Cambridge Assessment International Education

Scheme of Work

Cambridge International AS & A Level
Travel & Tourism 9395

For examination from 2024

Cambridge Pathway

Contents

Introduction

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

Suggestions for independent study **(I)** and formative assessment **(F)** and areas where sustainability may be addressed **(S)** are included. Throughout the scheme of work we have included reference to the Sustainability Development Goals (SDGs), if and where they are relevant and applicable. These activities are optional and provide a focus of how some of the syllabus content may be taught if centres wish to integrate sustainability into their teaching programmes. Please be aware that the topic of sustainability is not explicitly part of this syllabus and will not be directly assessed in the examinations.

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

Key concepts

This scheme of work is underpinned by the assumption that travel and tourism is a dynamic industry and as such is susceptible to global influences and change management. The key concepts are highlighted as a separate item in the new syllabus. Reference to the key concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Global and growing

Key Concept 2 (KC2) – Change and development

Key Concept 3 (KC3) – Sustainability and responsibility

Key Concept 4 (KC4) – Customer focus

Key Concept 5 (KC5) – Marketing and management

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Component	Suggested teaching time (hours / % of the course)	Suggested teaching order
Paper 1	It is recommended that this should take about 120 hours / 33% of the course.	1
Paper 2	It is recommended that this should take about 60 hours / 17% of the course.	2
Paper 3 (A Level)	It is recommended that this should take about 90 hours / 25% of the course.	3
Paper 4 (A Level)	It is recommended that this should take about 90 hours / 25% of the course.	4

Resources

You can find the endorsed resources on the Published resources tab of the syllabus page on our public website

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All endorsed textbooks are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

Teaching tools **–** designed to help you to deliver interactive classroom activities and engage learners.

Tool to support remote teaching and learning – find out about and explore the various online tools available for teachers and learners.

School Support Hub

The School Support Hub is a secure online resource bank and community for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

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

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

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

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

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• visitors with language and cultural differen...
		• people with specific needs.
		...ing local destinations, consider how... ?
		...oad or use a street plan of a local destination and mark all the leisure attractions, historical ...ractions, MICE facilities, accommodation and catering and any built and natural attractions.
		Consider other elements that contribute to the appeal to the customers:
		• Weather and climate
		• Accessibility
		• Sustainable practices and provisions
		Learners complete a ranking exerc... ...to the least important for themselves. (I)
		In pairs, they complete the ranking... ...arners to see if in agreement.
		Extension activity: Ask learners an exam style question, for example:
		Discuss the importance to destinations of having sustainable practices and provisions. (E)(S)
		Learners can peer mark.
		...hoose their most desired destina... ...ough an itinerary using different ... ...se most sustainable method of tr... ...ussion on the advantages and dis... ...vel options for a selection of teacher suggested destinations, i.e., Scotland, India, and Florida. ...d investigate travel to, in and around these areas. The following websites can be used for
		Scotland: https://www.transport.gov.scot/public-transport/ferries/

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about…'.

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

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

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Sustainability Development Goals (S) references to further classroom activities with a focus on sustainability.

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

Past papers, specimen papers and **mark schemes** are available for you to download from the School Support Hub. Using these resources with your learners allows you to check their progress and give them confidence and understanding.

1 The changing nature of travel and tourism

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
1.1 Reasons people travel 1.2 Types of tourism **KC1** **KC2**	Learners will be able to appreciate the different motivations for travel.	Introduce the syllabus, explain the units and the assessments required for AS Level and A Level. Learners explain the term 'tourism' and 'tourist'. Give precise definitions. Explain that there are different types of tourist: • business • leisure • visiting friends and relatives (VFR) • other. Learners need to identify the different reasons why people wish to travel. Suggested teaching activities could include: Case studies of tourist motivation: Learners individually visit a National Tourism Organisation (or are given data by the teacher) website to locate reasons why visitors choose certain destinations. They should determine what their reason for travel would have been and link to an area such as relaxation, fun, nature, adventure, sport, culture, etc. **(I)** One example could be the Singapore Tourist Board: www.stb.gov.sg/content/stb/en.html Report back to the rest of the class. **Extension activity:** Using data regarding reasons for travel into a country, learners produce factsheets for different countries to illustrate data and draw conclusions from it about the structure of tourist types within various countries and display in the classroom. Resources could include various sets of data available from national tourism departments.
1.2 Types of tourism **KC2**	Learners will be able to appreciate that there are a number of different types of tourism.	Ask learners if they have ever taken a holiday. Those learners that have taken a holiday could then identify where they went, how they travelled, where they stayed, what they did whilst they were away, etc.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learners will be able to identify types of tourism from data or source material.	If it is unlikely that learners have travelled on holiday, you could introduce the topic using a case study scenario of different visitors, e.g. a family taking a holiday for visiting relatives abroad, a businessman travelling to a meeting in a different part of his own country, a couple going away on honeymoon.
		Develop this activity into definitions of key terminology, including the main types of tourism.
		- Domestic, inbound and outbound tourism - Mass, packaged, unpackaged and specialist tourism - Independent travel - Sustainable tourism ecotourism and responsible tourism.
		Extension activity: In groups or individually learners, produce descriptions or pictorial sources to illustrate these types of tourism. **(I)**
		Learners describe a type of tourism and ask the rest of the group to identify what type it is; a similar activity includes giving learners definitions and asking them to identify the type of tourism.
		Information can be accessed from any travel and tourism textbook. Collect images from the internet, travel brochures or magazines and use photographs (www.gettyimages.co.uk). Local tourist information sources could be helpful and may be prepared to answer questions or give a talk about the types of tourists they come into contact with during their work. (This could be useful as this could tie in with **KC4** with some information about customer service.)
1.3 The changing structure of the travel and tourism industry **KC1** **KC2** **KC3** **KC4**	Learners will be able to recognise the components and changes within the structure of the travel and tourism industry.	**Accommodation and catering** Learners answer the following questions. - When planning a trip where would you like to go? - Where would you like to stay? - What would you like to do? Show images of different types of accommodation to learners and ask them to guess what types of accommodation they are. Introduce concept of serviced and self-catering and provide definitions. Learners sort the images under correct definitions. Explain different catering options and learners discuss what is available in their area. In pairs, learners find best destination and accommodation/catering options for different customer types using the following scenarios. - Family with four small children, limited budget and not wishing to travel too far.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Business customer, staying in a central city location for three nights. • A wheelchair user and carer wishing to have a short relaxing break. • Two senior citizens celebrating their 40th wedding anniversary. **Extension:** Learners produce a poster of the different types of accommodation and catering outlets for a chosen destination to display in the classroom. **Travel agents and tour operators** Q&A: What is the difference between the two organisations? Learns create a presentation to explain the role and differences, covering different products and services offered. Learners complete a table giving advantages and disadvantages of booking with a travel agent. Learners could then research the best and worst travel agency in their own country. They should write half a page on why they are either the best or worst. If internet is not available, give learners handouts on different agencies (can be fictitious) for them to assess. **(I)** **Extension activity:** Learners find an online travel agency (or collect holiday brochures) and design a holiday for four people travelling on their first holiday. The destination should be no longer than four hours away from learners' own country. A realistic budget could be set by the teacher. **Transport providers – road, rail, air and sea** Introduce different forms of transport with a quick quiz on transportation, e.g., name the largest aircraft available for passengers, give an example of a cruise port, where does the Blue train travel, name major roads that link to your own capital city, etc. Provide learners with a country or regional map of their chosen destination. Mark up the major airport(s), train stations, seaports and major roads. Learners discuss the importance of good accessibility for tourists. Learners choose a transport company from road, rail, sea and air categories to complete a factsheet on how large the organisation is, the products and services they offer and destinations they travel to. This activity could be adapted to the learner's chosen destination using named local examples. See examples below: • Rail – Rocky Mountaineer, Blue Train, Orient Express • Sea – Symphony of the Seas, Disney cruises, Virgin cruises

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Air – Singapore airlines, Turkish airlines, Qatar • Road – Bus, Coach, Taxi, Tuk Tuk, etc. **Extension activity:** Learners answer an exam style question. For example, • Discuss the benefits of taking rail travel for a business customer. • Explain why sustainable travel options may be more popular today for tourists. **(S)** **Visitor attractions** Introduce learners to concept of purpose built and natural attractions. List as many different types as possible. In pairs, learners devise a list of top ten attractions they would wish to visit giving reasons. Handout map of a local visitor attraction (a theme park can be useful). Learners identify all the products and services from the map such as shops, rides, kiosks, cafes, restaurants, picnic area, play park, etc. Prepare a presentation to explain the different types of visitor attractions: e.g., historical, cultural, sport, events, natural. Give worldwide and local examples. **Extension activity:** Learners visit UNESCO website and find list of World Heritage sites in their own country. Learners create a wallchart of these sites and display in the classroom. https://whc.unesco.org/en/list/ **Ancillary services** What is meant by Ancillary services? Prepare a presentation to introduce the topic. Discuss why ancillary services are important to the travel and tourism industry. Learners create a glossary of the different terms **(I)**, e.g. • Insurance • Car hire • Car parking at the airport • Foreign exchange • Luggage transportation • Theatre and event tickets • Tour guiding

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners research organisations that deal with ancillary services, e.g., Holiday Extras in the UK.
		Extension activity: Ask learners an exam style question. For example:
		Explain three reasons why tour operators offer ancillary products and services. **(F)**
1.3 The changing structure of the travel and tourism industry **KC1** **KC2**	Learners will be able to appreciate the components and changes within the structure of the travel and tourism industry.	Logo quiz: show learners different logos of Travel & Tourism organisations and ask learners to name them. Case study TUI: Learners discuss products and services provided by TUI Group. www.tuigroup.com/en-en Explain using a presentation, the reason for changes within structure of the travel and tourism industry such as competition, new and more customers, repeat custom, etc., cover the following points: - Integration - Vertical - Horizontal - The rise of independent travel and dynamic packaging - Increasing sustainability awareness - Online travel and tourism booking Learners research one organisation to show structure and components. They should present findings to the rest of the class. **(I)**
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**		

2 Travel and tourism destinations

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
2.1 Types of destinations **KC2**	Learners will be able to identify the different types of destinations.	Learners need to be able to recognise the different types of tourist destinations that are listed within the syllabus. Quiz on destination images where learners guess the destination. They then place destinations into appropriate categories: • Resort towns - Beach, seaside and spa • City destinations • Countryside areas, including national/nature parks and reserves • Coastal and island destinations • Purpose-built resorts, including theme parks and all-inclusive resorts. Using a world map, learners place each of the identified destinations onto the map. Discussion: What to expect at these different destinations? Research activity: In pairs, learners choose a destination and produce a presentation or storyboard on the features and characteristics of the destinations. They then share with the group. **Extension activity:** Learners produce factsheets of tourist destinations within their country using local, regional and national examples to cover all in the specification. This could be done on an individual or group basis. These can be shared and put in one resource booklet for reference. Resources could include: • national tourist office websites, e.g. www.visitbritain.com • guide books such as the Rough Guide. • brochures from tour operators, plus travel and tourism textbooks
2.2 Changing appeal of destinations to different external customer types **KC2** **KC4**	Learners will be able to recognise different aspects of appeal to different external customer types.	Introduce the topic by using a spider diagram to list the different external customer types including: • families • individuals • people from different age groups • groups • visitors with language and cultural differences

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• people with specific needs.
		Discussion: Using local destinations, consider how they provide for the needs and wants of these different customer types?
		Learners download or use a street plan of a local destination and mark all the leisure attractions, historical and cultural attractions, MICE facilities, accommodation and catering and any built and natural attractions. **(I)**
		Consider other elements that contribute to the appeal to the customers: • Weather and climate • Accessibility • Sustainable practices and provisions
		Learners complete a ranking exercise using all of the different elements of appeal from the most to the least important for themselves. **(I)**
		In pairs, they complete the ranking system for one of the customer types. Compare with other learners to see if in agreement.
		Extension activity: Ask learners an exam style question, for example:
		Discuss the importance to destinations of having sustainable practices and provisions. **(F)(S)**
		Learners can peer mark.
2.3 Changes in travel choices, including by more sustainable means **KC3** **KC4**	Learners appreciate the changes in travel choices to and around destinations.	Learners choose their most desired destination. They then choose how to travel to that destination, working through an itinerary using different methods of travel.
		They choose most sustainable method of travel with reasoning. **(S)**
		Class discussion on the advantages and disadvantages of travel methods. Learners to investigate the different travel options for a selection of teacher suggested destinations, i.e., Scotland, India, and Florida. They should investigate travel to, in and around these areas. The following websites can be used for research:
		Scotland: www.transport.gov.scot/public-transport/ferries/
		Florida: www.theamericanroadtripcompany.co.uk/roadtrips/cruise-florida/

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		India www.business-standard.com/article/indian-railways/in-pictures-india-s-first-regional-rapid-transit-system-train-120092600549_1.html **Extension activity:** Learners complete a wordsearch or crossword on sustainable travel choices. **(S)** www.thewordfinder.com/word-search-maker/?msclkid=84db2752514613701ddd46239493a2de
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**		

3 Trends in travel and tourism

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
3.1 Trends in travel and tourism **KC1** **KC2** **KC3**	Learners understand the changing nature of global tourism flows.	Introduce the idea of trends and the changing nature of global tourism flows that affect the travel and tourism industry. Prepare a presentation covering social and demographic changes, economic changes, health & safety and technological advances. Learners consider destinations which are more or less appealing to tourists and say why. Learners research two destinations considering both positives and negatives, e.g., New Zealand and earthquakes, Dubai for infrastructural developments, etc. **(I)** Produce detailed information on each destination explaining the rise or fall in visitor numbers. www.msn.com/en-gb/news/world/new-zealand-earthquake-third-larger-tremor-sparks-fresh-tsunami-warnings/ar-BB1efBvD https://gulfnews.com/business/tourism/uae-to-spend-more-than-300-billion-on-infrastructure-development-by-2030-1.1314180 **Extension activity:** In pairs, learners prepare a short presentation on their findings.
3.2 The Growth of sustainable tourism **KC3** **KC4**	Learners understand types of sustainability and reasons for the growth in sustainable tourism.	What do we mean by sustainable tourism? Prepare a presentation with definition and examples. **(S)** Learners read an article from the youth hostel website below. They should choose one of the sustainable tourism articles to read and complete a short presentation to explain the different issues to the rest of the class. **(S)** www.youth-hostel.si/en/sustainable-tourism?linksubid=PPC-ANG_Travel_Tips&gclid=CjwKCAjwn8SLBhAyEiwAHNTJbUAb9PRCfRCOLKsMQMHUbPGXuP4nAcG2AtIJSUw1xNIldSF76cTRShoCFtYQAvD_BwE **Extension activity:** Learners debate on "Tourism is bad for planet earth".
3.3 Sustainable tourism in practice	Learners understand ecotourism products	Ask learners for definitions of the terms ecotourism, ethical, sustainably managed. **(S)**

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC3 **KC4**	and services, ethical behaviours and sustainably managing tourism facilities.	In pairs, learners read different case studies and prepare a short talk to rest of the group. The case studies could include Costa Rica, Namibia, Kerala. www.visitcostarica.com/en/costa-rica/things-to-do/ecoturism www.southerndestinations.com/africas-finest-namibias-top-5-eco-retreats/ www.keralatourism.org/ecotourism Class discussion on the different products and services that are eco in the case studies – accommodation activities and packages. In pairs, learners create a Code of Conduct for responsible tourists and display in the classroom. **(S)** Discussion: How to respect the environment and local culture. **(S)**

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

4 Customer service in travel and tourism

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
4.1 How travel and tourism organisations serve customers and meet their needs **KC4**	Learners will be able to: • identify who external and internal customers are • identify the various types of external customers • recognise the needs of external customers and how the needs can be met.	It may be more suitable to deal with the sections within this part of the syllabus by using practical methods such as visits to suitable organisations and to use the experiences of learners if they have jobs. Hotels tend to be helpful with information that would support this part of the course. Learners need to recognise the difference between external and internal customers and they then need to be able to identify different types of external customers including: • individuals • groups (different age or cultural groups/educational groups/special interest groups) • families • foreign visitors with language and cultural differences • people with special needs, people with mobility and access difficulties, people with sensory difficulties, visitors with special dietary requirements. This could be achieved through a visit and a list in which learners identify how the organisation deals with each of these customers. Learners must then learn what these customers need and how these needs can be met, including: • what types of travel and tourism products and services can meet these needs • ancillary products and services that are available • information and advice • assistance • resolving customers' problems and complaints. The best way to do this is to use this as a checklist and to find out from the selected organisation how it is achieved. **(I)**
4.1 Types of internal customers **KC4**	Learners will be able to identify different types of internal customers.	Learners must know that the internal customers are the people who work in the organisation and the easiest way to acquire this knowledge is through a visit or talk. Internal customers include: • members of staff within an organisation • an organisation's suppliers • employees of other organisations that may be in contact in some way.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		They have the following needs and it is the responsibility of the organisation to meet them. • Safe working environment • Training appropriate to their jobs • Knowledge of procedures, routines and performance standards for carrying out specific duties • Job satisfaction • Incentives and rewards • Respect from colleagues and managers Use a case study of a travel and tourism organisation like the example below and identify all the internal customers. Carnival cruises: www.carnival.com/about-carnival/about-us **Extension activity:** Learners can visit or experience a talk in order to find out how organisations can reward their internal customers, for example through rewards, pay rises, holidays, etc., and write a short report on a given organisation. **(I)**
4.2 The importance of quality customer service **KC4**	Learners will be able to appreciate the importance of quality customer service for both travel and tourism organisations and customers.	In small groups, learners answer the question "When have you received good/bad customer service?" Case study: www.forbes.com/sites/christopherelliott/2019/03/02/these-companies-have-the-best-customer-service-in-travel/?sh=1ac365130089 Choose from Southwest Airlines, Virgin Atlantic, Enterprise, Royal Caribbean. In pairs, learners read the case studies and further research and prepare a presentation to show others in the group. They decide which is the best for customer service and why. Learners discuss how good customer service benefits travel and tourism organisations and they write a detailed report to show what happens if poor customer service occurs.
4.3 Ways of assessing customer service quality **KC4**	Learners will understand methods for assessing the quality of customer service.	Discussion: How do you assess customer service quality? Key terms: Benchmarking, performance management, customer feedback, online and social media ratings, market research techniques. Learners complete a grid on the advantages and disadvantages of each technique and report back to the group. **Extension activity:** Learners answer an exam style question on customer service, for example:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Assess the methods a travel and tourism organisation might use to assess its customer service. **(F)**
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**		

6 Destination marketing

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
6.1 Defining the tourism market – market research and analysis **KC5**	Learners will be able to confidently identify and apply in a given context the reasons for market research.	Introduce Destination Marketing concept. Q&A: What does "Marketing" mean? Learners write down as many terms as they think appropriate. Introduce key terms: • The market • Customer needs and wants • Trends (If AS and A Level units are in the same year, this topic may be delivered as part of 2.2 (a) of Paper 2, and revision of this topic for an exam could be part of 2.6 (a) of Paper 2). Learners should reflect on Paper 2 – 5.2 Choosing the event as part of the feasibility study. Through scientific or intuitive methods they identified: • potential customers (the market) • customer needs and wants. The event may have been one that customer had to buy in to, in which case learners have already identified: • competition • customer preferences. Reflecting on their experience they can also consider how their event may be less or more popular in the future as consumer tastes change so they are aware of: • customer behaviours and travel trends • popularity of destinations. Prepare a presentation with images of a destination for learners to guess destination, e.g., Blackpool, England and Benidorm, Spain as examples is explained in textbooks. Discuss the images of the destination – how could the destination improve? Introduce the concept of the Butler model and explain the stages. Learners draw in their books and place different destinations on the model.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		In pairs, learners choose five destinations and discuss and place on the butler model, giving clear reasons and justifications.
		Extension activity: Learners use the information from responsible travel and decide where Antarctica might be on the Butler Model and when it may move through the different stages. **(I)(S)**
		www.responsibletravel.com/holidays/antarctica/travel-guide/responsible-tourism-in-antarctica
6.1 Defining the tourism market – market research and analysis (b) Market research **KC5**	Learners will be able to identify and describe different types of market research.	Q&A: Ask learners if they have ever filled a questionnaire? Learners design a simple class questionnaire and distribute it to other learners using www.surveymonkey.com. They could ask aspirational questions about where their peers might want to travel in the future (e.g. after school or university graduation). Try and get a mixture of open and closed questions. Ask colleagues to complete it too. Learners consider why response rates were low or high and how that might reflect or differ from a similar questionnaire issued by the local Tourist Board. **(I)** How were results skewed or otherwise by differing responses by learners and staff? How useful were the answers to open questions compared to closed ones? Build up a range of advantages and disadvantages of: • primary research • secondary research • qualitative research • quantitative research. **Extension activity:** Identify and recommend suitable market research for a local or well- known destination, e.g. a developing destination with low resources or a destination with very wide and varied target market, such as New York. Learners can read the article by "visitbritain" to support their understanding of surveys. Measuring Tourism Locally, Guidance Note 3: Undertaking Visitor Surveys (visitbritain.org)
6.1 Defining the tourism market – market research and analysis	Learners will be able to understand each of the key market	Q&A: Ask learners for examples of travel trends linked to customer behaviours and popularity of destinations. Why are some destinations more appealing for different customer types? Create a table of customer types and destinations.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
(c) Market analysis tools and techniques **KC5**	analysis tools and can select an appropriate model and apply it in context to evaluate the situation of a given destination.	Review statistical analysis of travel trends www.statista.com/topics/962/global-tourism/#dossierKeyfigures Learners work in pairs or small groups to choose an area and review figures, e.g., accommodation, transport, online travel companies, attractions. Learners can present findings to the rest of their class. Prepare a presentation to explain • Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) • Political, Economic, Social and Technological external influences (PEST analysis) **Extension activity**: Learners choose a destination and conduct a SWOT/PEST analysis.
6.1 Defining the tourism market – market research and analysis (d) Market segmentation **KC5**	Learners will be able to identify how the market can be broken down into segments.	Q&A: What do we mean by market segmentation? • By travel motivation – relaxation, social, self-esteem (e.g. culture), self-realisation (e.g. bucket list trip/volunteer) • Demographic segmentation – age, race, religion, gender, family size, ethnicity, income, and education • Psychographic segmentation – personality traits, values, attitudes, interests, and lifestyles of consumers • Geographic segmentation – when you serve customers in a particular area, where customers live, or when your broad target audience has different preferences based on where they are located. Provide travel brochures and ask the learners to identify (and justify their thinking about) how destinations segment their market. In groups, select a specific destination and research how it is marketed to target markets other than those identified in the provided brochure. **(I)** **Extension activity:** Different groups can then present their findings using a presentation. E-brochures are available for a number of destinations if printed versions are not easily available.
6.1 Defining the tourism market – market research and analysis (e) Visitor profiling **KC5**	Learners will be able to identify how visitors may be categorised and further link this to an appropriate target market.	Introduce case study of Australia and discuss why someone would wish to visit. Learners can access Western Australia data for profiles of a number of overseas visitor markets: www.tourism.wa.gov.au/Research-Reports/Facts-Profiles/Pages/International-Visitor-Profiles.aspx Issue a different profile to differentiated groups. Learners identify key visitor trends and evaluate why the profile of visitors to Western Australia display these characteristics. It may be helpful to learners to have access to a world map or atlas to help in their evaluations.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners should consider: • length of stay • accommodation preference • spending power • choice of products and activities • media type • booking method. With the last two bullet points, learners may need more guidance in making assumptions and drawing conclusions. They could be tasked with an individual research project to come up with evidence for the media and booking methods. **Extension activity:** Compare and contrast the tourism offerings of Western Australia with Winnipeg Canada. What are the similarities and differences in visitor profiles? Consider reasons for those similarities and differences. Access to climate as well as geographical information may help! What is the target market of this Tourism Winnipeg document? http://tourismwpg.uberflip.com/i/331847-2012-winnipeg-visitor-profile
6.1 Defining the tourism market – market research and analysis (f) Product positioning **KC5**	Learners will be able to identify how a destination fits into the tourism market and will be able to analyse and evaluate in context how a destination can be identified and perceived.	Using a map, learners identify as many Islands as possible. Choosing an island, learners identify (if they can) from knowledge why do people go there? If this is outside their experience, go straight to the top 10 islands according to the Fodor's Travel website (www.fodors.com/news/photos/10-best-island-getaways-for-2015). Use some or all of them and ask learners to read the Fodor's description only. Get them to consider how they are similar or different, what the Unique Selling Point (USP) is (if any!) and who might be in direct competition. What image is suggested by Fodor's? Then compare this with the official government tourist website (if there is one). **(I)** Does the official website brand match up to learners' original suggestions? Is the USP and image clearly and easily identified? Consider how successful the island destination(s) may be with regards to: • visitor perceptions of destination through image/reputation • relationship of destination to competitors through differentiation strategies • the importance of a USP • communication and presentation of clear and attractive image/position.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Extension activity: Match destinations to market segmentation, visitor profiling, the marketing mix (especially product/promotion).
6.1 Defining the tourism market – market research and analysis (g) Review the marketing mix **KC5**	Learners will be able to identify and apply the 4Ps in context and evaluate how a destination can develop by using components of the marketing mix.	Teacher led introduction: On board draw a grid and put in the initials for the 4 P's, ask learners to guess terms and explain each. • Product (what the destination offers) • Price (approaches and strategies used to charge customers for using the products and services of the destination) • Place (distribution channels) • Promotion (raising awareness using a variety of promotional methods) Use information about Barbados (www.visitbarbados.org) or another destination to apply and evaluate the components of the marketing mix. https://creately.com/diagram/example/jscz92gn2/marketing-mix-4-ps Using a diagram from the above website, create details for the 4 P's for the chosen destination. Learners can compare diagrams and decide which of the Ps could be improved and how. If this topic is taught first, then the destination can also be used to lead into segmentation by using tourism websites and the 4Ps to describe potential tourists. If the topic is taught in syllabus order, it can be a revision exercise for segmentation and visitor profiling. **Extension activity:** Learners answer an exam style question, for example: Explain the importance of the 4Ps in relation to a tourism destination of your choice. **(F)**
6.2 Building a destination brand (a) Reasons for branding a destination **KC5**	Learners will be able to understand the reasons for branding a destination.	Introduce the topic by asking learners what are their favourite brands? Allow them to consider food, clothing, cars, etc. and then lead to tourism products and services. Prepare a presentation to explain branding and why it is an important concept. • Change the perception of unfavourable stereotypes of a destination • Create a common vision for the future of the community and its potential as a tourist destination • Provide a consistent representation of the destination • Enhance local, regional, national and/or global awareness of a destination • Make it more appealing

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Some concepts are more difficult than others to identify and explain and so provide an opportunity for individual or group differentiation.
		Learners visit the following website, detailing the best branding from around the world. **(I)**
		www.canny-creative.com/city-branding-examples/
		In pairs, learners look at the top five destinations and create a factsheet on why these are considered to be successful brands. New York, Melbourne, Helsinki, Paris and Amsterdam.
		Extension activity: Learners research Tuvalu and/or Kiribati. These are some of the least known destinations. How would learners brand these destinations to create interest and stimulate demand for visits?
6.2 Building a destination brand (b) Characteristics of an effective destination brand **KC5**	Learners will be able to identify and explain and evaluate brand characteristics in context.	Introduce characteristics of destination brands, learners watch and make notes on the following: Brand webinar: www.youtube.com/watch?v=72IrLltoA7w Teacher-led discussion to explain the key points: • memorable • attractive • matched to destination attributes • consistent with destination's positioning • easily understood by customers • integrated into promotional activities at a local, national and global level • sustained over a significant period of time • reflective of customers' actual experiences • targeted at both existing customers and at prospective visitors • accepted by stakeholders • credible Learners visit the website below on Canada and identify the characteristics – listed below: www.canadianaffair.com/destinations/canada/british-columbia?telephone=ppc&gclid=Cj0KCQjwiNSLBhCPARIsAKNS4_e6fmzkn6TA1RYnbVhS8dbAiSiLvOZCCQOjz1oll-70YwFWONzm1wgaApUWEALw_wcB

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners find another destination to compare and assess characteristics.
		Extension activity: Ask leaners an exam style question, for example:
		Discuss the characteristics of an effective destination brand. **(F)**
6.2 Building a destination brand (c) Creating a brand identity (d) Planning the launch of the brand **KC2** **KC5**	Learners will be able to identify, explain and evaluate appropriate methods of branding in context. Learners will appreciate the need for planning for the launch of a destination brand.	Q&A: How do you create a brand identity? Quiz: Learners identify well-known tourism cities from their logos. www.theguardian.com/cities/quiz/2014/may/08/quiz-world-city-logos-brands-tourism The Trans-Canada Rail Odyssey and the Venice Simplon Orient Express are both rail tourism experiences. Learners use resources available online alongside up-to-date pricing to identify the following features of the brands. **(I)** - Brand name - Slogan/tagline - Logo - USP - Use of colour - Price in association with image - Distinctive packaging - Corporate identity (uniforms, furnishings, etc.) Learners compare and contrast each brand and evaluate which is better on each feature and how they might improve. Class discussion: How to plan for a launch of a brand. In pairs, learners devise a plan of action for launching a new brand for a tourism destination of their choice, using the following points: - agree timing for action - agree costs and resources - decide on 'guardians of the brand' and level of involvement of key personnel - set objectives - decide the communication methods and events - design promotional materials - agree the overall campaign.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners present findings to the rest of the class and choose an overall winner. **Extension activity:** Write a paragraph on the importance of careful planning for launching a brand.
6.3 Communicating the destination brand (a) Interdependent stakeholders involved in the destination branding process, the role each plays and how they work together **KC2 KC5**	Learners will be able to identify stakeholders in the process and their roles, and analyse the impact of them working together.	The website http://stravelandtourism.weebly.com/public-private-and-voluntary-sector.html can be used to broadly introduce stakeholders (the website can be adapted with local examples): • national tourism organisations (NTOs) • regional tourism organisations • local tourism organisations • commercial travel and tourism organisations (for profit) • non-commercial travel and tourism organisations (not for profit) • the local community. Using the list on this website www.aalep.eu/key-tourism-stakeholders-eu-28 , select a country such as Poland or Malta (or France/Spain if it fits better with learners' first language) that also has a UNESCO World Heritage Site. Investigate the stakeholders listed and categorise them according to the content listed above. Research other organisations, such as WWF, that are involved in those destinations. Identify local and regional organisations that are not listed. **(I)** From the categories and research, build up what each stakeholder is doing and how they create synergy. **Extension activity**: Create a factsheet on a chosen stakeholder.
6.3 Communicating the destination brand (b)(i) Communication methods used to raise awareness of the destination's brand identity (b)(ii) Considerations for selection of communication methods	Learners will be able to identify and propose suitable methods to raise awareness and evaluate their value in context. Learners will be able to identify explain and propose in	Q&A: How do organisations get their message to the public? Handout leaflets/brochures/and suggested websites and ask learners to compare each and discuss which might be the most effective and why. Teacher-led explanation of the different methods. Learners draw up a plan of pros and cons for each method: • websites, especially that of the NTO • publicity materials • use of social media

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
(c) Different media used to communicate the destination's brand identity **KC2** **KC5**	context appropriate media channels.	• email marketing • public relations • advertising • sales promotion • word of mouth • signage • destination environment. Learners choose a destination and assess methods using the list above and taking into consideration: • costs • global reach • 24-hour marketing • lead times • options for personalisation/customisation • ability to track success/conversion rates Brochures, newspapers (online if needed), YouTube and www.travelweekly.com/Fam-Trips can be useful research tools for this. Suggest how destinations might use any methods not currently apparent. **(I)** In pairs, learners can select a wealthy nation's NTO such (or the variation in the first language of learners), and a less wealthy/developing nations NTO. Learners investigate the online presence of each and identify examples of each type that are used or not and compare each NTO's success. **(I)** Learners can then be encouraged to consider the value of online profiles for developing nations, and whether they found any difference between the wealthy and less wealthy countries' online presence. **Extension activity:** Use a developing tourism destination, such as Nepal, Zimbabwe, Bhutan or Antarctica (increasing order of stretch and challenge), to evaluate current methods used and evaluate which missing method should be employed next.
6.4 Challenges in branding destinations **KC5**	Learners will be able to identify obstacles in creating a brand and evaluate in context how these	Teacher led discussion: A destination is made up of composite products, not just one product. Learners suggest destinations that have a positive reputation and image and why. Prepare a presentation to consider:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	might limit the effectiveness of the brand or its success.	• The destination's reputation and image are not created by the destination management organisations in charge of its marketing and promotion • Tourism is an intangible product • DMOs have to counteract any negative reputation or image • A diverse range of organisations and partners are involved in developing and delivering the brand • There might be a lack of funding for marketing • It is difficult to create a unique identity because of the competitive market • Destination image is affected by disasters, political unrest, acts of terrorism and other social, economic and political factors. Learners write down anything they know about Florida (maximum five things and it doesn't matter if they can only think of Disney World). If Florida is outside their sphere of experience, start with using Disney World as a revision for segmentation, product positioning, customer profiling, destination branding and Product of the 4 Ps. If learners have little or no knowledge of Florida or Disney World, the idea of intangibility can be explored now. Expand the study of Florida by using www.visitflorida.com/en-uk.html Through discussion, learners identify the differences between "Disney" Florida and the rest of Florida and evaluate the obstacles in the case of Visit Florida. Learners further investigate other news in Florida **(I)** – for example, the controversy over SeaWorld treatment of animals (2016), Orlando nightclub bombing (2016), Hurricane Matthew (2016), alligator attack on toddler at Disney World (2016), Disney World bus crash (2016) – toxic algae in lakes and rivers (2020) and evaluate how Visit Florida may be affected. A destination's image is affected by natural disasters, political unrest, acts of terrorism and other social, economic and political factors. Other obstacles in creating a brand can include: • Intangibility of the tourism offering • Diverse range of organisations and partners involved in crafting and delivering the brand • Lack of funding for marketing efforts. **Extension activity**: Consider the following article: www.campaignlive.co.uk/article/1101605/visitengland-funding-domestic-tourism-promotion# • How is funding different for VisitFlorida and VisitEngland?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Which is most likely to be effective and why? • What limitations are there for each?
6.5 Monitoring the effectiveness of the destination brand (a) Methods used to monitor the effectiveness of the brand **KC5**	Learners will be able to identify and describe methods used to monitor costs and marketing activities. In context learners will be able to analyse and evaluate appropriate methods to use.	Q&A: What makes a brand effective? How can you monitor its effectiveness? Teacher-led presentation covering the different methods used to monitor the effectiveness of the brand. • Type and number of resources invested • Marketing activities, e.g. number of brochures distributed • Surveys of visitors and providers • Provider surveys • Website traffic, e.g., number of hits • Search engine optimisation • Social media response rates • Attendance at trade fairs Learners complete a table of pros and cons of each method. Learners can choose a tourism brand, e.g. www.lufthansa.com/is/en/flights https://visitmaldives.com/en www.tourismkelowna.com/meeting-planners/incentive-travel Once knowledge and understanding is sound, learners can consider the following. • How valuable are incentives and familiarisation tours as marketing tools? • How take up can be monitored? **(I)** **Extension activity**: Learners complete a paragraph on the different monitoring methods with justification of the most effective for a chosen brand.
6.5 Monitoring the effectiveness of the destination brand (b) Key performance indicators (KPIs) / measures of success	Learners will be able to recognise KPIs, analyse data and evaluate from that, in context, the effectiveness of a destination brand.	Q&A: What are KPIs and why are they important in marketing and branding? • Destination popularity ranking • Changes in arrival numbers • Changes in visitor spend • Changes in average length of stay • Changes in occupancy rates

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC5		• Job creation/job losses within the tourism sector • Changes in market share • Increase/decrease in brand awareness Learners guess which destination is the most visited, earns the most expenditure, etc. **(I)** They can then visit the list of world tourism rankings at https://en.wikipedia.org/wiki/World_Tourism_rankings and research destinations or a particular continent. Assessing which destinations change over a period of time and those that stay popular. Learners then produce short evaluative report on one or more KPI which can be combined for a whole class resource. **(I)** **Extension activity**: Create a display of the top-ranked countries showing branding logos alongside destination images.

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

7 Destination development and management

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
7.1 Organisations involved in destination management, their roles and priorities **KC2**	Learners will be able to understand what is meant by destination management.	Q&A: What is destination management? Learners research the phrase using the internet and textbooks, and can find examples of companies, e.g. www.dmctravelcroatia.com **(I)** Using a world map, learners pinpoint destinations where Destination Management Companies are found. Learners design a factsheet on an organisation involved with destination management, giving as much detail as possible. **(I)** Quiz learners on the precise meaning of destination management and of the different organisations they have found. **(F)** **Extension activity:** Write a report entitled "Assess the role and functions of destination management companies". Begin a glossary of Travel and Tourism key terms.
7.1 Organisations involved in destination management, their roles and priorities (a) Governments, Ministries, National Tourism Organisations (NTOs) **KC1**	Learners will be able to understand the main strategic development of governments, ministries and national tourism organisations in destination management.	Learners research a destination. They should find examples of travel and tourism organisations at both local and national levels. Suggested destinations include Dubai, New York, Mauritius, Brunei, USA, Zimbabwe, UK. List the organisations found (government, national tourist boards, regional tourist boards, hotels, conference bureau, airlines, etc.). **(I)** Q&A: What exact functions do these organisations have in the travel and tourism industry? E.g. selling holidays, guiding tourists, creating holiday packages, organising conferences, researching, developing tourism, checking hotels, etc. **(F)** Using their chosen destination, learners, in small groups, find and select government statistics to show the scale and nature of the tourism industry. Lead a discussion on why tourism is deemed to be more important for some destinations than others. Learners discuss and take notes. Lead an activity to analyse statistics. Use case study of Trinidad and Tobago (www.tourism.gov.tt) or a destination of your choice. In pairs, learners produce a factsheet covering up to two destinations; they

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		should give details of the organisations involved in tourism at a local and national level and provide statistics on numbers of visitors. **Extension activity:** Assess the scale and nature of the tourism industry in Trinidad and Tobago.
7.1 Organisations involved in destination management, their roles and priorities (b) Local authorities, regional tourism organisations **KC1** **KC2**	Learners will be able to understand the role and priorities of local authorities, regional tourism organisations and Destination Management Companies (DMCs).	Learners can research local case studies/newspaper reports and articles. **(I)** Create a display that has the following headings. • Land-use regulation at a local level • Planning control • Infrastructure development and control • Regional and local promotion and marketing of, e.g. specialised markets; specialised tourism products • Visitor management Question learners on the meaning of each heading before finding articles to include in each section. If possible, find local examples for each heading; this lesson can be linked to previous research by learners. Learners complete a matching exercise to ensure understanding. Useful possible case studies: • Republic of South Africa: www.tourism.gov.za/AboutNDT/Branches1/Knowledge/Documents/National%20Tourism%20Sector%20Strategy.pdf • Dubai, UAE: www.visitdubai.com/en/department-of-tourism Learners can complete a storyboard of their findings. **(I)** **Extension activity**: Evaluate: • the role and priorities of regional tourism organisations or • the importance of planning control in destination management.
7.1 Organisations involved in destination management, their roles and priorities	Learners will be able to understand the role and priorities of international. development	In pairs, learners research an NGO, a local one or one of international significance. They should prepare a presentation or talk to explain the roles and priorities of the chosen organisation. Possible organisations are: • World Wide Fund for Nature WWF

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
(c) Non-Governmental Organisations (NGOs) **KC1** **KC2** **KC3**	agencies, and (NGOs).	• Friends of the Earth • Conservation International • Wildlife Conservation Society • Royal Society for the Protection of Birds Roles and priorities may include: • research, fundraise, develop and finance project • specialist knowledge and expert staff to oversee projects • guidance in regional planning for projects assistance in training and education of local communities • promote awareness of political, environmental, sociocultural issues • promote awareness of demand for specialist tourism products. If funding permits, sponsor animals or join an organisation as a tourism group. **Extension activity:** Learners discuss: • Do NGOs really have a place in the modern travel and tourism industry? • How do we assess the role of ethical tourism? • Can NGOs be easily manipulated by governments?
7.2 Developing and managing destinations (a) Destination management activities (b) Objectives of tourism development and management **KC1** **KC2**	Learners can understand destination management activities and objectives of tourism development management.	Teacher led discussion: **(S)** • What does sustainable tourism actually mean? • Is this the same as ecotourism? • What is responsible tourism? Learners visit the World Tourism Organisation website (www.unwto.org) and research the meaning of sustainable tourism. **(I)(S)** In small groups, learners draw up a list of the sustainable tourism policies and practices that should be used to encourage good practice by destinations. **(S)** The following list can be used: • develop new products and services including specialised products • investment in long-term benefits for local community and tourism economy • partnership • widening access to facilities • regular environmental impact auditing

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• communication and liaison with visitors and providers • monitoring and evaluation of how the destination is being managed. Individually, or in pairs, learners research case studies from Mauritius and Brunei for discussion. www.mymauritius.travel/experiences/sustainable-tourism www.visitborneo.com Quiz learners on their understanding. **(F)** **Extension activity:** Discuss the ways in which sustainable tourism policies and practices can contribute to successful destination management. This could be a group discussion, or a written report. **(S)**
7.2 Developing and managing destinations (a) Destination management activities **KC1** **KC2** **KC3** **KC4**	Learners will be able to understand destination management activities.	Teacher led introduction: Play guess the destination: give clues to a destination and learners guess. Introduce a destination, such as Singapore, Chile or Brunei. With learners, attempt to guess all the different organisations that might be involved in the tourism industry in one particular area, e.g. Maseru in Brunei. Ask learners, in small groups, to research partnerships and attempt to find out exactly what they do. What are the benefits of partnerships? Benefits might be: • advertising • funding • promotions • joint developments • assistance with planning. Learners explore each of these benefits, finding examples of how they might work. Introduce the key term 'triangular relationship' – the relationship between (a) hosts (b) public/private/NGO, and (c) commercial organisations.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners discuss how the community benefits and how they could all work together.
		Extension activity: Learners think critically about the benefits of tourism and the issues for and against tourism, developing in a chosen destination and write a report.
		Learners discuss how might the triangle be developed?
7.2 Developing and managing destinations (a) Destination management activities **KC1** **KC2** **KC3** **KC4**	Learners will be able to understand destination management activities.	Discuss with learners what marketing is. Once the discussion is complete, give a precise definition. Learners explain the term 'branding'. Looking around classroom/internet, learners list as many brands as they can. Next consider the major brands in the travel and tourism industry. Using maps, brochures, newspapers and the internet, list as many known brands as possible (major airlines, tour operators, hotels, resorts, attractions, etc.). In small groups, learners discuss the role and importance of branding in the travel and tourism industry. Learners look at destinations and give suggestions for new brands and slogans for the different areas covered. Choosing one or two countries, e.g. Australia, Kenya, USA, Turkey, Spain, learners watch online advertisements and discuss who the adverts are aimed at. (If internet access is unavailable, use holiday brochures or newspapers) Individually, or in pairs, learners create a display of as many branded products and services from the industry. Learners can peer assess and decide on the best displays. **Extension activity:** Answer either of these questions: • Discuss why destination branding is an important aspect of destination management. OR • Assess destination management activities that might be suitable for an emerging destination.
7.2 Developing and managing destinations (b) Objectives of tourism development and management	Learners will be able to understand the objectives of tourism development, and the development of	Using large sheets of paper, learners write down costs vs benefits of tourism. Discuss the learners' lists. Learners classify their lists into economic, sociocultural, environmental and political impacts (some may fall into more than one classification). **(S)** Learners read a case study and highlight all impacts within the text. Suggested case studies include:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC1 **KC2** **KC4**	sustainable practices.	Namibia: https://sustainabletravel.org/places/namibia/ Thailand: https://neverforgetelephantfoundation.org/mission-approach?gclid=CjwKCAiAo4OQBhBBEiwA5KWu_9EeIyiglYSuI7h0b0RN2anAp3X17dLG2bOOAiGBU5KB1Uaxnw4_QRoCUA8QAvD_BwE Quiz learners on their understanding. **(F)** Ensure learners write up lists correctly in their own notes in readiness for later lessons. **Extension activity:** Evaluate the negative impacts of tourism development on Nepal or Kenya.
7.2 Developing and managing destinations (b) Objectives of tourism development and management **KC1** **KC2** **KC4**	Learners will be able to understand the objectives of tourism development.	Expand learners' understanding of tourism development with case studies of new and emerging destinations. Suggestions include: Antarctica, Mexico, Greenland, Papua New Guinea, Mongolia, Iran, New Zealand, Namibia, Ethiopia, Bhutan, Zambia, Oman, Costa Rica, Laos, Burma, Myanmar and Vietnam. Read more at: www.dailymail.co.uk/travel/travel_news/article-2931712/The-emerging-destinationstravellers-visit-year.html#ixzz4AsoepMO0 Lead an activity looking at current visitor figures and discuss Butler Model. In small groups, learners position both established and emerging destinations onto a blank Butler Model diagram. Quiz learners on these positions. Compare and contrast with other groups. **(F)** Learners must be able to classify by economic, sociocultural, environmental and political impacts and objectives. Compare to established/successful destinations, such as Dubai, New York, London or South Africa. Individually, or in pairs, learners can write a newspaper article on new/emerging destinations giving the positive impacts of tourism for the reader. Learners can assess each other's articles, giving reasons for which one they prefer. **Extension activity:** Evaluate the reasons why partnership work is important for destination management
7.2 Developing and managing destinations (b) Objectives of tourism development	Learners will be able to understand the political objectives of	Introduce the topic: Political – positive vs. negative impacts. Consider reputation and image of destinations. Give learners a list of destinations and ask them to rank in order of image. Suggested destinations: Mauritius, Brunei, South Africa, Dubai, Brazil, USA, UK, France, Russia, China, Jordan.

Scheme of Work

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
and management **KC1** **KC2** **KC3** **KC5**	tourism development.	In small groups, learners discuss what the reasons are for their choices. What makes one destination more appealing than another? What deters learners from wanting to visit a certain place? **(I)** Teacher led discussion: How can we find out accurate information about a destination that we wish to visit? Individually, or in pairs, learners can do some internet research – visit the UK Foreign and Commonwealth (FCO) website (www.fco.gov.uk) or similar for your own destination. The FCO gives travel advice on visas, inoculations, terrorism, and general health, safety and security issues. In small groups, learners discuss the regions least likely to be popular. Ask learners: How does this impact on tourism development? Learners should take notes and compile a list of destinations that are both suitable and unsuitable to visit. The listings could be included in a travel blog or brochure. **Extension activity:** Assess the positive political impacts of tourism development.
7.3 Impacts of tourism (a) Economic impacts (i) Positive economic impacts (ii) Negative economic impacts **KC1** **KC2** **KC3** **KC5**	Learners will be able to understand the economic impacts of tourism development.	Introduce learners to topic 'Economic impacts – Positive vs negative' using facts and figures from published sources, such as government digest information. For one particular country, learners research the % of GDP that tourism generates, numbers employed in the tourism industry, hotel occupancy rates, infrastructure improvements, and new projects. **(I)(S)** Quiz learners to ensure that key terminology is understood. Suggested case studies for the Olympics: London: www.gamesmonitor.org.uk/files/PWC%20OlympicGamesImpactStudy.pdf Beijing: www.chinabusinessreview.com/the-2008-olympics-impact-on-china/ Tokyo: https://time.com/6089274/tokyo-olympics-economic-benefits/ Future Olympics: www.businessinsider.com/economic-benefits-of-hosting-olympics-2014-10?IR=T Positive economic impacts of tourism: • Multiplier effect • Employment • Wealth creation • Increase in foreign exchange

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Infrastructure improvements Negative economic impacts of tourism: • leakages • increased living costs • part-time and seasonal jobs • increased taxes **Extension activity:** Evaluate the economic impacts of hosting an Olympic Games. How the Olympic games might provide decent work and economic growth. **(S)**
7.3 Impacts of tourism (b) Environmental impacts (i) Positive environmental impacts (ii) Negative environmental impacts **KC1** **KC2** **KC4**	Learners will be able to understand the environmental impacts of tourism development.	Introduce the topic 'Environmental impacts – Positive vs negative'. Learners read case studies of rural and urban tourism to highlight the importance of environmental issues affecting not just the countryside. They should consider, climate, water and land options. **(I)(S)** Venice-Italy, is an interesting case study: www.cbsnews.com/news/venice-too-many-tourists/ In small groups learners read case studies and help them to list appropriate terminology. **(S)** Positive environmental impacts: • Improved assets • Conservation of heritage sites • Regeneration • Redevelopment of derelict sites, landscaping • Pollution control • Traffic management schemes • Education Negative environmental impacts: • Traffic congestion • Erosion • Water and air pollution • Litter • Increased noise • Loss of visual perception

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Destruction of habitats and breeding patterns • Loss of bio-diversity Individually, or in pairs, learners write a Code of Conduct for responsible tourists visiting either a rural or urban destination. Compare codes with each other. **(S)** **Extension activity:** Evaluate the environmental impacts of tourism on destinations such as Venice. **(S)**
7.3 Impacts of tourism (c) Sociocultural impacts (i) Positive sociocultural impacts (ii) Negative sociocultural impacts **KC1** **KC2**	Learners will be able to understand the sociocultural impacts of tourism development.	Introduce the topic 'Sociocultural – Positive vs negative'. Class discussion: Can tourism ever be bad for culture? Suggested case study – Padaung women of Northern Thailand: www.culturalsurvival.org/publications/cultural-survival-quarterly/hostages-tourism and https://tourthaitour.wordpress.com/pages/indigenous-people-in-thailand/ Explain key terminology, learners to note take. Positive sociocultural impacts: • Preservation of crafts, customs • Provision of community facilities and public services • Improvement of the quality of life • Civic pride • Revival of traditional activities Negative sociocultural impacts: • Staged authenticity • Demonstration effect • Crime and conflicts • Social problems – begging, crime • Loss of cultural identity Organise learners into a debate. Groups should debate the positive and negative sociocultural issues arising from the above case study.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Extension activity: Assess the sociocultural impacts of tourism in Thailand.
		Q&A: How do you encourage responsible and ethical tourist behaviour?
		In pair, learners compile a code of conduct for responsible and ethical behaviour and share with the rest of the group and display in the classroom.
		Extension activity: Research websites or holiday brochures to find evidence of support and encouragement for responsible and ethical behaviour. **(I)**
Past and specimen papers		

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