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## Introduction

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### The purpose of the teacher guide

This teacher guide is designed to help you to organise and plan your teaching for Cambridge IGCSE / O Level Travel & Tourism. Advice and guidance is given on teaching strategies and how to prepare learners for the final assessment.

As an international awarding body, many of our candidates are either multi-lingual or possess English as a second language which presents them with great opportunities, but also with potential barriers. Learners cannot develop academic knowledge and skills without access to the language in which they are discussed, constructed and evaluated.



In this guide we have also included some prompts and tips on how to incorporate the development of language skills within the general teaching of this subject. This information is indicated in the text with the icon shown here.

Where language levels are already highly developed amongst learners, this advice will not be applicable. However, it is often the case that those learners with lower ability skills in general and those with lower ability language skills tend to share similar misunderstandings.

### School Support Hub

You should make sure at an early stage that you have access to the [School Support Hub](#)

You can obtain a login from your Examinations Officer.

The School Support Hub provides a wide range of resources to help you, including:

- syllabuses
- past examination papers and specimen papers
- mark schemes
- examiner reports (after first sitting)
- example candidate response booklets
- schemes of work
- Teaching tools
- community resources and discussion forum

All these forms of teacher support are invaluable in helping you and your learners understand exactly what Cambridge expects of candidates in examinations and will help you to prepare your learners appropriately.

### Syllabus

When planning your course, your starting point should be the syllabus. This contains information not only on the curriculum content, but also the overall aims and assessment objectives. It gives details of the papers, the grade descriptions and additional information (such as the minimum marks needed for particular grades). It is most important that you become thoroughly familiar with all parts of the syllabus document.

### Scheme of work

You will then need to devise a scheme of work. To do this, you need to think how you will organise the time that you have available to help learners to understand and learn all of the facts and concepts required by the syllabus, and to develop the necessary skills. Cambridge provides a scheme of work that you could use as a starting point, but you will undoubtedly want to produce your own at some point. Your scheme of work will help you to determine what resources you will require to deliver the course and this will help you to build up teaching, learning and reference resources such as text books and worksheets.

# 1. Planning the course

This section looks at how you can plan your course to ensure that you can cover the whole syllabus within the time that you have available. It includes long-term planning (developing a scheme of work) and planning for individual lessons. It also includes ideas and support for incorporating language into the lesson to help learners become more fluent and accurate users of English.

Language is an important part of communication and the aim of considering this within a lesson is to expose learners to situations where they need to use English to complete the tasks given. The language focus is not an additional element to be added to the course but should be seen only as the medium through which the topic (content) is taught.



The promotion of critical thinking skills and collaborative work is considered to be very important in acquiring language and improving fluency whatever the topic. Personalisation of the topic is also known to increase motivation and self-confidence as well as interest in the topic.

Section 4 provides some ideas and activities for incorporating language into the lesson without increasing the teacher's work load.

## 1.1 Key factors to consider when planning your course

These factors will need to be considered before starting the planning of your course.

- the amount of teaching time available each week for the duration of the course
- the availability of local resources such as accommodation providers, visitor attractions, transport providers and access to materials such as travel guides and timetables, etc.
- the level of English language of learners
- whether your group is mono- or multi-lingual
- whether your teaching groups will be mixed ability or will be streamed by ability
- the number of lessons you will need to cover the syllabus (the recommended time for a Cambridge IGCSE / O Level course is 130 hours of teaching time)
- the school calendar; holidays, examinations, etc.

## 1.2 Long-term planning

A long-term plan will provide the overall structure of your course. It will include the order in which topics will be taught, the approximate length of time to be spent on each and the factors listed in 1.1 above.

It will need to take into account the number and nature of the groups following the course and whether they should all follow the same path through the course. There may, for example, be issues with the use of computer technology if the group is studying a topic requiring a large amount of internet-based research with limited IT resources. In this case it would be better if the plan was organised so that the group could study such a topic at different times or if learners' own devices could be used wherever this might be possible.

In a two year course the second year will probably have fewer weeks because of the timing of the examinations.

It is important to note that you do not need to teach the syllabus content in the order in which it is printed in the syllabus. It is likely that you will want to order your teaching to suit your particular needs and preferences. This may be done in a number of ways.

- Start your course with Unit 1 Introduction to main travel and tourism definitions and concepts because this gives the underpinning knowledge and key definitions that learners will need to proceed with the rest of the course. You may then choose to teach Unit 4 Customer service alongside Unit 5 Destination marketing, because these two sections of the learning content complement one another. There is no prescribed order in which you must teach the units.
- Start with topics which are conceptually easier, saving the more difficult topics for the second year of the course.
- Use the suggested pattern in the 'Scheme of Work' provided on the [School Support Hub](#).
- Follow your own and learners' interests and enthusiasms to begin with.
- Find aspects that can be taught in an interactive and engaging way – this will encourage your learners to become independent and active learners from the start of the course.

Long-term planning will also consider what you would like learners to be able to communicate either in spoken or written form at the end of the course. This will help with identifying what language could be included in medium- and short-term plans.

A long-term plan should also consider how practical skills will be developed and which topics will contribute largely to the development of these skills.

A long-term plan is not 'set in stone'; it is a working document. As the course progresses you can adapt it as required. When you have worked through it once or twice, you will have a much better idea of the best way for you to work through the syllabus.

### 1.3 Medium-term planning

Medium-term planning is the most important of the three types. It defines, in some detail, what will be taught and when. It also describes how language skills, practical work and other activities are to be incorporated into the course. Medium-term plans are often called 'Schemes of Work' and can be shared at the whole school level to inform other Travel & Tourism teachers of your plans.

Some examples of schemes of work can be found on the [School Support Hub](#)

A password is needed to access the site and your Examination Officer will be able to provide you with one.

The Cambridge scheme of work is useful as:

- an example of **one way** of moving through the course
- a good source of possible activities mapped to each part of the syllabus
- a good source of exercises and resources.

You may choose to use the Cambridge scheme of work as a reference to help you create your *own* scheme of work because, it:

- represents only **one** possible approach and so is not necessarily the best for your learners
- does not take into account the ethos, approach and/or facilities of your centre
- is arranged in a way that might not fit in with your long-term plan

When adapting an existing scheme of work:

- add timings for each section

- you could include a note about the sort of output you would like your learners to produce in terms of language, e.g., oral, written, group/pair work, discussions, etc.
- always check the URLs before using them with your learners; web addresses can change, and you also need to know that what you are accessing is appropriate for your learners.

A medium-term plan is best developed with contributions from all of the teachers who will be using it. If they have had an input they will feel an 'ownership' of the plan and will be more likely to adhere to it.

A medium-term plan should be flexible and updated when necessary. It should be amended if it is found not to be working as planned. It should be reviewed at the end of each school year to assess how well it has worked and to decide if any improvements could be incorporated.

## 1.4 Short-term planning

Short-term planning involves planning for a single lesson or perhaps a small group of lessons.

It should include the:

- content and the language of the lesson
- activities that will take place
- progress that is expected of learners during the lesson.

Short-term planning is something that is done by an individual teacher, taking into account their own strengths and the needs of the learners they will be teaching. Teachers new to the subject may need guidance but the plan should still be their own.

This process is covered in more detail in the next section.

## 2. Planning lessons

### 2.1 Lesson plans and templates

A lesson plan is written by the teacher and should include details of how the lesson is intended to proceed. It should take account of:

- what is to be taught (learning objectives)
- what is to be achieved by learners (lesson objectives, content, and language)
- what learners already know (previous learning and relevant knowledge)
- how learners' understanding will be monitored (assessment of learning)
- how learners at different levels of ability are going to access the lesson (differentiation).

It should detail the learning activities which will take place and have approximate timings showing how long each part of the lesson will last. It should also note the language focus for the lesson in brief.

A lesson should ideally have three main parts:

<b>Beginning</b>	The beginning of a lesson will include an activity that engages and motivates learners, as well as stimulating the background knowledge that learners can bring to the topic.
<b>Middle</b>	The middle of the lesson will include the main learning and language activities.
<b>End</b>	The end of the lesson will include an activity or activities in which learners can assess their understanding of what has gone before and feedback on it.



### 2.2 Constructing a lesson plan

It can be helpful to have a printed template to use in lesson planning. You can design your own, or there are many available on the internet or in books. On the following pages you will find an example of a completed lesson plan which includes helpful guidance.

A blank template of a lesson plan is available in the Appendix of this guide.

Lesson plan		
<b>Lesson:</b>	<b>School:</b>	
<b>Date:</b>	<b>Teacher name:</b>	
<b>Class:</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Learning objectives to which this lesson is contributing</b>	This will be based on something written in your medium-term plan. It will state which part of the syllabus the lesson is going to address.	
<b>Lesson objectives</b>	These may be the same as the learning objectives but more often will be only a part of them. This is what you intend learners to fully grasp by the end of the lesson. It should be a realistic target and many learning objectives will take more than one lesson to be fully understood. It should also include a reference to the language the learner is likely to need to be able to reach the targets you set.	
<b>Vocabulary, terminology and phrases</b>		



Lesson plan		
Previous learning		
Plan		
Planned timings	Planned activities	Resources
<b>Beginning</b>	<p>‘Starter’ activities are designed to recap on previous learning and to provide key formative assessment opportunities. You could use a quiz, true or false statements or a set of questions to check learners’ understanding of key Travel and Tourism industry definitions. For example:</p> <ul style="list-style-type: none"> <li>• what is domestic tourism?</li> <li>• give one named example of an accommodation provider etc.</li> <li>• provide a local, national and international airline.</li> </ul> <p>The starter activity should not last longer than 5 minutes, irrespective of how long the overall lesson duration is.</p>	Your plan should also include a list of the resources (books, internet, case study materials, etc.) which will be needed in each session of the lesson.
<b>Middle</b> 	<p>This section of a lesson may be used to introduce new concepts, build on and extend previous understanding, explore and solve practical problems, develop knowledge and skills, practise previously learned techniques or any of many other alternatives. It is important not to include too many activities, but equally important not to spend so much time on one activity that learners become de-motivated. Good lessons will involve learners in the activities as much as possible. Activities should encourage learners to have confidence in communication through speaking or writing and there should be some feedback from the teacher regarding possible errors. Delayed feedback is recommended to avoid demotivating learners and hindering communication. Timings should be included for each separate activity. The types of activities might include, using case studies of different destinations for independent learning to extract key information, using the internet to research different examples of Travel &amp; Tourism marketing; pair work activities in acting out a role play of customer service in a Travel and Tourism setting, etc.</p>	Best practice will be for the teacher to deliver a short, focussed session covering the key learning content for the lesson and to provide clear and concise instructions for the follow-on tasks that learners will engage in.
<b>End</b> 	This part of the lesson brings it to an organised conclusion. Learners can assess	The summary at the end of the lesson is important in getting

Lesson plan		
	<p>how well they understand the material covered during the lesson. This may involve a short, written exercise or a question-and-answer session. This may include feedback from the teacher on some basic errors noticed during the lesson, for example, the incorrect use of key industry definitions or inappropriate examples of key concepts. It can be used to link to the next session, especially by setting an extension activity to prepare before the next lesson, where appropriate. The end of the lesson (also often referred to as the plenary) should take no more than five minutes.</p>	<p>learners to check their own performance. You could use a simple checklist for them to complete.</p>
Additional information		
Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	Assessment: How are you planning to check learners' learning?	Health and safety check: ICT links
<p>How will you try to ensure that the lesson is accessible to all learners so that all will benefit from the experience? This is especially important with mixed ability groups. There is more on differentiation in the next section.</p>	<p>It is good practice to check:</p> <ul style="list-style-type: none"> <li>• what your learners knew/understood before the lesson (prior knowledge)</li> <li>• how this has changed after the lesson (acquired knowledge)</li> <li>• Can you use self-assessment and/or peer-assessment? Quizzes? Checklists?</li> </ul>	<p>If your lesson includes use of the internet, what safety mechanisms are in place to safeguard learners? If learners need to carry out primary research, mixing with others beyond the classroom, is it safe for them to do so?</p>
Reflection and evaluation		
Reflection	<p><b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b></p>	
<p>Were the lesson objectives realistic?            What did learners learn today?            What was the learning atmosphere like?            Did my planned differentiation work well?            Did I stick to timings?            What changes did I make from my plan and why?</p>	<p>As soon as possible after the lesson you need to think about how well (or badly) it went. There are two reasons for this; if you share your plan with other teachers in your centre it will enable them to learn from your experiences. It is a good idea to discuss with colleagues how well lessons went. This applies whether they went well or whether there were problems. It will also help next time you teach the same topic. If the timing was wrong or the activities did not fully occupy learners' you may want to change some aspects of the lesson next time.</p> <p>There is no need to re-plan a successful lesson every year, but it is always good to learn from experience and to incorporate improvements next time.</p>	

### Summary evaluation

**What two things went really well? (Consider both teaching and learning.)**

- 1.
- 2.

**What two things would have improved the lesson? (Consider both teaching and learning.)**

- 1.
- 2.

**What have I learned from this lesson about the class or individuals that will inform my next lesson?**

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## 3: Classroom practice

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The aim of any teacher is to get their learners to gain knowledge and understanding, to develop the skills to be able to apply this knowledge, and to learn to communicate what they know as effectively and accurately as possible in the time available to them on the course.

### 3.1 Practical activities

There is a huge range of practical activities that Travel & Tourism learners can engage in, which will not only be enjoyable in themselves but will also help them to develop independent learning skills, and to increase their understanding of the learning objectives described in the syllabus.

Practical work is usually motivating to learners, as it is based on experiential learning but it should always have a purpose other than entertainment. It may:



- develop the skills that learners need, including communication skills (spoken and written)
- illustrate facts or concepts which are being studied
- provide a stimulus for further study.

It may, of course, accomplish more than one of these purposes.

#### 3.1.1 Group activities

Learners will often learn from one another, and this is best achieved by providing regular opportunities for group activities. Ideally the groups should be small – 2 or 3 learners working together is best as each member of the group will have a more active role to play. In this way learners learn to work collaboratively and can also, by discussion, develop their understanding of what is taking place. Working in groups also means that less supervision of individual performance is needed.

It is always a good idea to try out a group activity before asking a class to do it. In this way, you can anticipate the problems that they might encounter. It also gives you a good idea of how long the activity might last; learners will probably take longer to complete an activity than you anticipate.

It is important that the instructions you give are clear. Oral instructions are fine for a simple task but if there are a number of steps involved, a written worksheet is a good idea. Worksheets are also useful for other teachers teaching your scheme of work.

It is important that you check for understanding of the instructions by asking one or two of the group to explain the instructions to the rest of the class (checking questions).

It is important that learners know why they are carrying out the practical activity. This could be achieved by giving it a simple title such as 'Tourist provision survey in your town'.

If time permits, learners should be encouraged to design their own practical activities, e.g. deciding where to carry out a survey, which tourism providers to contact, etc.

#### 3.1.2 Teacher led activities

It may be necessary prior to a group activity for the teacher to preface the lesson with a teacher led demonstration of the activity. This may be the case:

- where the teacher wishes to explain what is going on
- where the teacher wishes to enforce the ground rules for the activity.

It is always important to explain to a class what the purpose of the group activity is and how each member of the group is expected to contribute. Explaining each step of the process as it is carried out will produce more learning than simply letting the candidates carry it out for themselves.

### 3.2 Active learning

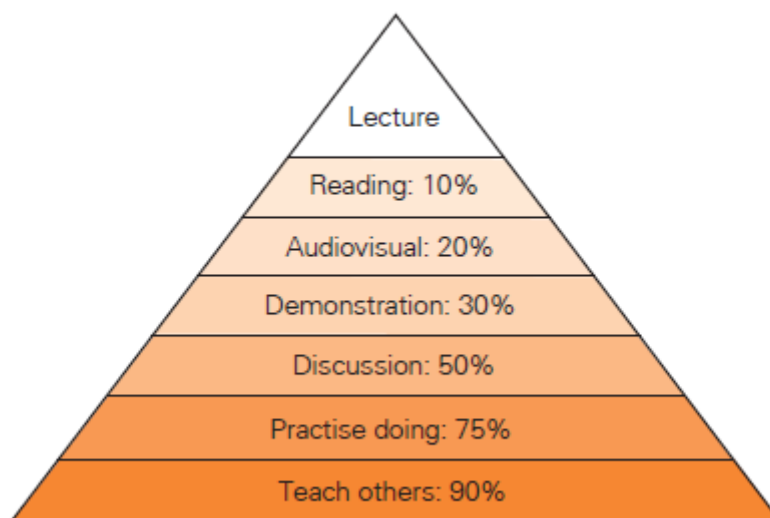
Not every topic in Travel & Tourism can be taught practically or through group activities. Equally a description/explanation by the teacher may easily be forgotten by the learner, even if it was understood in the first place.

Some learning concepts may be shared by showing relevant examples of videos, e.g., YouTube clips demonstrating excellent or poor customer service at a restaurant or hotel, but it is important that you recognise this is still an example of 'passive learning', e.g., the learner is not involved in 'discovering' the information.



Research has shown that the more a learner is involved in the process of learning, the more they retain. This is also true of language acquisition.

The learning pyramid below suggests the average percentage of information retained as a result of different forms of delivery stimulating different learning processes.



From this it will be seen that although audio-visual (videos and computer animations) may be better than a lecture (being told by a teacher), there are lots of other methods which are better still. Clearly not everything can be absorbed by discussion and practice, but activities where learners actually participate work better.



At least some such activities (active learning) should be used alongside practical and/or group work in order to maximise learning. There will not be time for everything to be covered in this way but some topics certainly should be. If you give learners guiding questions to answer while listening this will activate knowledge and language and will allow learners to feedback the answers or contribute to the group discussion more effectively. This is an example of what is called 'scaffolding'.

There are many other ways of getting learners involved and plenty of ideas in books and on the web.

### 3.3 Differentiating the activities

Differentiation is a way of trying to ensure that members of your group with differing abilities can all access the material you are delivering. There are a number of ways of approaching this problem and, again, they can be found in books and on the web. They fall into three main categories.

- **Differentiation by outcome** This method includes setting an open-ended task which can be accessed by all, e.g., 'Find out how many visitors arrived in Europe in 2019'. Learners will produce different results according to their ability, but all of their 'outputs' will be valid.
- **Differentiation by task** Learners are set slightly different tasks based on the same objective. This may involve worksheets which pose questions on the same topic where differing amounts of understanding are required. Learners might be asked to look for 'overnight visitor numbers', some might be asked to find 'domestic visitor numbers', whilst some might be asked to find a range of different visitor arrival numbers.
- **Differentiation by support** All learners undertake the same task but some are given additional support. Writing frames, where a template is provided for them to record their work, are one way of doing this. Additionally, the support might come in the form of where to search for the information, with less able learners being directed to specific sources of information and the more able being given more generic sources to use.

### 3.4 Integrating content and language in the course



In previous sections we have stressed that the objective of the language element of a lesson is to help learners gain greater confidence in communicating their knowledge of the subject. Whether you are teaching a class including learners who have English as their second language, who are multi-lingual or who only speak English, the same difficulties of written expression occur within the subject to both lower-level ability and second language learners.

Subject teachers are not expected to teach English, however, the language and terminology of a subject should be learned at the same time as the subject content, as a fluent part of the content, so that it has greater meaning and offers contextual understanding; subject-specific language should not be left to a specified language lesson. The confidence to communicate in accurate and precise language will also be of benefit to learners taking an external examination in English at the end of the course. A number of examination questions require explanations and learners can gain higher marks if the language is used accurately. For example, comments by some examiners on previous candidate scripts have noted the incorrect use and understanding of key Travel and Tourism vocabulary and definitions, the lack of ability to write a logical explanation and answers that contain contradictions. It will also benefit learners in the long term, should they continue their studies in the subject at a higher level with a view to their future career choice.

The teacher's role should, therefore, also be to support the language element of the lesson that underpins the content. This element should enhance learners' communicative skills and their accurate use of the language. A key part of this should be for teachers and learners to notice the language used in different stages of the lesson.

Here are some strategies that you can try in your next lesson:

- record language prompts on the whiteboard
- encourage learners to underline key terms
- use images
- provide writing frames
- enable learners to write collaboratively
- introduce learners to new language before setting a task

- provide sentence stems and model language
- activate prior knowledge of the subject
- create a bank of useful expressions to display around the classroom
- repeat explanations and progressively increase the difficulty of explanations
- provide feedback on language as well as content
- highlight examples of good language use from learners.

To help learners with their use of language it may also be helpful to consider the following questions when writing a lesson plan for a subject area:

- What is the topic and what does it cover? (content)
- Is there something in the topic you can make personal to learners? For example, is there something you can relate to their knowledge of local tourist destinations, providers and attractions to stimulate interest and prior knowledge. (context, personalisation)
- What language will your learners need to produce during the lesson and later in the exam? (English)
- What is the language focused on? For example, it may be to explain a result, justify a decision, describe a result, or interpret given information. You can also think about the relevant vocabulary and terms they could practise to help with precision in written answers.

### 3.4.1 Some ways to integrate content and language

Language is the medium through which the content is delivered and the main aim is not to teach the language but provide language support and use it in interesting ways. The following suggestions are provided to help you think about what might support learners with the language during the lesson:

- Use of visuals and charts for building vocabulary and understanding meaning – this has been shown to stimulate interest and learners' prior knowledge.
- Use gap fill and word definition to discover meaning – this helps with retaining the language to a greater extent than when learners are simply given the answers.
- Use checking questions to ensure understanding – asking learners if they could tell the group or their partner what they have to do is an important part of communication and retention.
- Pair and group work is important – learners learn from each other and it has been shown that teenagers prefer to work in groups rather than on their own. Learners need a safe place to practise the language before expressing it individually.
- Personalise the topic – this increases motivation and assimilation of the language.
- Oral interaction between learners in English about the content is beneficial as is collaborative work. The more learners speak the greater the development of accuracy and confidence in using the language.
- Repeat vocabulary, grammar and useful phrases commonly used in the topic. For example, practise using words to compare and contrast, words to make a point or develop an argument.
- If learners are encouraged to notice the language, they are more likely to use it later.
- The use of context is important for learners to understand meaning.
- Language needs to be used in conversation before it can be assimilated as part of the output.

### 3.4.2 Possible activities

1. Starter – activate prior knowledge, use simple visual clues to vocabulary, match pictures to words, definitions, gap filling activities, etc.
2. Bring in everyday recognisable items which are related to the topic, such as tourist brochures, entrance tickets, postcards, etc.
3. Personalisation – start the lesson by making the topic relate to learners' lives, e.g., their favourite local restaurant.
4. Vary the font and sizes for reading exercises and use pictures or cartoons to explain concepts. Underlining key words or phrases helps the learner to notice the language.
5. Learners acquire and retain language through discovering the meaning themselves from within the text or through ordering a set of sentences to describe a process.
6. Repeat the key language during the lesson in different exercises, e.g., the use of key terminology repeated in delivery and in consolidation activities (see Activity 1 below).
7. To help with developing thinking skills and using the language, start by asking simple questions using *what*, *when*, *where* and *which* followed by more challenging ones using *how* and *why*. This works well in group and pair work.
8. Have a glossary and word bank available. Give learners specific words and phrases to build the precise and more complex sentences they will need to use in their exam answers.
9. Provide scaffolding – e.g., using activities where learners need to add correct answers from a choice to make the sentences correct. Follow this by freer practice of the same language used in the sentences.
10. Try and ensure pronunciation and word stress is correct. You can use delayed feedback e.g. make notes during the group discussion time of difficult language areas and highlight this to the whole group at the end of the lesson.

### 3.4.3 Some examples of exercises to integrate language learning within lessons

#### **Activity 1: The use of key terminology**

In Travel and Tourism there are lots of key players who provide products and services to customers. Learners are expected to know the difference between each and the roles they play. One activity to help learners build their confidence in knowing the key terms of the different providers is given below – where content and language are being developed hand in hand. This activity could be used as a starter once learners have been taught the key differences in the roles of these types of tourism providers. By having to read the text carefully, learners will subconsciously have to choose singular or plural forms of the nouns required in describing the role of the travel agent or tour operator as well as use other language in context.

**Use the words and phrases from the box to complete this description of the roles of a tour operator and a travel agent. *Some words or phrases may need to be used more than once.***

A \_\_\_\_\_ is responsible for providing your vacation through the contracting, booking and packaging together of the various components of your tour, such as the hotel, transportation, meals, guides, optional tours and sometimes flights. Many \_\_\_\_\_ are considered \_\_\_\_\_ and focus on the aspects of your package once you have arrived in your destination.



A \_\_\_\_\_ sells and administers packages from various \_\_\_\_\_ to their personal clients based on what they're looking for and what package suits each client best. While many \_\_\_\_\_ offer packages to a \_\_\_\_\_ number of destinations, most \_\_\_\_\_ will specialise in a \_\_\_\_\_ range of destinations and then they can help you narrow down your search for a package to your chosen destination, based on your \_\_\_\_\_, preferred method of travel and interests. A \_\_\_\_\_ will then work directly with the \_\_\_\_\_ to perfect your requests and provide the \_\_\_\_\_ with the information and payments they need to secure the package from the travel and tourism \_\_\_\_\_.

Inbound	Travel agent	Tour operators	specific
Tour operator	Travel agents	principals	broad
			budget

**Activity 2: Matching definitions**

In the activity below, learners will have to read carefully the definition of different pricing techniques to match with the name of the correct technique being described. This will help them develop recognition of the language level expected when providing their own definitions of these techniques as well as testing their understanding of the differences in the techniques themselves, therefore building content and language simultaneously.

**Market**

**Discount pricing**

**Variable pricing**

**Loss leader**

**Going rate**

**Price bundling**

Also known as price discrimination - different prices set for different market segments or seasons

Low level of competition and a relatively high price set for a product new to the market

Charging one price for a range of products sold as one unit or 'bundle'

Charging the same price as the competitors as a price taker.

Selling a product at little or no profit to entice the customer to make other purchases

When a product is reaching expiry, offering a reduced price to attract customers to buy it

Match each of the pricing techniques from the shapes above ● to their correct definition from the boxes below.

**Activity 3: Photo Matching exercises**

This activity is a 3-way matching exercise. First match the labels with visuals to help contextualise a target market, and then match to the most suitable holiday type.



Family group



Business travellers



Independent traveller



Elderly tourists, some with mobility needs

**Holiday type A**

Cruises are a luxurious way for you to travel the world; often without even having to get on a plane. Picture staying in a five-star hotel, surrounded by the ocean and with different views every day – it's no wonder cruises are so popular! Relax on the upper deck, bask in the sun and let amazing destinations come to you.

Cruises are one of the most accessible holidays you could imagine. Fully adapted cabins and wet rooms, hired equipment delivered to your cabin, accessible excursions and transfers, plus fantastic accessibility of on-board entertainment – all part of an accessible cruise booked with DisabledHolidays.com!

**Holiday type B**

With every suite offering a sea view and private pool, the Elounda Peninsula is the most secluded of the three Elounda resorts with a beach, plus access to the shared facilities. These include a Six Senses Spa, water sports and the kids' club for ages four months to 12 years which features two pools and a vegetable garden. From \$1,336 per night B&B based on four sharing in July.

### Holiday type C

The very best of Burmese days is an exhilarating journey through Irrawaddy villages, cruising on the Mekong, visiting Mandalay and Inle Lake and witnessing sunset over Buddhist pagodas. Immerse yourselves in culture and spend time with a local family. Arrange your own itinerary and choose how you travel.

### Holiday type D

Whether you require a boardroom table for two or an event for thousands of delegates, our experienced team will be able to assist you.

- Group travel and accommodation
- Conference, meetings and events
- Team building, hospitality and incentives.

**Activity 4: Structured support**

Here's an example where learners have to think about the terms, the position they occupy in a process and the function they serve in that position all at the same time.

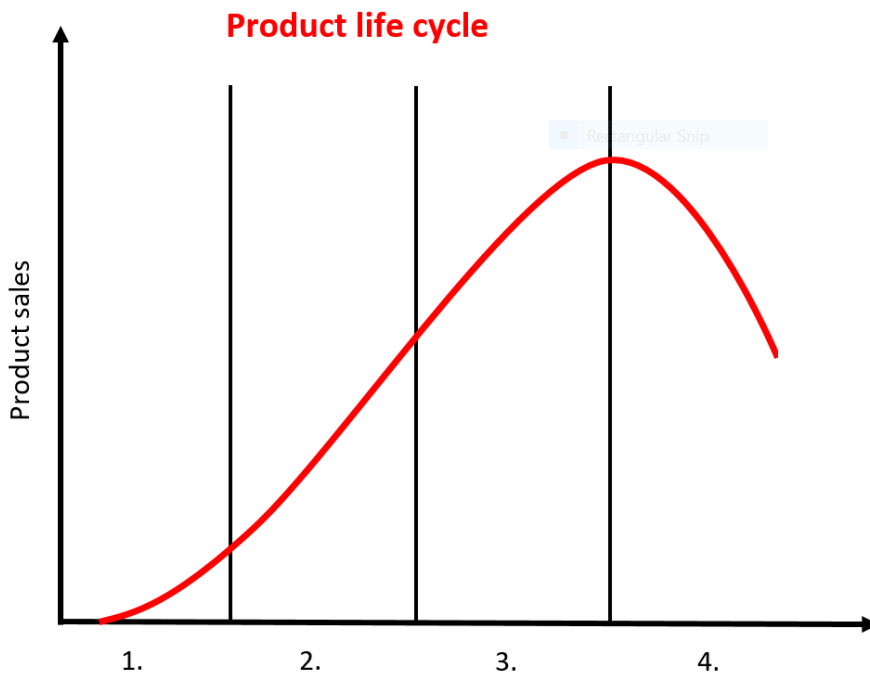
The product life cycle model has four main stages.

- (i) Circle the term that specifically refers to the stage where sales peak and the product continues to make a profit.

**introduction                      growth                      maturity                      decline**

- (ii) Complete the table on the life cycle model below, writing in the names of each stage and use the following key phrases to help describe each stage.

**number of sales falling    competition is strong    product is launched    profitability increases**  
**intense marketing    marketing extends products appeal    substitute products    relaunch**



Stage	Name of stage	Description of each stage
1		
2		
3		
4		

**Activity 5: Using diagrams**

Here is an example of structured support using a map to contextualise meaning and understanding. Providing some of the answers builds confidence.

**Map 1 – World political map**



**Name the following:**

- sea A .....
- line of latitude B .....
- capital city shown as destination C .....
- small nation state shown as destination D .....
- the term that best describes climatic conditions at destination D .....

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## 4. Preparing learners for final assessment

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You will find past papers and mark schemes on the [School Support Hub](#)

These can be used by learners for exam practise and/or for formative assessment throughout the course or at the end of a topic. You will also find the Examiner Report, which is produced after each examination series. The Examiner Report indicates the strengths and weaknesses of candidate performance across the whole cohort and can be used to help you identify common areas of misconception, misunderstanding and weakness in order to improve your teaching.

### 4.1 Study habits

By the start of the Cambridge course, the learner will probably have explored preferred methods for studying and revising. However, not all these methods are necessarily effective for all learners.

Much research has been published on this subject, suggesting that some of the following methods are not effective:

- generous use of highlighters
- reading and re-reading notes
- working exhaustively and alone
- re-writing existing notes to create a more attractive set of notes.

Dedicated learners will often revise intensely for long periods and convince themselves that they have prepared thoroughly. However, if they are aiming to develop a deep and lasting understanding of the topic, in addition to just passing the examination, here are some methods that are proven to work for most learners:

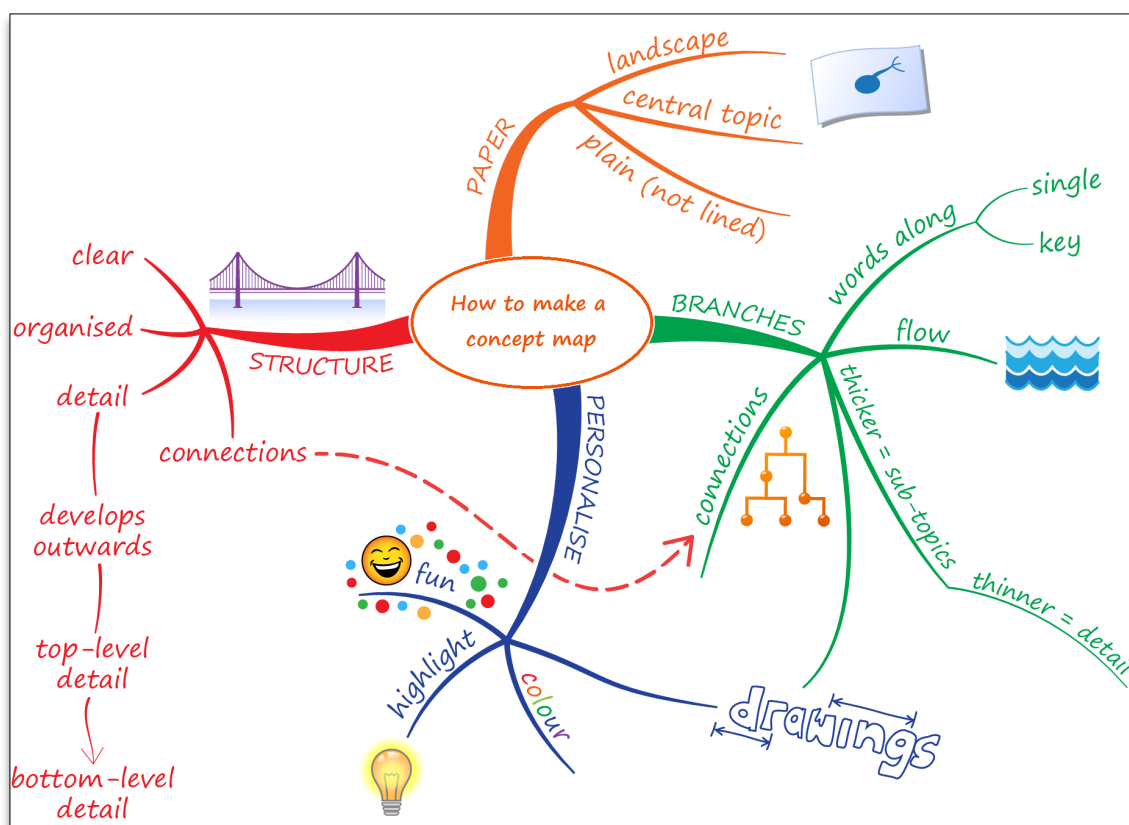
- Distributive practice: that is, spreading out study over time. This method is believed to aid true understanding of the topics.
- Studying in short bursts, followed by testing themselves regularly over several weeks.
- At the end of a revision session, writing down what they can remember.
- Creating a revision timetable for the mock and final exams. This will ensure that they study different subjects little, but often.
- Answering many practice questions/past papers.
- Connecting ideas together by the use of mind maps.
- Using revision guides rather than the subject textbook.

Encourage your learners to consider and develop what works best for them.

### 4.2 Deep subject understanding

When learners start to make connections between topics, the study of the subject becomes more enjoyable and they gain a deeper understanding of what they are doing.

Concept maps (mind maps) can be drawn, and connections made between sub-topics in a unit, between units in a syllabus, and indeed between related subjects.



### 4.3 Technology in and out of the classroom

There are a great range of technological tools available for use inside and outside of the classroom. It is important for learners to experience their learning in a variety of different ways, not least to maintain interest and motivation. Below are just some possibilities.

#### 4.3.1 Virtual Games

These are especially useful for showcasing some of the skills needed for working in the travel and tourism industry. There are some travel agency simulation games available, for example. Some require a log-in via your school email account but are without cost to use. You will need to check as some are on a subscription basis.

#### 4.3.2 Mobile apps

Mobile apps for education have to be carefully selected to make sure they provide appropriate and meaningful learning outcomes. If chosen well, they can provide another mode of learning or revision for learners. There are numerous options, from games and quizzes to videos and animations.

'Kahoot' is an excellent app for formative assessment and learners usually enjoy using it. You can create online multiple-choice style quizzes that give instant feedback to you, the teacher, so that you can quickly identify problem areas. Correction and explanation can then be dealt with immediately. Google Forms and Microsoft Forms are equally good for this too.

#### 4.3.3 Podcasts

These audio teaching aids are a handy alternative tool, which are especially useful while learners are travelling to and from school or do not want to disturb others. Listening to the same podcasts over and over again can be especially useful for the second language learner. You can create your own podcasts online for free at 'Podbean', for example. Creating your own podcasts allows you to choose the emphasis you want and use the language you have been specifically using with your learners.

### 4.3.4 Video

Nowadays, video is not just something that learners sit down and watch in order to add variation to a lesson. Videos can be stopped periodically and questions asked in the traditional way or more recently they can easily be edited and teacher questions inserted/embedded within the video itself. This makes the process much more active which increases learning potential. You could make your own or have a look at the many examples on YouTube.

## 4.4 Providing feedback on learner work

It is necessary to provide meaningful feedback to your learners in order for them to improve the quality of their written answers and understanding of a subject. Learners may find the subject itself challenging and/or may not have the skills in English to deal fully with the question. Either way, meaningful feedback and reflection time are the answer. Providing feedback can be done in several ways, such as:

- Provide feedback orally in class so that learners write down the extra information they would need to get full marks.
- Allow learners individually to find the other pieces of information to get full marks.
- Provide a situation where learners are actively engaged in reviewing the questions in pairs or groups with your guidance. In this way they can collectively understand what information and language would have gained full marks. Point out command words used in the question and encourage learners to develop an understanding of what each word means.

The last suggestion, however, takes time and it could be set as a group exercise to be started in learners' own study time.

Technology is available to allow you to easily record units of your own teaching in short, manageable portions. These can be made available to learners who can watch them as a homework assignment. This saves time and allows you to concentrate on other aspects of learning and allows more time for formal assessment. The fact that these videos can be watched again and again is especially useful to the second language learner.

## 4.5 The mock examination

The mock examination in Year 11 is an important benchmark for teachers and learners, and it serves several purposes:

- It is an opportunity for learners to be tested on the complete course material\* under proper exam conditions.
- It encourages learners to start revising for the exams earlier (otherwise they might put off revision until only a month or less before for the real exam).
- It allows learners to become more familiar with the process of being examined, so that on the day of the actual examination they might feel less stressed and more confident – this is especially important for learners who are apprehensive or nervous about taking exams.
- It provides an opportunity to spread the revision load of the subject over several months.

*\* even if learners have not completed the course by the time of the mock exams, an exam should be created which allows the learner to get the mock exam experience on the majority of the syllabus content.*

After reviewing the results of the mock exam, learners may gain an insight into the following:

- how successful their revision techniques had been
- which topics and sub-topics need more revision
- if they had enough time to complete the exam and check through their answers



- if they were able to perform properly under pressure
- whether there are questions in which they would have gained the mark(s) had their English been clearer
- if they lost marks because of not being clear and/or using the correct terminology.

If learners treat the mock exams as if they were the finals, evidence indicates that they may well perform even better in their final assessment. Some may take considerable persuasion to take the mock exams seriously enough to revise properly. They need to be encouraged to appreciate that the process is a positive and supportive one, and one in which very useful feedback will be provided.

## 4.6 Use of past papers

It is commonly known by learners everywhere, that working through large quantities of past papers is a major factor in their success in the final assessment. It cannot be argued that they are a very useful tool, in that, they allow learners to practice the type of question that may come up in their final exams.

It should be borne in mind that mark schemes contain several alternative acceptable answers. However, when teachers review past paper questions used in unit tests and the mock examination, they should encourage learners to suggest which is the best possible answer, and, in discussion, talk broadly around the topic area on which the question is based on the syllabus content.

Learners should be aware of any data provided in the syllabus and importantly any changes to this data that might affect how they understand any practice questions you may have drawn from past papers.

The Examiners Report is very helpful to use in conjunction with the mark scheme. It indicates specific areas of the syllabus where learners performed well or need to improve. Some of these areas of weakness are mentioned year after year which might help you decide on the length of time you should spend on certain areas or how you arrange the order of your teaching.

Learners need to be reminded that:

- In multiple-mark questions, they would be well advised to:
  - underline key words and what exactly the question requires them to do. Answers often appear as if the learner has not noticed that there are 5 marks available for example
  - take note of the number of marks available as this will indicate the extent of the answer required
- Some questions may span several pages. A good idea would be for the learner to collect and jot down essential information near the questions themselves, which can then be neatly crossed out at the end of the exam. Doing this can prevent loss of marks through errors that are easily avoidable.
- Questions involving comparing two or more pieces of data: so often it is unclear which piece of data the learner is discussing if comparative language is not used properly. In Travel & Tourism this may relate to given tables of data or charts or graphs for Paper 1, detailing number of visitors or value of visitor expenditure etc.
- Learners should also not leave any questions blank.

## 4.7 Command words



It is important that learners understand the vocabulary of the assessment objectives and the 'command words' of exam questions which indicate the approach they should take to an answer, for example, explaining, evaluating or describing.

Use the Example Candidate Responses booklet which contains candidate responses at different levels to help explain the meaning of the command words to learners. Showing learners good sample responses to

questions using different command words can help them see how increasing levels of skill relate to the marks available. Asking questions in ascending order of skill whilst teaching a topic will encourage learners to ask themselves similar questions when they are learning alone. If they become practiced at this, they will begin to see patterns emerging where the same processes and concepts can be applied to similar scenarios even if they have not been covered in class.

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## 5. Resources and support

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### 5.1 Finding and evaluating resources

There are a lot of resources (both printed and online) to support the teaching of Travel & Tourism. The challenge is not finding materials but evaluating them and deciding which will be most effective for you and your learners.

The best place to start is with resources that have been endorsed by Cambridge. Endorsed resources have been through a rigorous quality-assurance process to make sure that they closely reflect the syllabus and are appropriate for Cambridge schools worldwide.

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

There are plenty of other resources available. Look at them carefully to decide whether they meet your needs. It's a good idea to ask colleagues to recommend materials that they have used and found effective. Use the discussion forum on the Community tab at the top of the home screen on the School Support Hub to ask other teachers for suggestions.

### 5.2 School Support Hub

This is an excellent source of information. You need a username and password to access it, and these can be obtained from your Examinations Officer if you are in a Cambridge centre.

On the [School Support Hub](#) you will be able to access the syllabus and copies of past papers together with their mark schemes, examiner reports and grade thresholds, and a 'scheme of work' which can be downloaded and used to gain further information on the delivery of this syllabus. There is also a list of resources and a link to the 'Discussion Forum' where teachers can post comments and questions. It is worth looking at this from time to time and following interesting threads even if you do not post any comments of your own.

### 5.3 Training

The Cambridge Events calendar [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events) on our public website has a list of upcoming training events. You can also register for these courses on the site. These include:

- Face-to-face courses – these take place all over the world and are hosted at Cambridge schools, hotels, or conference venues. Courses take place over 2 consecutive days and teachers can network and share best practice with colleagues in their region.
- Virtual courses – Virtual courses take place on Zoom and teachers can join live sessions at a specified time. Teachers can interact with the Cambridge trainer and take part in collaborative activities with colleagues from across the world. Each virtual session lasts around 3 hours, and the course runs for between 1 and 4 sessions.
- Online courses – Online courses take place on a virtual learning platform over 3 to 5 weeks. Teachers can access the course from anywhere and complete the course tasks at a time of day that suits them. Teachers take part in collaborative activities and share ideas with colleagues from across the world. All courses are led by an experienced Cambridge tutor who will provide guidance and answer all teacher's questions throughout the course.

In addition, [Cambridge Professional Development Qualifications](#) (Cambridge PDQs) transform professional learning for practising teachers and leaders and their schools. courses for teachers who want to develop their thinking and practice.

## Appendix: Lesson planning template

Lesson plan		
<b>Lesson:</b>		<b>School:</b>
<b>Date:</b>		<b>Teacher name:</b>
<b>Class:</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Learning objectives to which this lesson is contributing</b>		
<b>Lesson objectives</b>		
<b>Vocabulary, terminology and phrases</b>		
<b>Previous learning</b>		
Plan		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>
<b>Beginning</b>		
<b>Middle</b>		
<b>End</b>		
Additional information		
<b>Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment: How are you planning to check learners' learning?</b>	<b>Health and safety check: ICT links</b>
Reflection and evaluation		
<b>Reflection</b> Were the lesson objectives realistic? What did learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	<b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b>	

### Summary evaluation

**What two things went really well? (Consider both teaching and learning.)**

- 1.
- 2.

**What two things would have improved the lesson? (Consider both teaching and learning.)**

- 1.
- 2.

**What have I learned from this lesson about the class or individuals that will inform my next lesson?**

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