suggest ways that promotion can be sustainable.</p> <p><b>Extension activity:</b> Provide learners with various travel and tourism promotion scenarios, ask learners to select the most appropriate type of promotion and give reasons for their choice. <b>(I)</b> This can be followed with learners creating the promotional material, e.g. blog post, fake social media post, leaflet, etc. <b>(F)</b></p>
(c) Price	<p>Explain the importance of price in the marketing mix.</p> <p>Understand the different pricing strategies.</p>	<p>Teacher-led introduction into pricing strategies and the factors that influence organisations when choosing pricing strategies.</p> <p>Learners add key words to their glossary. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Explain how the different pricing strategies are used in travel and tourism and the factors that influence organisations choice of pricing strategy.</p>	<p>Provide learners with examples of different pricing from travel and tourism examples. These can be found on the internet, brochures, leaflets or other advertisements. Learners identify the pricing strategy and suggest reason why this strategy is used. <b>(F)</b></p> <p><b>Extension activity:</b> Provide learners with a set of definition cards and a set of cards with the name of pricing strategies. Ask learners to match the definition and the pricing strategy. <b>(I)(F)</b></p>
(d) Place	<p>Explain the importance of place in the marketing mix.</p> <p>Understand the different distribution channels used in travel and tourism.</p> <p>Explain the factors of location in a variety of travel and tourism contexts.</p>	<p>Teacher-led introduction into distribution channels and physical location.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners consider and list the advantages and disadvantages of each distribution channel type. <b>(I)</b></p> <p>Provide learners with a list of different types of travel and tourism organisations. These can be just travel agents. For each one, learners identify which distribution channels are most commonly used.</p> <ul style="list-style-type: none"> <li>• What patterns can learners notice?</li> <li>• What are the reasons for this? <b>(F)</b></li> </ul> <p><b>Extension activity:</b> Using a case study of a travel and tourism organisation (e.g. hotel, airport, or attraction) the learners are familiar with, learners identify and explain the advantages and disadvantages of the location.</p>
<p>5.4 Market research and analysis:</p> <p>(a) Types of market research</p>	<p>Understand the advantages and disadvantages of the different types of market research.</p>	<p>Teacher-led introduction into market research, to include examples.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners identify the advantages and disadvantages of each type of market research. <b>(F)</b></p> <p><b>Extension activity:</b> Learners write a report on the benefits of market research to tourism organisations.</p>
(b) Market analysis tools	<p>Understand the market analysis tools used in travel and tourism.</p>	<p>Teacher-led introduction into market analysis tools (PESTLE and SWOT), using tourism examples.</p> <p>Learners add key words to their glossary. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	Use the market analysis tools to analyse destinations.	<p>Select a local tourism organisation learners will be familiar with. In small groups, learners create PESTLE analysis and/or a SWOT analysis for the organisation.</p> <p><b>Extension activity:</b> Learners suggest ways that the tourism organisation could manage the issues raised in the PESTLE/SWOT analysis.</p> <p>Useful link to a generic PESTLE on the hotel industry:  <a href="http://www.marketingtutor.net/pestle-analysis-of-the-hotel-industry/">www.marketingtutor.net/pestle-analysis-of-the-hotel-industry/</a></p>
<p>5.4 Market research and analysis:</p> <p>(c) Reasons for market research</p>	Understand the importance of and reasons for market research.	<p>Teacher-led introduction into the reasons for market research.</p> <p>Learners to add key words to their glossary. <b>(I)</b></p> <p>Set learners an evaluation question based on market research. <b>(F)</b></p>
<p>5.5 Market segmentation and targeting:</p> <p>(a) Different market segments</p>	Understand and use the different types of market segmentation.	<p>Teacher-led introduction into the different market segments.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Provide learners with an example of a holiday or a visitor attraction. Learners identify different types of tourists that are likely to be interested in the holiday/visitor attraction based on the different market segments. Encourage learners to think about as many types of tourists as possible. For example, a luxury week-long sun, sea and sand holiday to Bali would appeal to tourists from Asia (geographic), couples with a high level of disposable income (demographic) and interest in diving/scuba diving (psychographic).</p> <p>Useful link: <a href="http://www.tutorialspoint.com/tourism_management/tourism_management_market_segmentation.htm">www.tutorialspoint.com/tourism_management/tourism_management_market_segmentation.htm</a></p>
<p>(b) Development of product/service mix to target different market segments</p>	Understand the importance of travel and tourism organisations have a product/service mix.	<p>Teacher-led introduction into the development of product/service mix to target different market segments.</p> <p>Learners add key words to their glossary. <b>(I)</b></p> <p>Learners research a large international airline and product a report or poster on their product/service mix. Ensure that learners also consider the sustainability of the products. Each product should be linked to customer types and their market segment classification. <b>(F)</b></p> <p><b>SDG 12</b></p>

**Past and specimen papers**

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) **(F)**

Specimen Paper 2 Q1b, Q1c, Q1d, Q2a, Q2c, Q2d, Q3a(i), Q3c, Q4a, Q4b, Q4c and Q4d.

Jun 2021 Paper 11 Q3b

Jun 2021 Paper 21 Q1b, Q1c, Q1d, Q2b, Q2c, Q2d, Q3d, Q4c and Q4e.

Jun 2021 Paper 22 Q1a(ii), Q1b, Q2b, Q2c, Q3c, Q3d, Q4a and Q4c.

Jun 2021 Paper 23 Q1b, Q1c and Q1d.

Nov 2020 Paper 21 Q1c, Q1d, Q2a, Q2b, Q2c and Q2d.

Nov 2020 Paper 22 Q1a, Q1b, Q1d, Q2c, Q2d, Q3a, Q3d, Q4a(ii), Q4b and Q4d.

Nov 2020 Paper 23 Q1a, Q1c, Q1d, Q2a, Q2c, Q2d, Q3d and Q4.

Cambridge Assessment International Education  
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 1223 553554  
e: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

© Cambridge University Press & Assessment 2022 v2