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About this guide

This guide explains what you need to know about your course and examinations. You should use this guide alongside the support of your teacher.

Download and save the document to a desktop computer to be able to explore the interactive tools including the ability to make notes and use the checklists.

The Learner Guide will help you to:

- ✓ understand how you will be assessed
- ✓ understand the skills you need to have
- ✓ prepare for your Cambridge examinations
- ✓ plan your study and revision programme
- ✓ understand how to be responsible for your own learning.

The Learner Guide gives you:

- ✓ tools and approaches to learning
- ✓ examples of exam questions and a guide on how to answer them well
- ✓ revision checklists to self-assess your own understanding and knowledge of the subject.

Cambridge IGCSE / O Level Travel & Tourism will give you a thorough understanding of the travel and tourism industry and help you develop skills for your next steps, be that in education or employment.

Travel and tourism is one of the fastest growing industries across the globe. In this course you will develop a local and global understanding of travel and tourism. You will learn about how travel and tourism is changing to become more sustainable so people can continue to travel and experience the world long into the future. You will learn about the importance of customers and how to look after customers, so they are satisfied. You will also learn about the importance of marketing travel and tourism destinations and how destinations differentiate themselves against other destinations.

Cambridge IGCSE / O Level Travel & Tourism will help you discover and understand this exciting and dynamic industry.

1. What you need to know

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each topic. You can also find more detail in the revision checklists of this guide.

The course is made up of two components.

Paper 1

Key Terms and Concepts

Paper 1 will ask questions that test your knowledge and understanding of the industry, key terms, and concepts. These questions may be taken from any of the following contents of the syllabus:

1. Introduction to the main travel and tourism definitions and concepts
2. Global tourism
3. Travel and tourism organisations
4. Customer service

Paper 2

Managing and Marketing Destinations

Paper 2 will ask questions that test your knowledge and understanding of how travel and tourism destinations are managed and marketed. These questions may be taken from any of the following areas of the syllabus:

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

Always check the syllabus for the year you are taking the examination which is available at <https://www.cambridgeinternational.org/programmes-and-qualifications/>

How you will be assessed

You will be assessed at the end of the course using two components:

- Paper 1 Key Terms and Concepts
- Paper 2 Managing and Marketing Destinations

Component	Time and marks	Paper structure	Details	Percentage of qualification
Paper 1 – Key Terms and Concepts	1 hour 30 minutes 80 marks	Four scenario-based questions covering the introductory key concepts, customer service and impacts at destinations.	<p>In the exam you will be given two documents:</p> <ul style="list-style-type: none"> • Question paper • Insert <p>The insert provides you with four case studies, two of which are likely to be photographs/images and two will be text.</p> <p>Each case study will focus on different elements and concepts of travel and tourism.</p> <p>Each section of the question paper will use one case study from the insert as a basis for the questions, or as stimulus to get you thinking about the right area of your knowledge.</p>	50%

Component	Time and marks	Paper structure	Details	Percentage of qualification
Paper 2 – Management and Marketing Destinations	2 hours 80 marks	Four scenario-based questions focusing on the management and marketing of destinations.	<p>In the exam you will be given two documents:</p> <ul style="list-style-type: none"> • Question paper • Insert <p>The insert provides you with four case studies which are made up of text and images.</p> <p>Each case study will focus on the marketing and management of destinations.</p> <p>Each section of the question paper will use one case study from the insert as a basis for the questions, or as stimulus to get you thinking about the right area of your knowledge.</p>	50%

2. What will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AOs).

The examiners take account of the following assessment objectives in the examination papers:

- Knowledge and understanding
- Application
- Analysis
- Evaluation

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work.

Assessment objectives (AO)	Weightings (%)	What do you need to be able to do?
AO1 Knowledge and understanding	30%	<p>You need to show that you are familiar with and understand a wide range of words and phrases used to describe the way travel and tourism works.</p> <p>You need to be able to describe in your own words the meaning of the key terms used in travel and tourism.</p> <p>You need to be able to use your understanding to select specific information from the case studies used in the Insert.</p>
AO2 Application	30%	<p>You need to be able to apply your knowledge and understanding of travel and tourism and the way it works to different examples and contexts. These maybe familiar or unfamiliar to you.</p> <p>You need to be able to use information from the case studies to answer some questions.</p>
AO3 Analysis	25%	<p>You need to be able to show you understand the possible impacts or consequences of issues in travel and tourism and be able to write them in sentences that follow on from each other.</p> <p>This can be done by considering the advantages or disadvantages of an issue and/or what is likely to happen because of the issue.</p> <p>If the question has a particular context (setting) then you need to be able to write your analysis in the same context.</p>
AO4 Evaluation	15%	<p>You need to make a judgment or opinion about the issue in the question. You will make this from the information you are given in the question and maybe in the Insert, along with what you have said in your analysis.</p>

3. Example exam questions

Command and key words

This section will help you to understand how to identify command words and key words within exam questions, and to understand what is required in your response.

A command word is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, or argue a point of view. It is important that you understand the command words which indicate the approach you should take to answer the questions. Command words may be listed in the syllabus. The context of the whole question will affect the explicit meaning of the command words.

The information and advice given below, is specific to these example exam questions. In your exam, you need to pay careful attention to what each question is asking you to do.

Now let's look more closely at some example exam questions.

The command and key words in the questions have been highlighted and their meanings explained. This should help you to understand clearly what is required.

Assess how economic factors can **affect tourism demand**.

[6 marks]

The examiner is expecting you to show your skills of knowledge and understanding (AO1) Analysis (AO3) and evaluation (AO4) in your answer.

To do this you need to analyse relevant economic factors and make opinions or judgements (evaluate) about how they affect tourism demand either positively or negatively.

You need to include a conclusion at the end of your answer. Your conclusion should do more than repeat of what you have already said and provide an overall statement about the significance or importance of the factors and/or their impact.

This question does not have a specific travel and tourism context (setting) so your answer should be about travel and tourism generally.

Explain two negative sociocultural impacts of tourists visiting indigenous communities.

[6 marks]

The examiner is expecting you to explain each impact you identify. This means you need to show that you understand how it impacts on indigenous communities specifically. What happens to the indigenous community because of this impact?

This means the examiner will be expecting you to use your knowledge and understanding of sociocultural impacts in the context (setting) of indigenous communities. You need to identify two different relevant negative sociocultural impacts.

Identify three characteristics of Costa Rica that make it a good destination for business tourism. **[3 marks]**

This means the examiner is expecting you to use the information in the relevant Fig. in the Insert and your understanding of business tourism, to find a relevant characteristic from the information given to you on Costa Rica.

This means you need to give the examiner three different characteristics. A characteristic would be a typical feature that would have benefit or appeal specifically to the context of business tourism.



Answering examination questions

In pairs, groups or individually

- think about what points to include in each answer
- think about how long your answer should be – look at the marks and the space available on the question paper. Do not write too much or too little
- now, write an example answer to the following questions.

Specimen Paper 1 – Question 1(e)

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

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[6]

Specimen Paper 1 – Question 4(d)

(d) Explain **two** negative sociocultural impacts of tourists visiting indigenous communities.

1

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2

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[6]

Specimen Paper 2 – Question 1(a)(ii)

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

1

2

3

[3]

Ask your teacher for the mark scheme for the specimen papers and mark your answers to see how well you have done.

Advice and tips for the examination

- Read the instructions carefully and answer the right number of questions from the correct sections of the exam paper.
- Do not answer more questions than are needed. This will not gain you more marks.
- Plan your time according to the marks for each question. For example, a question worth 3 marks requires less time and a shorter answer, than a question worth 10 marks.
- Do not leave out questions or parts of questions. No answer means no mark.
- Read each question very carefully.
- Identify the command words in the question – underline or highlight them.
- Identify and underline the other key words in the question.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat information.
- Look very carefully at the resource material / insert / diagrams, you are given.
- **Answer the question.** This is very important!
- Use your knowledge and understanding.
- Do not just write all you know, only write what is needed to answer the question.
- Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner cannot read it.

4. Study skills



A reflective journal

Keeping a reflective journal is a useful way to record, analyse and reflect on how you learn. Here are some questions to get you thinking.

Which subjects are you studying? Think about what you want to achieve by studying each subject.

I am studying the subject

because:

What did you like about the subject when you have studied them in the past? Or what about a new subject interested you?

I like

because:

What skills will each subject help you develop? Are there any uses in the real world?

is a good subject to learn because:

Being organised

Being organised has many benefits – circle the statements which are important for you:



How organised are you?

Tick the statements that apply to you.

B
I get overwhelmed by how much work I have and I avoid starting large tasks.

A
I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

B
I leave homework to the last minute

A
I get my homework done on time.

A
I write down homework and the deadlines in one place, such as a planner.

A
I do my homework the day I get it.

B
I often forget what homework I have.

B
I hand in my homework late.

B
I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

A
I always rush my work.

A
I never need to rush my work.

B
I break down large tasks into smaller tasks and tick these off when I complete them.

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

Mostly A: You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with '*I do my homework the day I get it*' as this might not be the most efficient strategy; you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on the next page for more ideas of how to be organised.

Mostly B: You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on the next page, then return to the activity above at a later date to see if you score differently.

If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.



How to be organised

Tick the boxes in the table below to reflect on how you work and what you will try in order to improve. Aim to try at least some of these methods.

How to be organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is		
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed		
Use one place such as a planner to record each homework or assignment deadline as soon as I get it		
Include all activities in my planner so that I know what time I have available to work		
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work		
Be realistic about what I have time for		
Keep my planner up to date and check it every day		
Have a set time each day or week for completing homework or study so that it becomes part of my routine		
Prioritise homework or study according to which needs to be done first and not just which I like doing best		
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day		
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline		
Tick off each homework or task once I have completed it		

Tips for good notetaking

Writing and reviewing your lesson notes helps you to remember information.

Making notes as you go along, little and often, makes it easier when you revise. It is important to ask your teacher or classmates questions if you are unsure about anything or if you have missed something.

Be prepared

- Bring different coloured pens and highlighter pens to your lesson (colour-coding makes your notes more interesting and can help with memory).
- Bring different coloured pens and highlighter pens to your lesson (colour-coding makes your notes more interesting and can help with memory).

Listen actively

Concentrate on listening carefully – if you listen actively, you can pick out the important information instead of writing down everything.

In your own way

Your notes need to be meaningful to you, so develop your own approach.

- Develop your own shorthand, e.g. 'wi' for 'with'.
- Keep your notes simple and short.
- Use abbreviations, symbols, and diagrams.
- Start on a new page for each new lesson.
- Put a date at the start of your notes.

Focus

- Do not write down everything, focus on the important points, such as:
 - keywords and concepts – for example, definitions, examples, formulae, symbols, methods, dates, events, characters, etc.
 - new information – do not write down things you already know.
- Highlight and annotate handouts.

Ask your teacher

Ask your teacher about anything you do not understand, do not just write it down. Ask your teacher to repeat something if you missed it.

Read the content before you write anything down

Then go back to the start and notes down any keywords, dates, facts, concepts, or quotes. Now write your notes. Do not copy full sentence, write the content in your own words.

Review

- As soon as you can, spend 15–20 minutes reading through your notes.
- Make sure your notes are clear.
- If there are gaps, ask your teacher for help to fill them.
- Summarise the information (onto cards).
- Compare your notes with a friend or classmate. This might lead to a discussion on what each of you think are the important points to know.

Here are some useful ways to format your notes:

Freestyle method

Just write down what you hear as the teacher says it.

Write on handouts

Write notes at key points directly on handouts that contain notes or important information.

Charting method

Use when learning about different or contrasting factors or approaches.

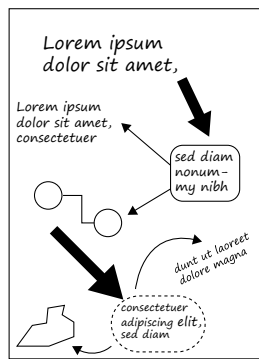
- Make a chart with a different column for each factor or approach.
- Write details in each column, placing the details so that you can easily compare items between columns.

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Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet	dolor magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit

Flow Method

Learn while you listen. Create your own representation of the new information by:

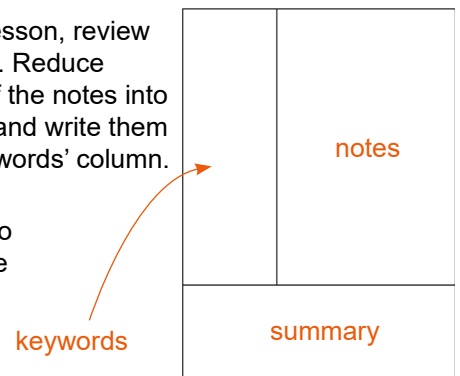
- putting what the teacher says into your own words
- using quick drawings to break down the content into simple ideas
- using arrows to link ideas together and to add supporting points
- circling or boxing different points using different lines, shapes or coloured pens.



Cornell Method

Divide your page into three sections.

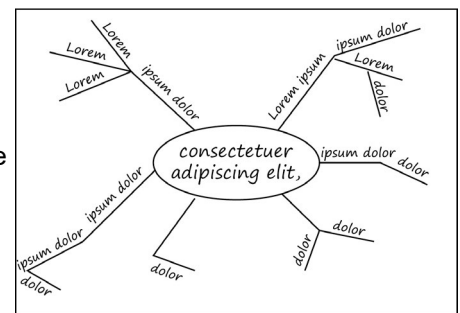
- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into keywords and write them in the 'keywords' column.
- Write a summary to consolidate what you learned.



Mind Map Method

Write the lesson topic in the centre of your page.

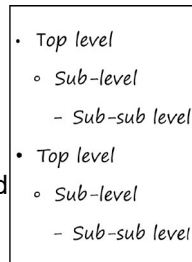
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter pens to emphasis key points.



Outline Method

Use bullet points.

- Top level bullets are the key issues in the lesson.
- Sub-level bullets are details about the top-level points.
- Sub-sub level bullets provide more separation if needed
- This method is helpful if you already know the structure of the lesson and the structure of the learning points.



This method is helpful if you already know the structure of the lesson and the structure of the learning point.

5. Revision and preparation

Planning your revision

Start planning your revision in plenty of time for the exams so you can develop a revision technique that works for you. A well-structured revision plan can give you the best chance of success in your examinations.

Identify the time you will spend revising and schedule time for revision.

Create a revision plan: a weekly plan will include the detail of what you will revise in the weeks up to the examination. This can then be broken down into a daily planner which will include more detail.

Write the dates and times of each of the examinations you are taking, in a calendar, diary or planner.

Work out how much time you have before each examination, so you can leave yourself plenty of time to revise.

Plan to go back to your class notes and what you have already revised to recall information and keep everything fresh in your mind. Do not only recall words and definitions, make sure you recall main ideas, how things are related or different from one another, and new examples.



It is important to have breaks to stay alert and productive

- Include one rest day per week, or break this up into shorter rest breaks across a week.
- Include at least two hours of rest before bedtime; working too late is unlikely to be productive.
- Take regular breaks during revision; revising for hours without a break will overload you.
- Have short revision sessions and short breaks between each session.
- Know ways to relax during your breaks; for example, physical exercise can be good during breaks.

It is important to be flexible and realistic

- Include most days leading up to the exams and include any days or times when you are not able to revise (for example due to attending school, eating meals, participating in sports and hobbies).
- Be honest with yourself about how much time you can really spend revising.





Revision plans

There are many different planners, calendars and timetables you can use to plan your revision. The plans provided here are just examples. The **Weekly plan** includes an overview of a week of revision leading up to the first examination. The **Daily plan** includes the detail of what you will be revising each day.

Weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Daily plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 – 09:00							
09:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							
19:00 – 20:00							
20:00 – 21:00							

Some revision techniques

Mind maps

Mind maps are a great way to revise the links between different factors or to explore a larger topic.

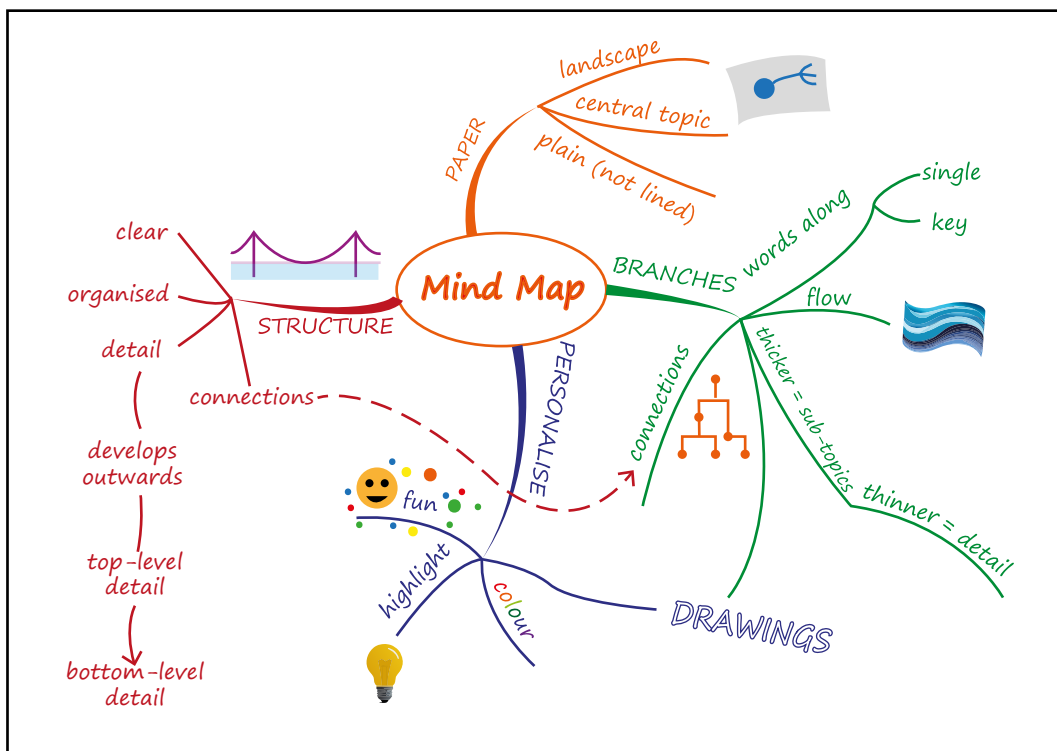
They can also be used to brainstorm your ideas.

1. Use a black sheet of paper and turn it on its side (landscape).
2. Put the topic title in the middle of the page and build the mind map outwards using lines called 'branches'.
 - The first branches are from the central topic to sub-topics; draw these as thick lines
 - Add new branches from the sub-topics to include more detail; draw these as thinner lines.
 - Add even more detail to a point by adding more branches.

This creates a hierarchy of information from 'overview (the thick branches) to 'fine detail' (thinnest branches).

3. Write single key words or phrases along a branch and add drawings for visual impact.
4. Use different colours, highlighter pens, symbols and arrows to highlight key facts or issues.

It is a good idea to use a large piece of plain A3 (or larger) paper and lots of coloured pens.

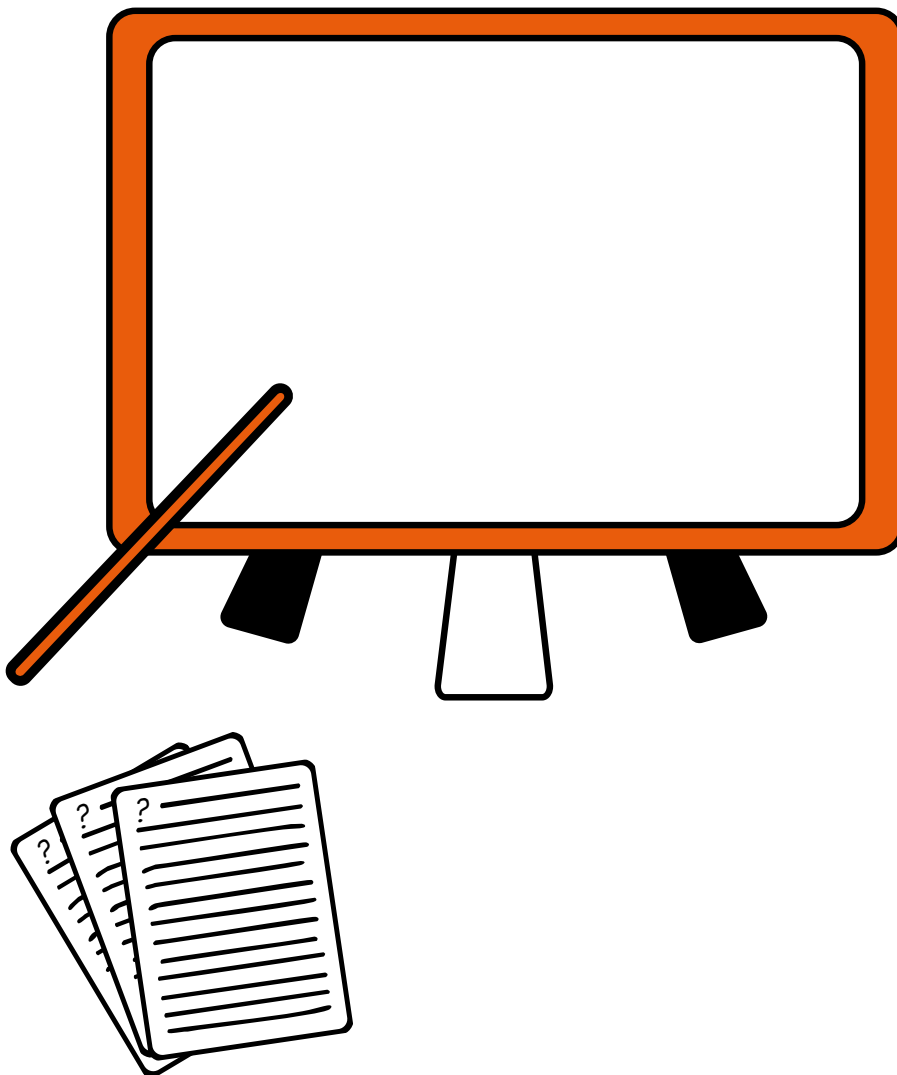


Teach the topic

This is a very simple but effective technique that focuses on knowledge recall. It tests the brain and rehearses the information you need to know for a certain topic and so will help your revision.

1. Create some topic cards with key bullet points of information on. Leave space for ticks.
2. Give these to your parents, family, friends or whoever you want.
3. Give yourself 10 minutes maximum to teach your audience the main points of the topic. You could use a mini-whiteboard or flipchart to help.
4. Your audience tick off all the points you mention in your presentation and give you a final score.

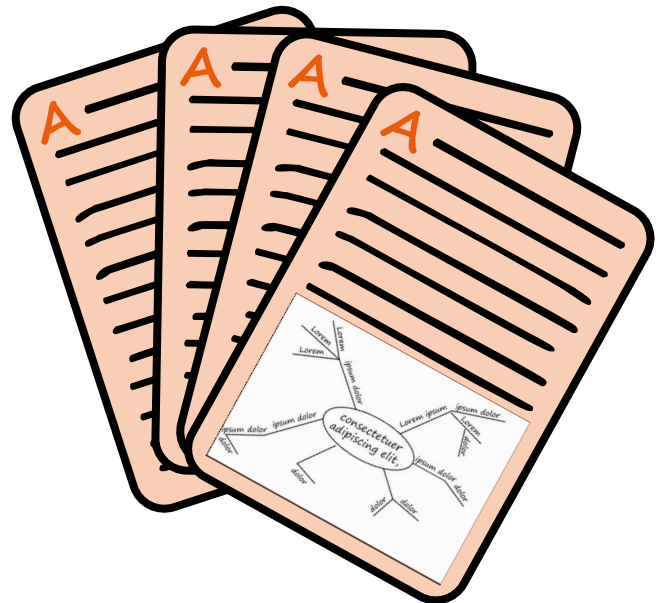
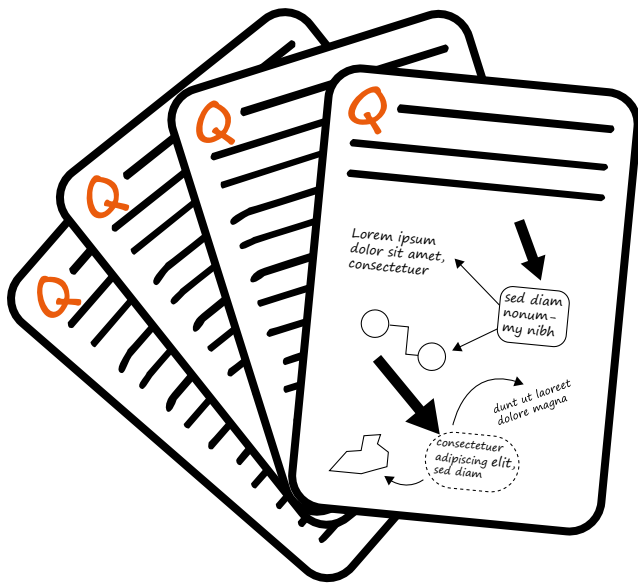
The brain loves competition, so if you do not score full marks you can repeat and try again the next day or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics, and doesn't take much preparation.



Question and answer (Q & A) cards

This is very similar to 'Teach the topic', but less formal and less public for those who dislike performing in front of others. It tests knowledge recall and rehearses the information you need to know for a certain topic.

1. Pick a topic and create two sets of cards: question cards and answer cards. You might find it helpful to make the question cards a different size or use different coloured card for answers.
2. Make sure you have the topic, or something appropriate depending on what you are focusing on, as a heading on each card. The questions should test your knowledge and understanding of key areas of the course.
3. A friend or family member uses the cards to test you in short 5 or 10 minute periods at any time during the day.
4. You could also do this alone by reading the questions to yourself, giving the answer and then checking the correct answer card.
5. This game can be adapted by using the cards to find matching pairs: turn all cards face down across the space in front of you. Turn over two cards, leaving them where they are. If they match (one is a question card and the other is the corresponding answer card) pick up the pair and put them to one side. If they don't match, try to remember where they are and what is on each card, then turn them back over. Turn over two other cards. Continue until you have matched all pairs.



Question paper and mark schemes

Looking at past question papers and the mark scheme helps to familiarise yourself with what to expect and what the standard is.

1. Ask your teacher for past paper questions with mark schemes for the course; ask your teacher for help to make sure you are answering the correct questions and to simplify the mark scheme.
2. Identify which topic a given question relates to so that you have a bank of questions for each topic; you might need to ask your teacher to help you do this.
3. Once you have finished revising a topic or unit, time yourself answering some appropriate exam questions. Check the mark schemes to see how well you would have scored or give the answers to your teacher to check.
4. Add details or notes to the mark scheme where you missed out on marks in your original answers using a different coloured pen. Use these notes when you revise and try the question again later.

You can find plenty of past exam papers and mark schemes on the Cambridge website www.cambridgeinternational.org



6. Revision checklists



The following checklists include information from the syllabus that you should revise. The lists do not contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

When you have revised something from the checklist, use the R, A and G tick boxes to record how confident you feel about it:

R (**RED**) means you are unsure and lack confidence in that area; you might want to focus your revision here and possibly talk to your teacher for help.

A (**AMBER**) means you are reasonably confident in a topic but need some extra practice.

G (**GREEN**) means you are very confident in a topic.

As your revision progresses, you can concentrate on the **RED** and **AMBER** topics, to turn them into **GREEN** topics. You might find it helpful to highlight each topic in red, orange, or green to help you prioritise.

You can use the 'Comments' column to:

- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems, or word play
- highlight areas of difficulty or things that you need to talk to your teacher about.

Paper 1 and Paper 2

Syllabus content	What do you know?	R	A	G	Comments
1. Introduction to the main travel and tourism definitions and concepts	This topic introduces the main travel and tourism definitions and concepts that need to be fully understood. You should understand all these definitions and concepts.				
1.1 Main types of tourism	<ul style="list-style-type: none"> Can you define each key term in your own words? 				
1.2 Main reasons why people travel	<ul style="list-style-type: none"> Can you give an example/s for a key term or concept? 				
1.3 Sustainable travel and tourism	<ul style="list-style-type: none"> Can you work backwards and match a definition to the correct key term? 				
1.4 Characteristics of travel and tourism	<ul style="list-style-type: none"> Do you understand the characteristics / needs of each one of these key terms and concepts? Could you flip your understanding and identify the key term / concept from a list of characteristics? 				
1.5 Types of tourists	<ul style="list-style-type: none"> Can you confidently explain each key term / concept? 				
1.6 Types of destinations	<ul style="list-style-type: none"> Can you select two or three key terms / concepts from each category and describe the differences between them? 				
	<ul style="list-style-type: none"> Can you apply each of these key terms / concepts to different travel and tourism contexts (settings) e.g. short break and medical travel. 				
	<ul style="list-style-type: none"> Can you join up two or three of these key terms/concepts, join up the characteristics and still confidently explain them? For example, inbound, families visiting friends and families. 				

Syllabus content	What do you know?	R	A	G	Comments
2. Global tourism	This topic looks at the demand and appeal of destinations and the different impacts of travel and tourism. You need to learn how destinations can be managed by maximising the positive impacts of tourism and minimising the negative impacts for the benefit of the community and country. Understand the different features appeal to different types of tourists and how tourism organisations can manage destinations and attractions sustainably to ensure that they remain for future generations.				
2.1 The scale of travel and tourism	<p>(a) Factors affecting tourism demand and how they are managed – Economic, Social, Technological, Political, Environmental.</p> <ul style="list-style-type: none"> • Do you understand each of the categories (economic, social, technological, political, environmental and health)? • Can you confidently state which factor belongs to which category? Mix up the examples and categorise them again. • Do you understand the difference between the different types of demand? • Do you know if each factor would have a positive or negative affect on demand? • Can you recognise each of these types of demand in case studies of different destinations? • Do you know how the factor causes an increase or decrease in demand and how it could affect the management of destinations? • Do you understand which of these factors is likely to have a short-term or long-term impact on demand and explain why? • Do you understand how destinations manage demand? 				
	<p>(b) Reasons for the growth of sustainable tourism</p> <ul style="list-style-type: none"> • Can you identify examples of each of the reasons for the growth and explain how it has caused a growth in sustainable tourism? • Can you identify, from different case studies examples, of each of the reasons for the growth in sustainable tourism? • Do you understand the positives and negatives of these reasons and how destinations or tourism organisations and destinations could use them to encourage sustainable tourism? • Do you understand the importance of destinations having a growth in sustainable tourism? 				

Syllabus content	What do you know?	R	A	G	Comments
2.2 Features of destinations and their appeal to different types of tourists	<p>Location, weather and seasonal characteristics, topographical features, accessibility, travel and transport gateways and hubs, infrastructure, built and natural attractions, culture, expected behaviours, tourism organisations and providers and sustainable provisions</p> <ul style="list-style-type: none"> • Can you identify each of the features in a destination within your home country, or a destination you are familiar with? • Do you understand how these features make the destinations more or less appealing? • Can you extend your understanding by linking these features and their appeal to different types of tourism, reasons for travel and types of tourists from Unit 1. For example, which features are likely to be more appealing to domestic tourism or different types of special interest tourists? 				
2.3 The role of organisations involved in development and management of destinations	<p>(a) National, regional and local organisations involved</p> <ul style="list-style-type: none"> • Do you understand the different roles of each of the organisations? • Do you understand how the organisations work together to manage and support travel and tourism organisations and destinations? • Do you understand which organisations work with tourists, which organisations work directly with travel and tourism providers or destinations and which ones do both? <p>(b) Management activities of these organisations</p> <ul style="list-style-type: none"> • Do you understand each of the activities and services of the organisations? • Do you understand which organisations carry out which management activities and /or services? <p>(c) Services provided by these organisations</p> <ul style="list-style-type: none"> • Do you understand the importance and benefit of the activities and services provided by the organisations in the management and marketing of destinations and tourism? • Do you understand how these management activities and services impact on destinations, travel and tourism organisations and tourists? 				

Syllabus content	What do you know?	R	A	G	Comments
2.4 Factors affecting tourism development and management	<p>Opportunities and constraints of the natural and built environment, sustainability, risks and resilience, carrying capacity, overtourism, seasonality, government objectives</p> <ul style="list-style-type: none"> • Do you understand each of the factors? • Do you understand how each of the factors affect tourism development and management? • Can you recognise these factors in case studies about different destinations? • Do you understand the role and importance of governments setting objectives for tourism development and what are the advantages and disadvantages? • Have you considered the tourism plan for different global destinations – can you identify government objectives in the plans? 				
2.5 Managing destinations sustainably	<p>(a) Protect the natural and built environment</p> <ul style="list-style-type: none"> • Do you understand the term sustainability? • Do you understand the importance of the natural and built environment in travel and tourism? • Do you understand the reasons why it is important for destinations to manage themselves sustainably? • Can you give examples of how destinations are using each of these tools to manage themselves sustainability? • Do you understand the benefit, to destinations, of each of the ways destinations can manage themselves sustainably. <p>(b) Combat climate change through encouraging and enabling responsible tourism</p> <ul style="list-style-type: none"> • Do you understand the term climate change? • Do you understand the reasons why it is important for travel and tourism to combat climate change? • Research and find examples of destinations using these tools 				

Syllabus content	What do you know?	R	A	G	Comments
	<p>(c) Empower local and indigenous communities</p> <ul style="list-style-type: none"> • Do you understand the term ‘empowering’? • Do you understand the term ‘indigenous communities’? • Do you understand the importance of culture and customs? • Have you researched and considered destinations that are empowering communities, how are the communities and travel and tourism benefitting? 				
<p>2.6 Economic, environmental and sociocultural</p>	<p>Positive and negative impacts of tourism</p> <ul style="list-style-type: none"> • Can you categorise the impacts into positives and negatives? • Can you categorise the impacts into economic, sociocultural and environmental? • Do you know the link between tourism impacts and the idea of sustainability? • Do you know how destinations manage the impacts? 				

Syllabus content	What do you know?	R	A	G	Comments
	<p>(a) Positive economic impacts</p> <ul style="list-style-type: none"> • Do you understand the terms economy, GDP, tax, standard of living, multiplier effect and infrastructure? • Do you know the difference between direct and indirect employment? • Do you know the difference between the local and national economy? • Have you tried explaining the multiplier effect, in your own words, to a friend or family member. Did they understand your explanation? • Do you understand how each of the positive economic benefits impact on destinations and people? • Can you recognise these impacts in case studies of destinations? 				
	<p>(b) Negative economic impacts</p> <ul style="list-style-type: none"> • Do you understand each of the terms used for negative economic impacts? • Have you investigated examples of negative economic impacts in different global destinations? • Do you understand how the negative economic impacts have a negative effect on the local and or national economy? • Do you know what actions can be taken to manage the negative economic impacts? 				
	<p>(c) Positive environmental impacts</p> <ul style="list-style-type: none"> • Do understand how each of the positive environmental impacts have a positive effect on the environment? • Have you considered examples of destinations that are benefitting from these positive environmental impacts? What difference is it having to travel and tourism in these examples? • Have you considered the limitations of carrying capacity? • Do you know the difference between the natural and built environment? 				

Syllabus content	What do you know?	R	A	G	Comments
	<p>(d) Negative environmental impacts</p> <ul style="list-style-type: none"> • Do understand how each of the negative environmental impacts have a negative effect on the environment? • Have you looked at examples of destinations that are experiencing these impacts? • How is this impacting on travel and tourism in these examples? • What actions are being taken to manage these negative impacts in different destinations? 				
	<p>(e) Positive sociocultural impacts</p> <ul style="list-style-type: none"> • Do you understand the term sociocultural? • Have you considered examples of destinations that are benefitting from these positive sociocultural impacts? What difference is it having to travel and tourism in the area? • Do you understand how the positive sociocultural impacts affect the host population and travel and tourism? 				
	<p>(f) Negative sociocultural impacts</p> <ul style="list-style-type: none"> • Do you understand each of the terms used? • Do you understand how these negative impacts can cause conflict between tourism/tourists and the host population? • Have you considered what are the long term and short-term impacts of these negative sociocultural impacts to travel and tourism? 				

Syllabus content	What do you know?	R	A	G	Comments
3. Travel and tourism organisations	This topic looks at all the different organisations involved in travel and tourism. You will need to understand the role of each of these organisations, the products and services provided, their appeal and how they are being provided sustainably. You also need to understand the different types of transport, what is provided and how destinations are evolving to provide more sustainable transport options and infrastructure.				
3.1 The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal	Travel and tourism organisations <ul style="list-style-type: none"> • Do you know how all the different organisations in travel and tourism can be more sustainable? • Have you considered the role of each of these different organisations within travel and tourism? • Have you looked at sustainable examples of each of the different travel and tourism organisations? 				
	(a) Travel agents <ul style="list-style-type: none"> • Do you know the difference between the different types of travel agents? • Have you looked at examples of each of the different types of travel agents, looking at the different products and services they provide? • Have you considered the role of travel agents within travel and tourism? • Do you know the different types of ancillary services provided by different travel agents? • Do you know why travel agents provide ancillary services? 				
	(b) Tour operators <ul style="list-style-type: none"> • Can you name the different components of different package holidays? • Do you understand the difference between the different types of package holidays? • Do you know the reasons why dynamic package holidays were created? • Do you understand the benefit, to the customers, of the different types of package holidays? 				

Syllabus content	What do you know?	R	A	G	Comments
	<p>(c) Accommodation providers</p> <ul style="list-style-type: none"> • Do you know the difference between the different types of accommodation providers? • Do you know the different classifications of catered accommodation and self-catered accommodation? • Have you looked at examples of accommodation providers and thought about the different products and services they provide? • Can you categorise the accommodation providers into serviced and self-catering? • Can you think of which type of accommodation provider different types of tourists (1.5) are likely to prefer, and explain why? E.g. family tourists are likely to choose budget accommodation or camping. This is because the overall cost will be cheaper for them. • Do you understand the term occupancy rates and why they are important to accommodation providers and the travel and tourism? • Which government organisations would be interested in occupancy rates? 				
	<p>(d) Food and drink providers</p> <ul style="list-style-type: none"> • Do you understand the difference between the different types of food and drink providers? • Have you looked at examples of the different types and thought about the different products and services they provide? • Do you know what the appeal of each of the different providers is likely to be, again linking it to different tourist types (1.5)? 				
	<p>(e) Visitor attractions</p> <ul style="list-style-type: none"> • Do you know the difference between the different types of visitor attractions? • Could you categorise a list of visitor attractions into the different types? • Have you looked at examples of each of the different types of visitor attractions, considering the different products and services they provide? • Do you know why different attractions are appealing to different tourist types? 				

Syllabus content	What do you know?	R	A	G	Comments
	<p>(f) Ancillary service providers</p> <ul style="list-style-type: none"> Do you understand the importance of tourism organisations providing ancillary services? Have you looked at examples of the different ancillary service providers and thought about the products, services and their appeal to different types of tourists? 				
<p>3.2 Ways travel and tourism organisations work together</p>	<p>Interrelationships and interdependencies</p> <ul style="list-style-type: none"> Do you understand the terms interrelationships and interdependencies in a travel and tourism context? Do you understand the structure of the travel and tourism industry and how the organisations work together? Do you understand why travel and tourism organisations create interrelationships and interdependencies? Have you considered a variety of examples of interrelationships and interdependencies in travel and tourism? 				
<p>3.3 Different types of transport and their appeal</p>	<p>Air, water, rail, road</p> <ul style="list-style-type: none"> Do understand all the different types of transport and can you name examples of each type? Do you understand the different characteristics of each type of transport? Do you understand the appeal of the different types of transport? Have you looked at the different products and services provided by the different types of transport? Have you looked at examples of how each of the different types of transport are being more sustainable? 				

Syllabus content	What do you know?	R	A	G	Comments
3.4 Sustainable developments within travel and transport	<p>Reduced/low emissions, carbon replacement schemes, alternative energy sources, sustainable travel choices</p> <ul style="list-style-type: none"> • Do you understand each of the sustainable developments within travel and transport? • Have you looked at examples of sustainable developments within travel and transport? • Do you understand how these developments are helping the travel and transport sector to be more sustainable? • Can you link sustainable development to different types of travel and tourists? Which ones are more likely to choose a transport provider that is more sustainable? • Do you understand the choices tourists can make so their travel is more sustainable? 				
3.5 Domestic and international travel and transport infrastructure	<p>Interdependency of transport methods, local public transport provision, improving accessibility, increased sustainability, alternative transport options</p> <ul style="list-style-type: none"> • Do you understand how transport methods are linked, for example integrated transport? • Do you understand the different types of public transport available at different global destinations. Hint! Look at a range of small and large destinations. • Have you thought about the appeal of the different types of public transport to different tourist types? • Do you understand the different facilities and service that have been introduced to improve accessibility? Do you understand how they are likely to improve a tourist's experience? • Do you understand how destinations are making their transport an infrastructure more sustainable? • Do you understand the different alternative transport options that are available in some destinations? Do you understand the appeal of these transport options to different tourist types? 				

Syllabus content	What do you know?	R	A	G	Comments
4. Customer service Paper 1 only	This topic looks at the importance of the customer in travel and tourism and the importance of looking after customers. You will need to understand the impact of customer service and the importance of good customer service, and how it can be delivered.				
4.1 Importance of customer service	<p>Service delivery, Delivering customer service, Customer service standards, Sustainability standards, Impacts of good and bad customer service.</p> <ul style="list-style-type: none"> • Do you know what part of the products includes customer service and how it is delivered for a variety of travel and tourism organisations? • Can you link customer service to the different types of tourists (1.5), what expectation and needs would each customer type have? How can organisations deliver good customer service to the different types of tourists? • Do you understand the term customer service standards? Can you give examples of customer service standards for different travel and tourism organisations? • Do you know how organisations can provide good customer service and be more sustainable at the same time? • Do you understand the difference good customer service can make to a customer and to a travel and tourism organisation? • Do you understand the difference bad customer service can make to a customer and to a travel and tourism organisation? 				
4.2 Delivery of customer service	<p>Handling complaints, handling customer enquiries, making reservations, taking payments, customer care policies, good product knowledge</p> <ul style="list-style-type: none"> • Do you understand how to deliver each of the customer service elements and provide good customer service at the same time? • Do you know the standard actions / procedures that should be taken to ensure satisfied customers in each of the listed elements? • Do you understand how each of the listed elements can make a difference to a customer's experience? • Do you understand the impacts to travel and tourism organisations if staff or organisations get these elements wrong? 				

Syllabus content	What do you know?	R	A	G	Comments
4.3 Provision of customer service for different types of tourists	Access, information, providing for tourists with specific needs, sustainably managed facilities, ancillary services. <ul style="list-style-type: none"> • Can you link these to the different tourist types (1.5) and explain why they are important to the different types of customers? • Have you looked at examples of different travel and tourism organisations and how they provide good customer service in these areas? 				
4.4 Skills required when working in the travel and tourism industry	Types and importance of training, body language and personal presentation, ability to speak other languages, ability to address the needs of responsible tourists, personal skills, interpersonal skills. <ul style="list-style-type: none"> • Do you know the different ways staff can be trained and why it is important to train staff? • Do you understand sustainable practices in training staff? • Do you understand how to have good body and language and personal presentation? • Do you understand the importance of these skills to travel and tourism organisations and customers? • Can you take list of skills and categorise them into personal and interpersonal skills? 				
5. Destination marketing Paper 2 only	Destinations need to make themselves different to other destinations, so they can be competitive. One way they can do this is through marketing. You need to understand how destinations market themselves and the importance of the different elements of marketing.				
5.1 Importance of marketing to travel and tourism organisations	Increased sales/usage/profitability/market share/customer base, competitive advantage, positive image and reputation for sustainable practices, customer satisfaction/brand loyalty/repeat business. <ul style="list-style-type: none"> • Do you understand the importance of marketing and the advantages it can bring to travel and tourism organisations? • Do you know how travel and tourism organisations benefit from these elements? • Have you looked at how different global destinations market themselves? Can you identify any of these benefits at the destination? How would these advantages be evidenced? 				

Syllabus content	What do you know?	R	A	G	Comments
5.2 Factors affecting marketing	<p>Target market, appropriate timing, consideration of costs, use of brand image, Reputation, Monitoring methods.</p> <ul style="list-style-type: none"> Do you understand each of these factors and how they affect how destinations market themselves? Have you looked at examples of these factors from different global destinations? 				
5.3 Marketing mix	<p>(a) Product</p> <ul style="list-style-type: none"> Do you understand the marketing mix? Do you know the 4Ps of the marketing mix? Do you understand the importance of products and the importance of destinations having sustainable products? Do you understand the product lifecycle? Do you know the different stages and the characteristics of each stage? Do you know how destinations use the product life cycle? Do you understand how destinations use the product part of marketing to gain a competitive advantage? Do you understand how product fits alongside with the other elements of the marketing mix? 				
	<p>(b) Promotion</p> <ul style="list-style-type: none"> Do you understand the importance of promotion in the marketing mix? Have you looked at examples of how destinations promote themselves? Do you understand each of the promotion methods? Can you talk about the advantages and disadvantages of each of the promotion methods? Do you understand how destinations use the promotion part of marketing to gain a competitive advantage? 				

Syllabus content	What do you know?	R	A	G	Comments
	<ul style="list-style-type: none"> Do you understand how promotion fits alongside with the other elements of the marketing mix? 				
	<p>(c) Price</p> <ul style="list-style-type: none"> Do you understand the term price? Do you know the factors that influence price? Do you know each of these pricing strategies? Have you looked at examples of each of these pricing strategies? Do you understand how destinations use price as part of their marketing? Do you understand how price fits alongside with the other elements of the marketing mix? <p>(d) Place</p> <ul style="list-style-type: none"> Do you understand the different types of distribution channels and how they are used by travel and tourism organisations? Do you understand the different elements of physical location that influence where destinations are? Do you understand how destinations use the place part of marketing to gain a competitive advantage? Do you understand how 'place' fits alongside with the other elements of the marketing mix? 				
<p>5.4 Market research and analysis</p>	<p>(a) Types of market research</p> <ul style="list-style-type: none"> Do you understand the different types of market research and how they are used by destinations? Do you know the advantages and disadvantages of the different types of market research and why different destinations would choose different types of market research? <p>(b) Market analysis tools</p> <ul style="list-style-type: none"> Do you understand why destination need to analyse the market? 				

Syllabus content	What do you know?	R	A	G	Comments
	<ul style="list-style-type: none"> • Do you know the words that make up the acronym SWOT and PESTLE? • Do you understand the importance of market analysis? • Have you looked at examples of different global destinations SWOT analysis? Can you identify which elements would fit into category of SWOT? • Have you looked at examples of PESTLE analysis for different global destinations? <p>(c) Reasons for market research</p> <ul style="list-style-type: none"> • Do you understand the reasons why destinations do different types of market research? • Do you know the importance of market research for destinations? • Do you understand how destination use the market research? 				
<p>5.5 Market segmentation and targeting</p>	<p>(a) Different market segments</p> <ul style="list-style-type: none"> • Do you understand why destinations segment their market? • Do you know the different types of market segmentation? • Do you understand all the of the terms listed in this in section of your learning? <p>(b) Development of product/service mix to target different market segments</p> <ul style="list-style-type: none"> • Do you understand what is meant by the term product/service mix? Can you link this back to your learning about the characteristics of travel and tourism (1.4). • Do you understand why destinations target different products to different market segments? • Do you understand the importance of sustainability in destinations product/service mix? 				

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