



**Cambridge Assessment  
International Education**

Learner Guide

# Cambridge International AS & A Level Travel & Tourism 9395

For examination from 2024



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## About this guide

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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.

Following a Cambridge International AS & A Level programme will help you to develop abilities that universities value highly, including a deep understanding of your subject; higher order thinking skills (analysis, critical thinking, problem solving); presenting ordered and coherent arguments; and independent learning and research.

Studying Cambridge International AS & A Level Travel & Tourism will help you to develop a set of transferable skills, including the ability to

- work with mathematical information
- think logically and independently
- consider accuracy
- model situations mathematically
- analyse results and reflect on findings.

# 1. What you need to know

This section gives you an outline of the syllabus content for this course.

The course is made up of four papers.

## Paper 1 Themes and Concepts

- 1. The changing structure of the travel and tourism industry**
  - 1.1 Reasons people travel
  - 1.2 Types of tourism
  - 1.3 The changing structure of the travel and tourism industry
- 2. Travel and tourism destinations**
  - 2.1 Types of destination
  - 2.2 The changing appeal of destinations to different external customer types
  - 2.3 Changes in travel choices, including by more sustainable means
- 3. Trends in travel and tourism**
  - 3.1 Changing global tourism flows
  - 3.2 The growth of sustainable tourism
  - 3.3 Sustainable tourism in practice
- 4. Customer service in travel and tourism**
  - 4.1 How travel and tourism organisations serve customers and meet their needs
  - 4.2 The importance of quality customer service
  - 4.3 Ways of assessing customer service quality

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

- 5. Planning and managing a travel and tourism event**
  - 5.1 Working in a team
  - 5.2 Choosing the event
  - 5.3 Producing a business plan for your travel and tourism event
  - 5.4 Preparing for the event
  - 5.5 Running the event
  - 5.6 Evaluation and recommendations

## Paper 3 Destination Marketing

- 6. Destination marketing**
  - 6.1 Defining the tourism market – market research and analysis
  - 6.2 Building a destination brand
  - 6.3 Communicating the destination brand
  - 6.4 Challenges in branding destinations
  - 6.5 Monitoring the effectiveness of the destination brand

## Paper 4 Destination Development and Management

- 7. Destination development and management**
  - 7.1 Organisations involved in destination management, their roles and priorities
  - 7.2 Developing and managing destinations
  - 7.3 Impacts of tourism

Always check the syllabus for the year you are taking the examination which is available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

## How you will be assessed

You will be assessed at the end of the course for:

AS Level only: Paper 1 and Paper 2

A Level: Paper 1, Paper 2, Paper 3 and Paper 4

- Paper 1 Themes and Concepts
- Paper 2 Planning and Managing a Travel and Tourism Event
- Paper 3 Destination Marketing
- Paper 4 Destination Development and Management.

Component	Time and marks	Assessment	Details	Percentage of qualification
<b>Paper 1 Themes and Concepts</b>	2 hours 75 marks	Written paper	You will answer three questions. Each question is subdivided into four parts and may be based on stimulus material. Questions are based on Topics 1–4 of the subject content.	50% of the AS Level 25% of the A Level
<b>Paper 2 Planning and Managing a Travel and Tourism Event</b>	50 marks	Coursework	You will work on a project which involves planning and managing a travel and tourism event. You will work in a team but present your project individually. This paper assesses Topic 5 of the subject content.	50% of the AS Level 25% of the A Level
<b>Paper 3 Destination Marketing</b>	1 hour 30 minutes 50 marks	Written paper	You will answer two questions. Each question is based on stimulus material and subdivided into three parts. Questions are based on Topic 6 of the subject content; knowledge of material from the AS Level subject content is assumed.	25% of the A Level
<b>Paper 4 Destination Development and Management</b>	1 hour 30 minutes 50 marks	Written paper	You will answer two questions. Each question is based on stimulus material and subdivided into three parts. Questions are based on Topic 7 of the subject content; knowledge of material from the AS Level subject content is assumed.	25% of the A Level

## 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 and research
- 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 AS Level (%)	Weightings A Level (%)	What do you need to be able to do?
<b>AO1 Knowledge and understanding</b>	27%	25%	You should be able to <b>demonstrate</b> knowledge and understanding of facts, terms and concepts of the travel and tourism industry.
<b>AO2 Application</b>	27%	25%	You should be able to <b>apply</b> knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.
<b>AO3 Analysis and research</b>	25%	26%	You should be able to <b>analyse</b> travel and tourism issues, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.
<b>AO4 Evaluation</b>	21%	24%	You should be able to <b>evaluate</b> information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions

The table shows the assessment objectives (AO) as a percentage of each component.

Component	AO1 %	AO2 %	AO3 %	AO4 %
<b>Paper 1</b>	30%	30%	25%	15%
<b>Paper 2</b>	24%	24%	26%	26%
<b>Paper 3</b>	22%	22%	28%	28%
<b>Paper 4</b>	22%	22%	28%	28%

## 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.

State the points of a topic and give the characteristics and main features of an eco-friendly holiday.

- (a) **Describe** two characteristics of this eco-friendly holiday. **[4 marks]**
- (b) **Explain** three reasons why Safari tours might protect the environment. **[6 marks]**
- (c) **Explain** two ways the Safari Tours holiday shown in Fig.1.1 can be managed sustainably. **[6 marks]**
- (d) **Assess** how a tourism organisation may use social media. **[9 marks]**

In (b) the examiner is asking you to set out three clear reasons how Safari Tours might protect the environment and then provide a relevant explanation of each one giving examples.

In (c) the examiner is asking you to set out two ways the Safari Tours holiday can be managed sustainably. You should state each way and then fully explain your point and support that point with relevant clear examples or evidence.

The examiner is asking you to make an informed judgement about how tourism organisations may use social media. This question is aimed at AO3 and AO4, therefore you will be expected to give relevant examples of the different forms of social media and then a discussion on the merits/drawbacks of each one with a final summing up of the most significant/least significant to a tourism organisation.



You are being asked to give a concise answer in relation to the case study, in this instance product positioning. You should identify relevant information from the case study and then show how that supports your explanation.

- (a) **Give** two reasons why Rwanda's business tourism product is well-positioned in the market. **[4 marks]**
- (b) **Analyse** external (PESTLE) influences on the marketing environment for Rwanda as a destination. **[9 marks]**
- (c) **Evaluate** how tourism authorities might launch a new destination brand. **[12 marks]**

This question asks you to show your AO3 and AO4 skills. The examiner is asking you to breakdown the key parts of external influences on the marketing environment and then examine each part and ask questions such as 'how' and 'why'. You should not simply describe PESTLE. A relevant conclusion should also be added to support the final analysis.

This question asks you to show your AO3 and AO4 skills. The examiner is asking you to discuss the ways tourism authorities might launch a new destination brand and you should make an attempt to weigh up these ways. The response can focus on the guardians of the brand, with a description of who they are and analysis of what they do.

The examiner is asking you to give a concise answer in relation to the case study, in this instance product positioning. You should identify relevant information from the case study and then show how that supports your explanation.

- (a) **Explain** two ways BAC promotes awareness of the indigenous peoples of Australia. **[4 marks]**
- (b) **Discuss** the likely reasons why BAC would liaise with the local authority and tourist board before developing further tourist sites. **[9 marks]**
- (c) **Assess** the ways cultural understanding can help preserve indigenous cultures. **[12 marks]**

This question asks you to show your AO3 and AO4 skills. You should give likely reasons and explain why one reason may be more significant than others using examples in the correct context. You should focus on the role of both organisations and how their expertise can influence tourism development. A conclusion or summing up is also required.

This question asks you to show your AO3 and AO4 skills. You should offer valid judgements on the relative importance of the different ways cultural understanding can help to preserve cultures. You should discuss the importance of each way and include accurate terminology such as 'staged authenticity, commodification and loss of cultural identity'. You should sum up your points giving a judgement and come to an overall conclusion.



## 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(a), (b), (c) and (d)

#### Safari Tours – Your Eco-friendly Tour Operator

Stay with us for a relaxing and refreshing experience!

Our tours use routes that are a little off the well-known tourist routes but will give you direct access to all the wonderful sights and sounds of western Kenya!



Stay in a traditional mud hut, an eco-cottage or a modern brick-built house. Let the sounds of nature send you to sleep.

Experience the landscape, people, culture and wildlife that make Kenya a unique destination.

Dine on traditional and contemporary Kenyan cuisine.

Explore the regions and attractions on our tours.

Volunteer and make a positive difference to the lives of others.

**Fig. 1.1**

1 Refer to Fig. 1.1 (Insert), information about Safari Tours, an eco-friendly tour operator.

(a) Describe **two** characteristics of this eco-friendly holiday.

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2 .....

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[4]

(b) Explain **three** reasons why Safari Tours might protect the environment.

1 .....

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[6]

(c) Explain **two** ways the Safari Tours holiday shown in Fig. 1.1 can be managed sustainably.

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[6]

(d) Assess how a tourism organisation may use social media.

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..... [9]

[Total: 25]

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.

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## 4. Study skills

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### 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).
- Read your notes from the previous lesson (this helps you understand what you are being told in the current lesson and helps you to make better notes).

### 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:
  - key words 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.

### 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.

### Read the content before you write anything down

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

Here are some useful ways to format your notes:

**Freestyle method**

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

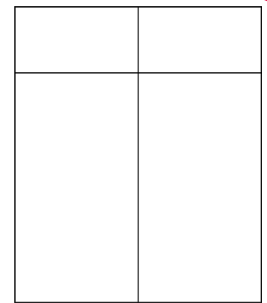
**Write on handouts**

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.

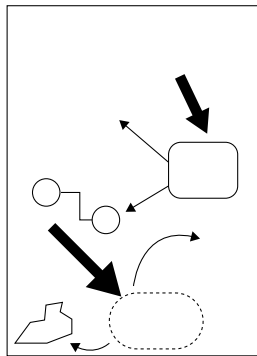
- Make a chart with a different column for each factor or approach.
- Write details in each column, placing the details so that you can easily compare items between columns.



**Flow method**

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

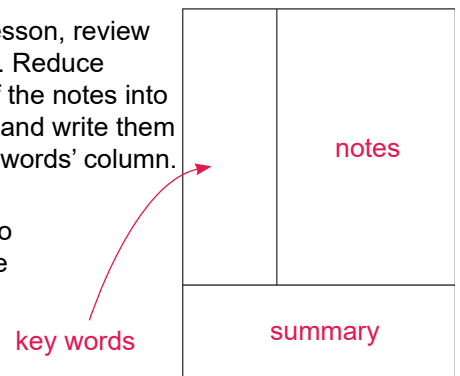
- putting what the teacher says into your own words
- using quick drawings to break down the content into simple ideas
- using arrows to link ideas together and to add supporting points
- circling or boxing different points using different lines, shapes or coloured pens.



**Cornell method**

Divide your page into three sections.

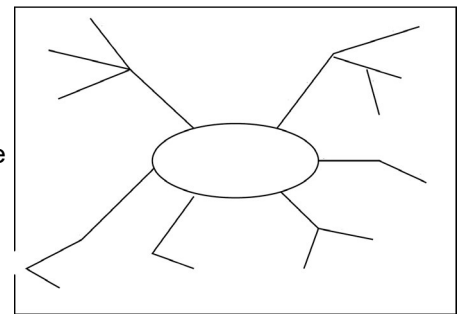
- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into key words and write them in the 'key words' column.
- Write a summary to consolidate what you learned.



**Mind map method**

Write the lesson topic in the centre of your page.

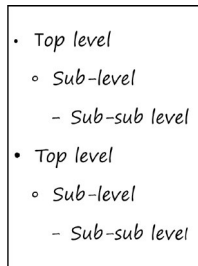
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter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

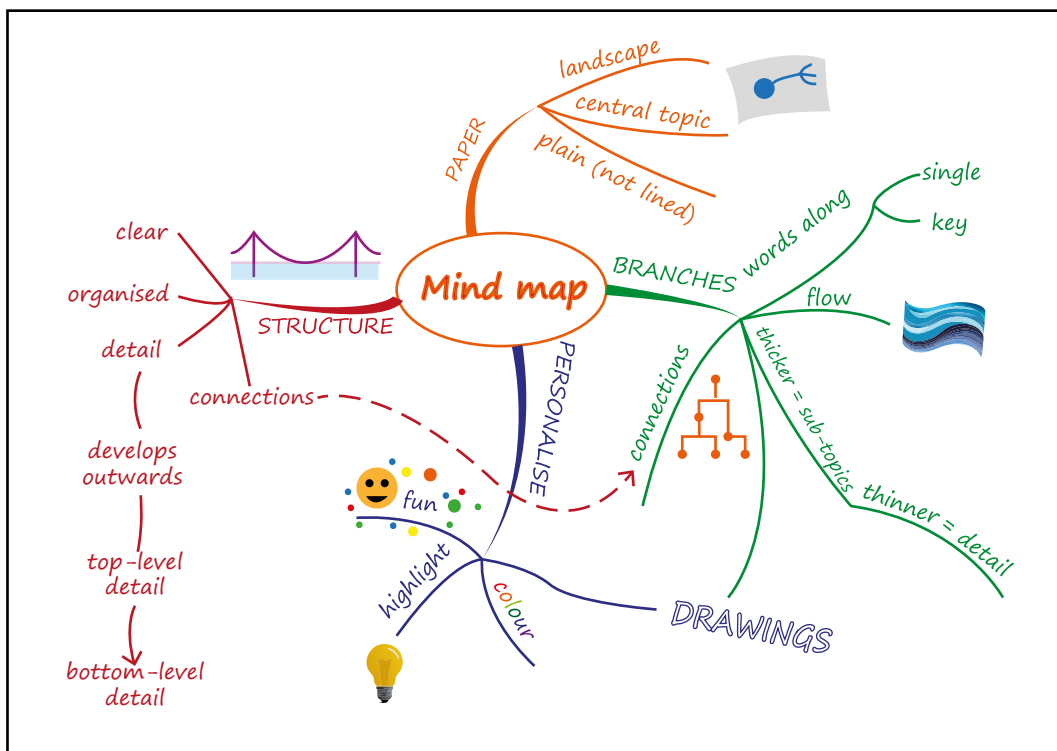
They can also be used to brainstorm your ideas.

1. Use a blank 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 paper and lots of coloured pens.

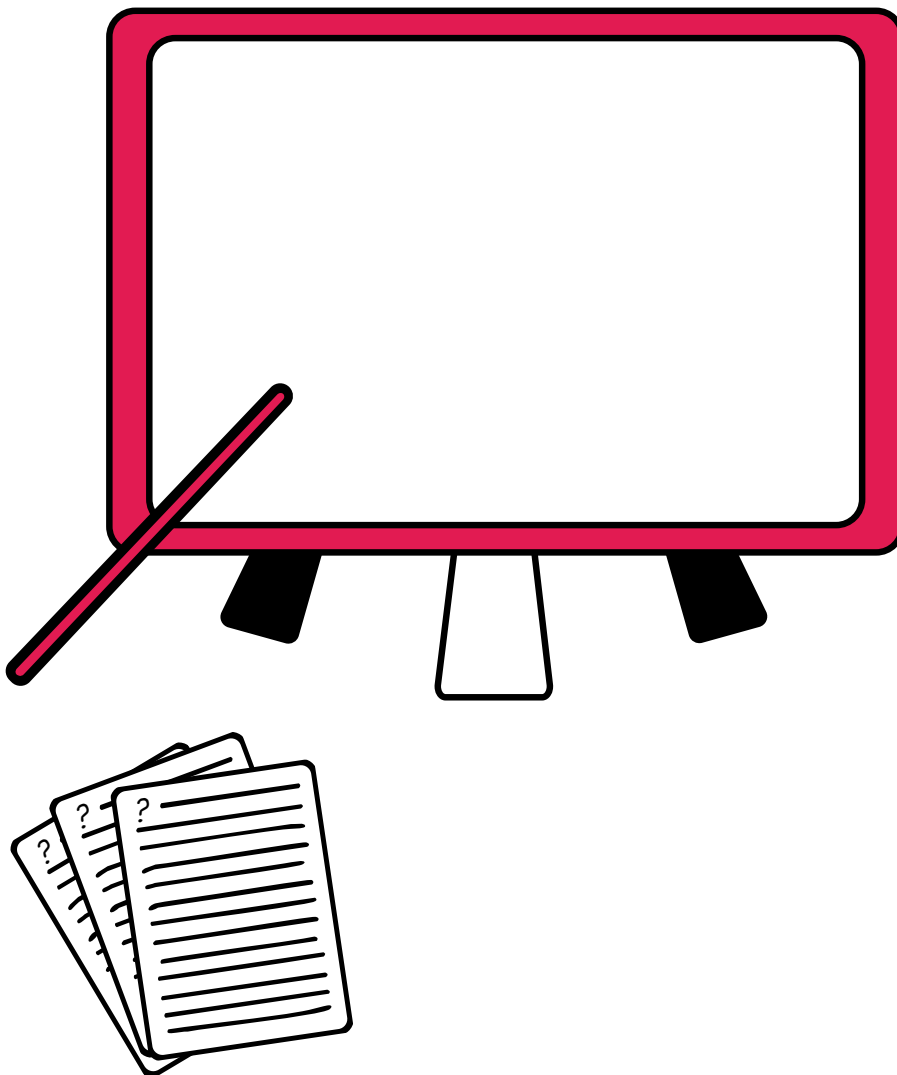


### Teach the topic

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.

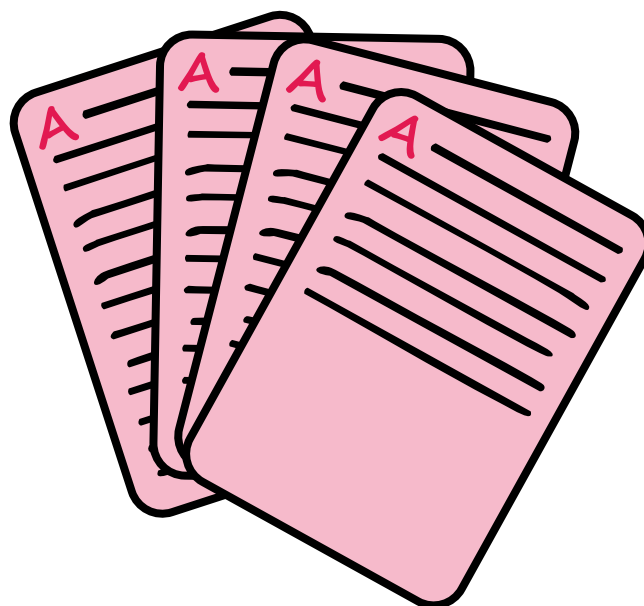
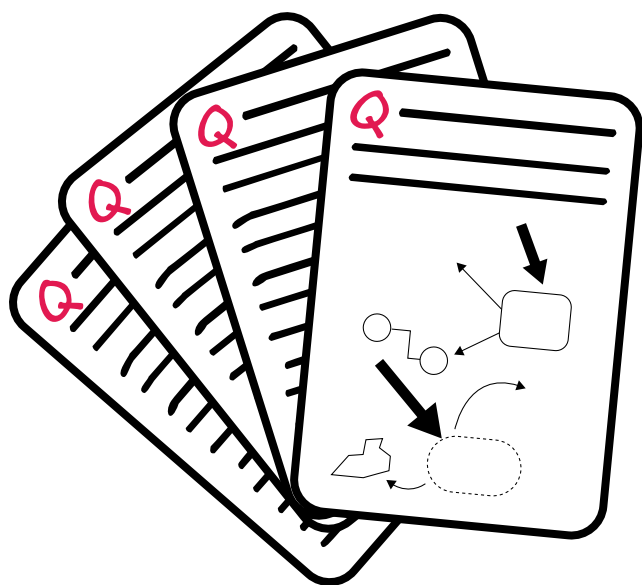
The brain loves competition, so if you do not score full marks you can repeat and try and again the next day or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics, and does not take much preparation.



### 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 do not 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.





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## 6. Revision checklists

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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, amber, 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 Themes and Concepts

Syllabus content	What do you know?	R	A	G	Comments
<b>The changing nature of travel and tourism</b>					
<b>1.1 Reasons people travel</b>	<ul style="list-style-type: none"> <li>• Understand how the nature of travel and tourism is changing. Including:               <ul style="list-style-type: none"> <li>– Be able to identify and explain the reasons why people travel: leisure, business, VFR and other</li> </ul> </li> </ul>				
<b>1.2 Types of tourism</b>	<ul style="list-style-type: none"> <li>• Understand the types of tourism available:               <ul style="list-style-type: none"> <li>– domestic, inbound and outbound</li> <li>– mass, package, unpackaged and specialist</li> <li>– short-haul and long-haul</li> <li>– independent</li> <li>– sustainable tourism, ecotourism and responsible tourism</li> </ul> </li> </ul>				
<b>1.3 The changing structure of travel and tourism industry</b>	<ul style="list-style-type: none"> <li>• Understand the components and changes to the structure of the travel and tourism industry</li> <li>• Components:               <ul style="list-style-type: none"> <li>– accommodation and catering</li> <li>– travel agents and tour operators</li> <li>– transport providers</li> <li>– visitor attractions</li> <li>– ancillary services</li> </ul> </li> <li>• Changes:               <ul style="list-style-type: none"> <li>– vertical and horizontal integration</li> <li>– the rise of independent travel and dynamic packaging</li> <li>– increasing sustainability awareness</li> <li>– online travel and tourism booking</li> </ul> </li> </ul>				

Syllabus content	What do you know?	R	A	G	Comments
<b>Travel and tourism destinations</b>					
<b>2.1 Types of destination</b>	<ul style="list-style-type: none"> <li>• Understand different destination types:               <ul style="list-style-type: none"> <li>– resort towns, including beach, seaside and spa resorts</li> <li>– city destinations</li> <li>– countryside areas, including national/nature parks and reserves</li> <li>– coastal and island destinations</li> <li>– purpose-built resorts, including theme parks and all-inclusive resorts</li> </ul> </li> </ul>				
<b>2.2 The changing appeal of destinations to different external customer types</b>	<ul style="list-style-type: none"> <li>• Understand the different elements of destination appeal such as accessibility, built and natural attractions, weather and climate, historical and cultural attractions, events, leisure activities, MICE facilities and accommodation and catering</li> <li>• Be able to identify different external customer types, such as families and individuals, groups, visitors with language and cultural differences and people with specific needs (including mobility and access, sensory and dietary)</li> </ul>				
<b>2.3 Changes in travel choices, including by more sustainable means</b>	<ul style="list-style-type: none"> <li>• Understand the changes in travel choices to destinations:               <ul style="list-style-type: none"> <li>– By air</li> <li>– On water (cruise ship/boat and ferry)</li> <li>– Overland (bridge/tunnel, rail and road transport)</li> </ul> </li> <li>• Understand the changes in travel choices around destinations:               <ul style="list-style-type: none"> <li>– By road (cycling, shared transport, buses and coaches, taxi and private hire vehicles, personal transport hire schemes)</li> <li>– By mass and rapid transit rail systems</li> <li>– By water-based transport</li> </ul> </li> </ul>				

Syllabus content	What do you know?	R	A	G	Comments
<b>Trends in travel and tourism</b>					
<b>3.1 Changing global tourism flows</b>	<ul style="list-style-type: none"> <li>• Assess trends in travel and tourism including how tourism flow is changing in terms of global tourism generating and receiving areas</li> <li>• The factors that affect change in tourism flow including               <ul style="list-style-type: none"> <li>– economic changes</li> <li>– social and demographic changes</li> <li>– health and security issues</li> <li>– technological advances</li> </ul> </li> </ul>				
<b>3.2 The growth of sustainable tourism</b>	<ul style="list-style-type: none"> <li>• Understand the types of sustainability – environmental, social and economic</li> <li>• Understand ecotourism and responsible tourism</li> <li>• Understand the reasons for the growth of sustainable tourism</li> </ul>				
<b>3.3 Sustainable tourism in practice</b>	<ul style="list-style-type: none"> <li>• Explain the different types of ecotourism products and services</li> <li>• Understand responsible and ethical tourism behaviours and practices</li> <li>• Understand ways to sustainably manage tourism facilities by reducing over-consumption and waste, reusing resources and recycling wastes</li> <li>• Understand impacts of sustainable tourism development:               <ul style="list-style-type: none"> <li>– environmental</li> <li>– social</li> <li>– economic</li> </ul> </li> <li>• Understand the attitudes to sustainable tourism development:               <ul style="list-style-type: none"> <li>– local people and authorities</li> <li>– travel and tourism providers</li> <li>– tourists</li> </ul> </li> </ul>				

Syllabus content	What do you know?	R	A	G	Comments
<b>Customer service in travel and tourism</b>					
<b>4.1 How travel and tourism organisations serve customers and meet their needs</b>	<ul style="list-style-type: none"> <li>Evaluate how customer service is provided in travel and tourism including:</li> <li>Understand the types and needs of external customers</li> <li>Understand the types and needs of internal customers</li> <li>Understand the importance of quality of customer service for travel and tourism organisations</li> </ul>				
<b>4.2 The importance of quality customer service</b>	<ul style="list-style-type: none"> <li>Understand the importance of quality of customer service to customers               <ul style="list-style-type: none"> <li>external customers</li> <li>internal customers</li> </ul> </li> </ul>				
<b>4.3 Ways of assessing customer service quality</b>	<ul style="list-style-type: none"> <li>Discuss ways of assessing how quality customer service is provided in the travel and tourism industry:               <ul style="list-style-type: none"> <li>setting standards including benchmarking</li> <li>performance management and appraisal</li> <li>customer feedback</li> <li>market research techniques</li> </ul> </li> </ul>				

### Paper 3 Destination marketing

Syllabus content	What do you know?	R	A	G	Comments
<b>6.1 Defining the tourism market – market research and analysis</b>	<ul style="list-style-type: none"> <li>Define the tourism market, using market research and analysis</li> <li>Understand the aims of market research and analysis</li> <li>Explain the advantages and disadvantages of different types of market research methods and understand their reliability:               <ul style="list-style-type: none"> <li>primary research</li> <li>secondary research</li> <li>qualitative research</li> <li>quantitative research</li> </ul> </li> </ul>				

Syllabus content	What do you know?	R	A	G	Comments
	<ul style="list-style-type: none"> <li>• Understand the different market analysis tools and techniques:               <ul style="list-style-type: none"> <li>– statistical analysis</li> <li>– SWOT</li> <li>– PESTLE</li> </ul> </li> <li>• Understand the different forms of market segmentation and target customers</li> <li>• Understand visitor profiling</li> <li>• Understand product positioning</li> <li>• Discuss the different aspects of the marketing mix (product, price, place and promotion)</li> </ul>				
<b>6.2 Building a destination brand</b>	<ul style="list-style-type: none"> <li>• Understand the reasons for building a destination brand</li> <li>• Understand the characteristics of an effective destination brand</li> <li>• Understand the different aspects of creating a brand identity</li> <li>• Understand how to plan a branding campaign and launch</li> </ul>				
<b>6.3 Communicating the destination brand</b>	<ul style="list-style-type: none"> <li>• Understand the interdependent stakeholders involved in the destination branding process and their roles in communicating the brand.</li> <li>• Understand the communication methods involved in effectively raising awareness of the destination's brand identity.</li> <li>• Understand the considerations for selection of communication methods</li> <li>• Assess the different media used to communicate the destination's brand identity (owner, paid for, earned, shared)</li> </ul>				
<b>6.4 Challenges in branding destinations</b>	<ul style="list-style-type: none"> <li>• Recognise the challenges in branding destinations and understand how to use destination marketing to overcome these</li> </ul>				

Syllabus content	What do you know?	R	A	G	Comments
<b>6.5 Methods involving effectiveness of a destination brand</b>	<ul style="list-style-type: none"> <li>Understand the different methods to monitor the effectiveness of a destination brand</li> <li>Understand the Key Performance Indicators used to measure the success of a destination brand</li> </ul>				

## Paper 4 Destination Development and Management

Syllabus content	What do you know?	R	A	G	Comments
<b>7.1 Organisations involved in destination management, their roles and priorities</b>	<ul style="list-style-type: none"> <li>Understand the roles and priorities of organisations involved in destination management including: <ul style="list-style-type: none"> <li>Governments, Ministries, National Tourism Organisations (NTOs),</li> <li>Local authorities and regional tourism organisations</li> <li>Non-Governmental Organisations (NGOs)</li> <li>Commercial organisations</li> <li>Destination management companies (DMCs)</li> </ul> </li> </ul>				
<b>7.2 Developing and managing destinations</b>	<ul style="list-style-type: none"> <li>Understand and recognise the various destination management activities</li> <li>Understand the objectives of tourism development and management including economic, environmental, sociocultural and political objectives</li> <li>Analyse the benefits of sustainable practices</li> </ul>				
<b>7.3 Impacts of tourism</b>	<ul style="list-style-type: none"> <li>Evaluate the positive and negative impacts of tourism including: <ul style="list-style-type: none"> <li>Economic</li> <li>Environmental</li> <li>Sociocultural</li> </ul> </li> </ul>				

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