Scheme of Work

Cambridge O Level
Travel & Tourism 7096

For examination from 2017

In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNJB

Would you like to become a Cambridge consultant and help us develop support materials?

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www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

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

Guided learning hours
Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject.

We suggest you spend 125 hours (approx. 95% of the course) on Units 1 to 5, and 5 hours (approximately 5% of the course) on Unit 6.

Resources
The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge, is listed at www.cambridgeinternational.org/
Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective.
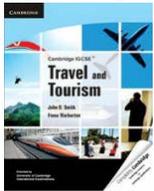
School Support Hub
The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. 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 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 O Level Travel & Tourism 7096 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.

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 with 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.

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 at:

www.cambridgeinternational.org/support

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

Syllabus ref	Learning objectives	Suggested teaching activities
2.1 Demonstrate knowledge of the main global features (a) Location of major continental land masses, oceans and seas (b) Location of the world's major cities in relation ... rt hubs and	Identify continents, major oceans and seas. Identify major global cities.	**(I)** Learners, individually, select one hub airport that features in th... and write a justification as to why this airport is a major transport ... learners to consider their global position, location to other major c... **Extension activity**: Learners, individually or in pairs, list as many countries and their capitals as they can without any additional resource. **(F)** learners practice one of the many exam questions that focus on this area from past papers, for example Jun 16 Paper 1 Q4 or Jun 15 Paper 1 Q1d.
...erent time ... (longitude) and time zones (b) Relationship between global position (latitude) and physical environment (equatorial, tropical – including deserts, temperate, arctic)	Understand how global position and climate.	Explain and show learners the li... Tropic of Cancer, Equator, the A... explanation should include a dis... hours if sunshine and the lines o... A helpful resource for this e.g. http://geography.about.com/od/le...icorn.htm

Past and specimen examination papers

Past/specimen papers and mark schemes are available t...
Jun 14 Paper 1 Q1a, 1b, 1e, 2c, 2d, 2e
Nov 14 Paper 11 Q1a, 1d,1d, 4e

Unit 1: The travel and tourism industry

Syllabus ref	Learning objectives	Suggested teaching activities
1.1 Understand and explain the structure of the international travel and tourism industry (a) Definitions of the industry: • travel (leisure, business, VFR – visiting friends and relatives) • travel services (retail and business travel agencies, tour operators, principals) • tourism services (national and regional tourist boards, tourist information centres) • tourist classifications (day tripper, length of stay, leisure or business and other purposes) Links to syllabus ref 2.1	Understand and define the different elements of the international travel and tourism industry.	Give a teacher-led introduction to the Travel and Tourism industry and its global significance, including the main definitions covered in syllabus ref 1.1 (a). Learners design and conduct a survey for use within the class, or outside class (with friends and family), to research recent travel and tourism trends. Learners present their findings as a presentation or report focusing on: • Reason for travel (leisure, business, VFR – visiting friends and relatives) • Tourist classifications (day tripper, length of stay, leisure or business and other purposes) • Travel services used when arranging the travel (retail and business travel agencies, tour operators, principals) • Tourism services used and when used (national and regional tourist boards, tourist information centres) **Extension activity**: Learners suggest possible reasons and justifications for the trends identified. **(I)**
1.1 Understand and explain the structure of the international travel and tourism industry (b) Awareness of the roles of: • tourist boards • travel agents • tour operators • accommodation providers •transport providers • tourist attractions • catering outlets • entertainment venues • ancillary tourist services Links to syllabus ref 4.1 (a & b)	Explain the roles and interrelationship between different components of the international travel and tourism industry	Using internet and/or textbooks, e.g. *Cambridge O Level Travel and Tourism* (Cambridge University Press) Learners research the meaning of the components of the international travel and tourism industry listed in syllabus ref 1.1 (b). Learners then use one single destination in the local area to provide examples of each component. Research is presented as a tourist guide or a presentation. Give a teacher-led presentation into package holidays, using examples from the internet or brochures.

Syllabus ref	Learning objectives	Suggested teaching activities
		Learners produce a mind map or visual image illustrating the interrelationships between the components. For example, tour operators sell their products to travel agents to who then sell to the customer.
1.2 Investigate the social, cultural, economic and environmental impact of travel and tourism (a) Types of tourism impact (economic, environmental and social issues related to the measurement of tourism impacts)	Understand that there are different impacts of travel and tourism, and know the name/definitions of each type of impact.	Learners discuss as a class the reasons why a country decides to develop its tourism sector. Learners, in groups, discuss and list possible benefits and problems associated travel and tourism. Teacher-led presentation providing an explanation of the three categories of tourism impacts [economic/environmental/social and cultural] and provide learners with summary handout. Refer to tourism in local area/country to contextualise. Learners categorise the findings from the previous group task into the three categories of tourism impacts economic/environmental/social and cultural impacts. **Extension activity**: Learners find one real world/current example for each/a selection of identified impacts.
1.2 Investigate the social, cultural, economic and environmental impact of travel and tourism (b) Economic impacts: • tourism's contribution to the balance of payments and employment • tourism multipliers, i.e. types, calculations, application to problems and links with economic development • impact on local economy • negative impacts of tourism (inflation, leakage, opportunity costs, over-dependence)	Investigate the economic impacts of travel and tourism.	Teacher-led explanation of the positive and negative economic impacts of tourism to learners, including the impacts listed in syllabus ref. 1.2(b). The United Nations Environment Programme's website www.unep.org contains some useful information on: • **Negative economic impacts of tourism** www.unep.org/resourceefficiency Show and discuss with learners the graph of tourist expenditure from the article 'What is the impact of hotels on local economic development?' on tourism concern's website www.tourismconcern.org.uk. Link to multipliers, leakages, all-inclusive holidays. You can find the article here: www.tourismconcern.org.uk/what-is-the-impact-of-hotels-on-local-economic-development/

Syllabus ref	Learning objectives	Suggested teaching activities
		Use the Caribbean case study '*A Tropical tourist area – pros, cons and management*' from Cool Geography to create a list of positive and negative economic impacts of tourism. You can find the case study here: www.coolgeography.co.uk/GCSE/AQA/Tourism/Mass%20Tourism/Tropical%20tourism.htm **Extension activity**: Learners research the positive economic impacts of tourism in their local area or country using local/national statistics covering GDP, employment, visitor spend, infrastructure investment, etc.
1.2 Investigate the social, cultural, economic and environmental impact of travel and tourism (c) Environmental impacts: • importance of the environment • positive effects – investment, conservation, regeneration, visitor management • negative effects – air, vegetation, wildlife, water quality, other pollution issues such as congestion	Investigate the environmental impacts of travel and tourism.	**(I)** Learners research and report on the negative environmental impacts of tourism. **(I)** Learners research and report on the positive environmental impacts of tourism. **Extension activity**: **(I)** Learners produce a news report/article on one negative and one positive environmental impact associated with tourism in their local area/country.
1.2 Investigate the social, cultural, economic and environmental impact of travel and tourism (d) Social and cultural impacts: • the demonstration effect and nature of tourist/host encounter • positive and negative impacts – employment structures, morals, culture, health, traditions, loss of national identity	Investigate the social and cultural impacts of travel and tourism.	Show a series of images that raise positive and negative cultural impacts of tourism and discuss with learners. Good sources for these images include tourism concern www.tourismconcern.org.uk, travel foundation www.thetravelfoundation.org.uk/ UNWTO www2.unwto.org/en Discuss as a class. Prepare a set of cards for a matching game. On one set of cards write definitions relating to the social cultural impacts of travel and tourism; for the other set of cards include the corresponding definitions. Learners match definitions and explanations.

Syllabus ref	Learning objectives	Suggested teaching activities
		You can extend the activity by providing examples to be matched to the impact. **Extension activity**: Class discussion of the impacts and how they can be managed. Learners, in groups, research and identify ways that social cultural impacts are being managed in their home country.
1.2 Investigate the social, cultural, economic and environmental impact of travel and tourism (a) Types of tourism impact (economic, environmental and social issues related to the measurement of tourism impacts) (b) Economic impacts: • tourism's contribution to the balance of payments and employment • tourism multipliers, i.e. types, calculations, application to problems and links with economic development • impact on local economy • negative impacts of tourism (inflation, leakage, opportunity costs, over-dependence) (c) Environmental impacts: • importance of the environment • positive effects – investment, conservation, regeneration, visitor management • negative effects – air, vegetation, wildlife, water quality, other pollution issues such as congestion (d) Social and cultural impacts: • the demonstration effect and nature of tourist/host encounter • positive and negative impacts – employment structures, morals, culture, health, traditions, loss of national identity	Investigate the economic, environmental and social cultural impacts of travel and tourism.	Using one destination that has not already been used, learners, in pairs, produce a presentation/classroom display on the positive and negative impacts of tourism within that destination.

Syllabus ref	Learning objectives	Suggested teaching activities
1.2 Investigate the social, cultural, economic and environmental impact of travel and tourism (a) Types of tourism impact (economic, environmental and social issues related to the measurement of tourism impacts) (b) Economic impacts: • tourism's contribution to the balance of payments and employment • tourism multipliers, i.e. types, calculations, application to problems and links with economic development • impact on local economy • negative impacts of tourism (inflation, leakage, opportunity costs, over-dependence) (c) Environmental impacts: • importance of the environment • positive effects – investment, conservation, regeneration, visitor management • negative effects – air, vegetation, wildlife, water quality, other pollution issues such as congestion Links to syllabus ref 2.3 (c)	Investigate the economic, environmental and social cultural impacts of travel and tourism.	Introduce the class to ethical/responsible tourism. **(F)** Learners produce their own advice leaflet for tourists visiting the destination researched in previous lessons, giving advice to tourists on their behaviour and conduct when at the destination.
1.3 Identify the role of national governments in forming tourism policy and promotion (a) The role of national and regional tourist boards (b) Provision of travel and tourist information centres, in country and out of country	Identify the role of national governments in forming tourism policy and promotion. Explain the role of national and regional tourist boards both in country and out of country.	Teacher-led summary of the role and responsibilities of the different national tourist boards. Examples include: • Jamaica tourist board: 'brief history' www.jtbonline.org/jtb/ and 'Regional office Jamaica' 'www.jtbonline.org/jtb/departments/#Regional Office Jamaica • Uganda tourism board www.audleytravel.com/uganda

Syllabus ref	Learning objectives	Suggested teaching activities
		Learners, in pairs, compare and contrast the tourist board provision in researched examples with provision in their country. **Extension activity**: Learners suggest possible influences on national governments when forming tourism policy and promotion and tourist board provision.
1.4 Investigate the patterns of demand for international travel and tourism (a) Patterns of demand for international tourism; historic trends of international tourism, volume and value (b) Major tourism generators and receiving countries in the world, including current trends	Investigate and explain the patterns of demand for international travel and tourism industry.	Using a blank world map learners, in groups, create a classroom display/presentation of recent trends in world tourism, highlighting increases and decreases, most popular, least popular, etc., using the UNWTO Tourism highlights publication. You can access the resource here: UNWTO www.e-unwto.org/ Tourism highlights www.e-unwto.org/doi/book/10.18111/9789284418145 **Extension activity**: Learners suggest reasons for the recent trends, linking reasons to work events and politics.

Past and specimen examination papers

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

Jun 14 Paper 1 Q1c, 2b, 4b, 4e
Nov 14 Paper 11 Q1c, 3c, 4c, 4d
Nov 14 Paper 12 Q1c, 3c, 4c, 4d
Nov 14 Paper 13 Q1c, 2b, 3b, 3e

Jun 15 Paper 1 Q1c, 2d, 4e
Nov 15 Paper 11 Q1c, 1d, 1e, 2c, 2d, 2e
Nov 15 Paper 12 Q1c, 1e, 2c, 3e,
Nov 15 Paper 13 Q3e, 4b, 4c, 4e
Jun 16 Paper1 Q2d, 4c

Unit 2: Features of worldwide destinations

Syllabus ref	Learning objectives	Suggested teaching activities
2.1 Demonstrate knowledge of the main global features (a) Location of major continental land masses, oceans and seas (b) Location of the world's major cities in relation to their importance as major transport hubs and destinations Links to syllabus ref: 4.1 (a)	Identify continents, major oceans and seas. Identify major global cities. Understand world's major cities in relation to their importance as major transport hubs and destinations.	Using an atlas, learners individually, research the main continents, major oceans and seas and mark them on a blank word map. You can access a world map here: Education Place www.eduplace.com/ss/maps/pdf/world_cont.pdf – classroom resources, outline maps, world continents. Using another enlarged copy (A3) of the blank world map learners, individually, mark on the top 30 busiest cities for air passenger traffic. You can find a list of the busiest cities for air passenger traffic here: Wikipedia https://en.wikipedia.org/wiki/List_of_busiest_city_airport_systems_by_passenger_traffic – a list of the busiest city airport systems by passenger traffic. Explain to learners what is a hub airport using a few examples as reference, e.g. Amsterdam Schiphol, London Heathrow, Dubai. Learners, in pairs, cross reference the list of hub airports with the airports marked on each learners' world map and highlight/mark in a different colour the hub airports. You can find a list of hub airports here: https://en.wikipedia.org/wiki/List_of_hub_airports – list of hub airports Learners, individually, write an explanation of the benefits to passengers of using hub airports. **(I)** Learners, individually, select one hub airport that features in the top 30 airport list and write a justification as to why this airport is a major transport hub, encourage learners to consider their global position, location to other major cities. **Extension activity**: Learners, individually or in pairs, list as many countries and their capitals as they can without any additional resource.

Syllabus ref	Learning objectives	Suggested teaching activities
2.2 Demonstrate awareness of different time zones and climates (a) Relationship between global position (longitude) and time zones (b) Relationship between global position (latitude) and physical environment (equatorial, tropical – including deserts, temperate, arctic)	Understand how global position and climate. Understand the relationship between global position and time zones.	Explain and show learners the lines of longitude and latitude, Tropic of Capricorn, Tropic of Cancer, Equator, the Arctic circle and the Antarctic circle. Your explanation should include a discussion of the suns position and the link between hours if sunshine and the lines of latitude (Tropic of Cancer and Capricorn). A helpful resource for this, e.g. http://geography.about.com/od/learnabouttheearth/a/The-Equator-Hemispheres-Tropic-Of-Cancer-And-Tropic-Of-Capricorn.htm Before the lesson prepare a list of latitude and longitude measurements for major cities across the globe. Ask learners, in pairs, to use an atlas to find out which countries the list of latitude and longitude correspond to. Give the learners a world time zone map and ask them to first identify on the map the international date line and Greenwich mean time. Learners then identify the time zones relative to GMT for each of the cities that were listed in the activity above. **Extension activity**: Learners, individually, find the time zone relative to GMT for the 30 busiest airports identified in the previous lesson. Learners can do this using the time zone map or using a web based converter such as www.timeanddate.com/worldclock/converter.html. This activity can be extended by asking learners to calculate time the difference between the airports and their own country's time zone.
2.2 Demonstrate awareness of different time zones and climates (b) Relationship between global position (latitude) and physical environment (equatorial, tropical – including deserts, temperate, arctic) (c) Influence of climate on tourism (relief, temperature, sunshine, precipitation, humidity, wind, hazards) (d) Correct information on climatic areas identified, using reference sources	Identify and explain climate zone across the world. Understand the relationship between global position and climate.	Using a world climate map learners, individually, colour in the different climate zones. You can find a world climate map here: Education Place www.eduplace.com/ss/maps/pdf/world_clim.pdf Classroom resources, Outline maps, world: climates. Learners, individually, write a description of the main features of each climate zone. The Met Office website www.metoffice.gov.uk/climate-guide/climate/zones provides some useful information on climate zones. The Met Office produce a useful *Weather and Climate Guide* which can be accessed here:

Syllabus ref	Learning objectives	Suggested teaching activities
		www.metoffice.gov.uk/binaries/content/assets/mohippo/pdf/4/d/weather_and_climate_guide.pdf Explain to the learners what is local climate and the influences upon local climate and weather to include: • Altitude • Prevailing wind • Distance from the sea • Ocean currents • Topography • Vegetation The Met Office produce useful information on the influences on local climate which can be accessed here: www.metoffice.gov.uk/climate-guide/climate/local **(F)** Learners write a description of the climate and the influences on the climate in two different tourist areas, one should be in the learners local area and one in a popular international tourist area, e.g. Dubai, Bangkok, London, Maldives, etc.
2.3 Investigate travel and tourism destinations (a) Nature of destinations, e.g. • perishable (they can be altered) • multiple use (people other than tourists use the destinations) • cultural appraisals (destinations are influenced by fashion) facilities	Understand the nature of destinations.	Explain to learners the nature of destinations, to include perishable, multiple use and cultural appraisal. The endorsed textbook, *Cambridge O Level Travel and Tourism (Cambridge University Press))* pages 64–67 may be helpful in preparing this. Leaners to practice exam questions on this topic from past papers. There are many questions that relate to this area for example Nov 14 Paper 13 Q1b and Q3b or Nov 14 Paper 11 Q4e. This is a good opportunity to discuss with learners command words used in questions and their different requirements.
2.3 Investigate travel and tourism destinations Ingredients of a successful destination, e.g. location, attractions, organisation, support (b) Tourist destinations as amalgams (combinations) of specific environmental factors such as attractions (natural and man-made),	Identify the key ingredients of a successful destination. Understand the nature of tourist destinations as amalgams.	Explain to learners the main core provisions found at tourist destinations (attractions, accessibility, available packages, activities and ancillary services) and the implications of viewing tourist's destinations as amalgams. **(F)** Provide learners with a travel guide book or destinations webpage. Ask learners to report on the provisions found at the chosen destination and consider the appeal of these provisions to different tourists types, concluding on the main appeal of the destination. The list of different tourist types and their characteristics found in

Syllabus ref	Learning objectives	Suggested teaching activities
shopping centres, support facilities, hospitality and organisation		*Cambridge O Level Travel and Tourism (Cambridge University Press))* page 74 can be a useful reference for learners when considering this. An example of a destinations website is Visit Jamaica www.visitjamaica.com/ or Visit Maldives www.visitmaldives.com/en.
2.3 Investigate travel and tourism destinations (c) Implications of viewing destinations as amalgams and the idea of sustainability	Understand the term sustainability with travel and tourism. Explain the appeal of destinations to different tourist types. Understand the Global code of Ethics for Tourism.	Explain sustainable tourism to learners. *Cambridge O Level Travel and Tourism (Cambridge University Press))* pages 93–94 may be helpful in preparing this. **(F)** Learners, individually, name one tourist place in their local area and one in another country that the following four categories of tourists might be attracted to: • eco tourists • cultural tourists • mass tourists • sport tourists. Learners, individually, write and explanation of which category of tourists, listed above, has the least harmful impact on the cultures and environments they visit. **Extension activity**: Learners, individually, write a summary of United Nations World Tourism Organisation, Global Code of Ethics for Tourism which is found here http://ethics.unwto.org/en/content/global-code-ethics-tourism
2.4 Identify and describe the features which attract tourists to a particular destination (a) Features of location (climate, location, cultural, religious, etc.) identified and described, using reference sources (b) Reasons why certain tourists (e.g. disabled, young people, families, business visitors) might be attracted to a location (c) Influence of physical features on the opportunities and constraints for the development of tourism, e.g. mountains and hills, coasts and inland waterways	Understand how features of a destination can appeal to different tourist types.	**(F)** Learners produce a destination report/presentation and share with the class, to cover the following elements, the chosen destination should be different to the destination used in the previous lesson on climate. • Geographical position to include oceans and seas • Time zone • Latitude and longitude • Climate conditions (temperature, sunshine, precipitation, humidity, wind) • Physical environment • Capital city • Mountains, hills, costs and inland waterways • Cultural/religious considerations for tourists • Ports (air/sea) and major road networks • Climate hazards (flood, hurricane, snow, etc.) • Hazards when travelling, e.g. terrorism, heath, political stability, etc.

Syllabus ref	Learning objectives	Suggested teaching activities
		Destination report /presentation should include an explanation of the reasons for the appeal of the elements discussed to the different tourist types. • Leisure • Business • And one specialist tourism type (e.g. cultural, sport, etc.)
2.4 Identify and describe the features which attract tourists to a particular destination (c) Influence of physical features on the opportunities and constraints for the development of tourism, e.g. mountains and hills, coasts and inland waterways	Understand and explain the impact physical environment has on tourism and tourism development.	Learners to select one destination either local or international and using the internet/guidebooks and own knowledge write an assessment of how the area and infrastructure has been developed for tourism purposes, considering how the geographical features might have constrained this development. Encourage learners to link the developments to syllabus area 2.3 (a) multiple use. **(F)** learners practice one of the many exam questions that focus on this area from past papers, for example Jun 16 Paper 1 Q4 or Jun 15 Paper 1 Q1d.
Past and specimen examination papers		

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Jun 14 Paper 1 Q1a, 1b, 1e, 2c, 2d, 2e,
Nov 14 Paper 11 Q1a, 1d,1d, 4e
Nov 14 Paper 12 Q1a, 1d, 1e, 2d, 4e
Nov 14 Paper 13 Q1b, 3d, 4c, 4e

Jun 15 Paper 1 Q1c, 1d, 1e, 2e,
Nov 15 Paper 11 Q1b, 3b,
Nov 15 Paper 12 Q1b, 3b,4c
Nov 15 Paper 13 Q2c, 2d,4d
Jun 16 Paper1 Q2c, 2e, 4d, 4e

Unit 3: Customer care and working procedures

Syllabus ref	Learning objectives	Suggested teaching activities
3.1 Deal with customers and colleagues – "the moment of truth" (a) Importance of following customer care policies	Understand the importance of customer service and customer care policies.	Explain to learners the importance of customer service in tourism environments, ask learners to think of when they have received good and bad customer service. Stimulate a class discussion of what specifically made this a good or bad experience and how this is likely to have made them feel about the organisation and if they are likely to use the organisation again. Link the classroom discussion to the moment of truth. *Cambridge O Level Travel and Tourism (Cambridge University Press))* pages 97−99 may be helpful in preparing this. **(F)** With reference to a tourism job role (e.g. receptionist in a hotel, guide at a tourist attraction, air steward, etc.) learners, in pairs, list the direct and indirect interaction (service encounters) of this job role and the purpose of these customer service interactions, e.g. providing information, providing assistance, problem solving, etc. Learners, in pairs, suggest ways that organisations can control the service delivery given by their staff (policies, training, etc.). Explain to learners differences between operational standards and competence standards. **(F)** Learners, individually, suggest the operational and competence standards likely with the tourism job role looked at in the previous task. **Extension activity**: Learners, individually, consider what training staff might require to be able to carry out the direct and indirect interaction (service encounters) that have been listed in the task.
3.1 Deal with customers and colleagues – "the moment of truth" (b) Necessity of good teamwork and training	Understand the importance of team work and training in travel and tourism environments.	Provide learners with a set of scenario cards that include a customer type and tourism based customer interaction. For example *A business tourist checking into a hotel for a 3 night stay whilst attending a conference which is located at the hotel* or *a family with one child in a wheelchair checking in for a long haul flight.* When creating the scenarios try to use a range of tourist types and interactions. For ideas

Syllabus ref	Learning objectives	Suggested teaching activities
(c) Importance of courtesy, tact and diplomacy recognised when dealing with customers and any specific needs	Identify and explain the skills needed when deadline with different tourist types.	it can be useful to think about the guest cycle, but do not focus solely on the hotel to ensure you have a range. Allow learners time to consider what would be the most appropriate way to deal with the guest in this scenario. Encourage learners to think about courtesy, tact diplomacy and recognising and being sensitive to special needs. Learners in, small groups, role play each scenario taking it in turns to take on the role of a customer and the role of a member of staff. Learners, individually, write up what actions they might need to take in order to provide the customer/s in each scenario with a good level of customer service. Encourage learners consider what team work/interactions with other members of staff might be required. **(F)** Learners write up, individually, their findings, it might help to provide the learners with a grid that they need to complete for each scenario so as to prompt the learners towards the required elements. You should consider elements such as: • What action will you need to take? • The urgency of the action to be taken? • What other members of staff need to be informed? • How will they record what they have said to the customer and actioned? **Extension activity**: Learners, individually, continue their list of staff training requirements, considering what training staff might require to carry out the actions that they have been highlighted in this task.
3.1 Deal with customers and colleagues – "the moment of truth" (d) Procedures for handling complaints	Understand and apply the procedures for handling complaints.	Explain to the learners the procedures for handling complaints highlighting the need for and importance of each step. • Listen carefully • Apologies in general terms • Nerve argue with the customer • Agree a solution Discuss the different ways that complaints can be received by tourism originations (face to face, letter, email, telephone social media, etc.).

Syllabus ref	Learning objectives	Suggested teaching activities
		Provide learners with a fake letter of complaint to a travel and tourism organisation and ask learners to daft a reply to the letter.
3.2 Identify the essential personal skills required when working in the travel and tourism industry (a) Awareness of the need for essential personal and interpersonal skills in particular job roles (b) Importance of personal presentation, clear speech, numeracy and literacy skills (c) Awareness of applications of technology: • computerised reservation systems • other information technologies, such as: telephone, telex, video text, facsimile, Internet Links to syllabus ref 3.1 (b)	Understand the difference personal skills and personal qualities. Identify training methods that can be used in travel and tourism.	Discuss with the learners the difference between personal skills and personal qualities. Provide an explanation of each of the skills and qualities, this can be done through a handout or a classroom based discussion of what these skills and qualities mean. You can provide examples through your own delivery for example body language – show the learners negative body language e.g. arms crossed and slouching. Personal skills - verbal communication - foreign languages - report writing - computer literacy and a range of ICT skills - numeracy - listening skills - investigative skills Personal qualities - working under pressure - ability to manage stressful situations - ability to make quick decisions - personal appearance - sense of humour - warm manner - enthusiasm - ability to work in a team - work to deadlines - common sense - to be self-motivated **(F)** Provide a list of the above personal skills and personal qualities, learners need to identify if these skills can be taught and what would be the most appropriate training method. **(F)** Learners write an evaluation of the impact on the tourism organisation of their staff not having the right personal skills and qualities.

Syllabus ref	Learning objectives	Suggested teaching activities
		Extension activity: learners describe how tourism staff may need to adapt their personal qualities and skills when there are cultural differences between the staff and the customers.
3.3 Follow basic procedures when handling customer enquiries, making reservations and payments (a) Customer's requirements correctly interpreted upon receipt of an enquiry (in person, in writing, by telephone/fax/email) (b) Simple reservation file prepared following set procedures, including use of diary for further action Required (c) Simple receipt issued and payments recorded **3.4 Use reference sources to obtain information** (a) Timetables, travel brochures and tariffs used to obtain accurate information (b) Itinerary drawn up to meet customer's requirements (c) Use of computerised information systems and relevant technology to obtain information (Worldspan, Sabre, Galileo, World Wide Web) (d) Exchange rate lists devised and used	Demonstrate the ability to give good customer service in a variety of key travel and tourism scenarios.	Provide the learners with four scenarios, each scenario covering at least one of the following: • handling customer enquiries • making reservations • Payments • Exchanging currency. **(F)** Learners can either role play the scenario or write out the actions that the staff will need to take and resources they will need when dealing with this scenario. If the learners are role playing the scenario provide them with the equipment that they will need, e.g. brochures, blank booking forms, blank receipts, calculator, exchange rate lists, fake money (if possible), internet (if possible), etc. Blank booking forms and receipts can be found on the internet. Learners peer assess each other if role playing https://en.wikipedia.org/wiki/Peer_assessment
3.5 Explore the presentation and promotion of tourist facilities	Understand the range of different promotional	Before the lesson collect a variety of printed promotional material, and electronic promotional materials from a variety of tourism organisations. Examples include:

Syllabus ref	Learning objectives	Suggested teaching activities
(a) Range of promotional methods and their use identified (e.g. visual displays for shop window, advertisements, leaflets, brochures, internet)	methods used by travel organisations. Explain the relevance and suitability of different promotional methods to different tourism organisations and to tourists.	photographs/images of shop windows and visual displays, website links, brochures, posters, leaflets, flyers, souvenirs, clips of TV advertisements, images of exhibitions newspapers/magazine advertisements, billboards, etc. Show the learners the variety of different promotional materials and compare and contrast with electronic sources. Encourage a class discussion of the advantages and disadvantages of the different methods. **(F)** Learners, individually, write an explanation of the benefit of each of the promotional methods shown and discussed to both of the following: • Tourists • Tourism organisations

Past and specimen examination papers

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

Jun 14 Paper 1 Q1d, 3c
Nov 14 Paper 13 Q1d, 2c, 4d
Jun 15 Paper 1 Q3c, 3d, 3e. 4b, 4c

Nov 15 Paper 11 Q2d, 2e, 4c
Nov 15 Paper 12 Q 2e, 3c, 4d
Nov 15 Paper 13 Q1b, 1c,
Jun 16 Paper1 Q21e, 3d, 3e

Unit 4: Travel and tourism products and services

Syllabus ref	Learning objectives	Suggested teaching activities
4.1 Identify and describe tourism products (a) Inter‑relationship between travel and transport, catering and accommodation, attractions, leisure and recreation and business facilities (b) Components included in different tourism products (e.g. package, independent, all-inclusive holidays) (c) Ancillary services – guiding, currency, marketing services Links to syllabus ref 5.5 (b)	Identify the key components in travel and tourism. Understand the nature of key products and the interrelationship between components.	To recap syllabus area 1.1 (b) previously learnt; provide learners with a range of travel and tourism organisation that they would be aware of from a local and international perspective. Ask learners, individually, to categories the organisations into the following component groups: • tourist boards • travel agents • tour operators • accommodation • transport • tourist attractions • catering • entertainment venues • ancillary tourist services • Leisure facilities • Recreation facilities • A range of Business facilities (MICE) Further details on MICE (meetings, incentives, conferencing, exhibitions) can be found here: https://en.wikipedia.org/wiki/Meetings,_incentives,_conferencing,_exhibitions Explain to learners the following key products in travel and tourism • Package product • Independent product • All-inclusive product **(F)** Learners, in small groups, produce a flow diagram of interrelationship between the components when producing a: • Package product • Independent product • All-inclusive product

Syllabus ref	Learning objectives	Suggested teaching activities
4.1 Identify and describe tourism products (c) Ancillary services – guiding, currency, marketing services	Understand the ancillary services in travel and tourism.	Explain what is meant by ancillary services in travel and tourism to learners and then explain, with examples, the following ancillary services: • Travel insurance • Foreign currency • Excursion and sightseeing tours • Car hire • Airport transfers • Passport and visa information • Coach and aril tickets • Hotel bookings • Tickets to theme parks, theatres and other names attractions • Guidebooks and guiding services Ask learners, individually, to classify who purchases/arranges the ancillary services in the following tourist products the tourist or the tour operator: • Leisure package product • Independent product • All-inclusive product • Business package product • Guided tour **Extension activity**: Learners, individually, list where tourists are likely to purchase each of the ancillary services listed above.
4.2 Explore the roles of tour operators and travel agents in the chain of distribution (a) International tour operators (wholesalers): • tour operator's product (transport plus accommodation) • types of tour operator (e.g. incoming tour operators) • nature of tour operations (how to put together a tour)	Understand the role of tour operators and the different types of tour operators. Identify the key products and service provided by tour operators.	Explain to learners the role of tour operators and the different tour types of operators • Mass market tour operators • Inbound tour operators • Outbound tour operators • Domestic tour operators • Specialist tour operator • Independent tour operators

Syllabus ref	Learning objectives	Suggested teaching activities
• operating characteristics of tour operators (economics, scale of operations, seasonality, integration, importance of price, consumer protection) (b) Retail travel agents: • role of travel agents • different services offered • understanding of travel agency appointments (e.g. ticket licensing) and conditions • operating characteristics		Focusing on travel agents explain the chain of distribution when putting together travel and tourism packages. Explain to learners horizontal and vertical integration amongst tour operators. **(F)** Provide learners with a range of travel brochures from a variety of different tour operators. Ask learners, in pairs, to identify and list the different products and services evident on the brochures and identify the nature/market of the products and services they provide, e.g. high quality, budget, mass market, etc. Encourage learners to also identify and list the ancillary products and services and consumer protection evident in the brochures.
4.2 Explore the roles of tour operators and travel agents in the chain of distribution (b) Retail travel agents: • role of travel agents • different services offered • understanding of travel agency appointments (e.g. ticket licensing) and conditions • operating characteristics	Understand the role of travel agents. Identify the key products and service provided by tour operators.	Take learners to a local travel agent, or alternatively ask a local travel agent to visit the school as a guest to speak about their products and services, operating characteristics and consumer protections that they offer. If you are unable to arrange a guest speaker, ask learners to go to the travel agent and make a note of the products and services that they offer. This can be extended or adapted by looking at an online travel agent too, so as to cover the elements that will not be easily accessible by visiting a travel agents shop. **(F)** Learners, individually, write up their findings to cover the main areas of: • role of the travel agent • products and services offered • operating characteristics • consumer protection offered to tourists
4.3 Describe support facilities for travel and tourism (a) Concept of infrastructure – features of the built environment (utilities, roads, telecommunications, airports, ports), details of how they are funded, link with level of economic development	Identify the main passenger gateways in learners own country. Understand how tourist destinations and attractions are developed for tourism purposes.	Provide leaners with a blank map of their country and another country ask learners to identify and mark on the map the main passenger travel gateways in both countries (where possible ensure that one example is a LEDC and one a MEDC). Generate a class discussion comparing and contrasting the two countries and the amount and range of gateways. In small groups ask learners consider one tourism destination and one tourist attraction that they are familiar with and identify the ways that it has been developed for tourism purposes. Clarify with learners who is responsibility for development, for

Syllabus ref	Learning objectives	Suggested teaching activities
		example attractions do not develop the local access road, this is a responsibility of the local or national government. Learners should then go on to identify who is likely to have funded each development they identify.
4.3 Describe support facilities for travel and tourism (b) Type and range of accommodation available (serviced/self-catering, hotels, guest houses, hostels, camping, luxury, budget, etc.): • economies of operation and scale of investment • measures of efficient operation, e.g. occupancy rates • classification and grading • facilities provided for business/leisure tourists	Understand the range of accommodation available to tourists. Understand occupancy rates. Understand accommodation classification and grading.	Provide learners with and overview of the different types of accommodation, covering the list in syllabus ref 4.3 (b) and any other relevant examples/trends in the industry, e.g. Airbnb www.airbnb.co.uk and homestays. Stimulate a class discussion on how accommodation providers can measure their success and operations. Learners are likely to suggest ideas such as bookings, revenue/profits, reviews. Explain to the learners that occupancy rates are a standard and way of measuring accommodation providers success. Ask learners, individually, to research (using internet, destination brochures, etc.) the different types of accommodation in a destination that they are familiar with or interested. Learners should name the accommodation, its type if it part of a chain and who owns them. To get the most out of this task guide the learners in their choice of destinations and ensure that there is spread of areas so learners can share their findings with the class extending the learning. Explain to learners the accommodation classifications and gradings. **(F)** Ask the learners, individually, to select 4 different accommodation providers from the previously researched list that are all different types (e.g. self-catering, hostel, camping, and luxury hotel). Learners need to write about the facilities provided in each of the selected accommodation providers and the grading or classification of the accommodation with an explanation of what this means in terms of facilities and services provided. **(F)** Provide learners with four different tourist types, to include business tourists, and ask learners, individually, to choose and justify which of their chosen accommodation types are most suited to each of the tourists types.
4.3 Describe support facilities for travel and tourism (c) Local public transport provision and relationship with improved accessibility – express links to airport (coach, rail, shuttle	Understand the range and funding of public transport.	Explain to learners what is meant by public transport, the different types, who funds it and who uses it (tourists and locals) and possible conflicts in usage. Do not focus solely on the learners local area for this explanation as the provision of public transport can vary greatly in different countries and destinations.

Syllabus ref	Learning objectives	Suggested teaching activities
services), integrated rapid transit system or other forms of transportation	Describe public transport provision in a variety of destinations.	**(F)** Learners, individually, write a comparison and contrast of public transport in their local area and one internationally famous destination in another country, e.g. London, Dubai, Sydney, Bangkok, etc.
4.4 Explore the features of worldwide transport in relation to major international routes (a) Air Transport: • main intercontinental routes and airports identified • types of air transport operation (charter and scheduled, domestic and international) • operating economics of air transport, full fare versus budget ('no frills')	Understand the range of air transport products and services. Describe the advantages and disadvantages of air travel.	Explain to the learners the difference between charter, schedule, domestic and international services. Recap previously learning on hub airports and busiest airports from the lesson/s on syllabus ref 2.1 (a) and (b). Provide further explanation on the difference between full fare and budget air/low cost carriers transport. Stimulate a class discussion of the pros and cons of air travel and of each of the air services previously mentioned. Encourage learners to contrast air services with other methods of transport (road, rail, sea). **(F)** Ask learners, individually, to assess the different types of air transport, considering the benefit to the tourists or to extend this activity ask the provide the learners with a variety of different tourists types (e.g. business, families, etc.) and ask them to assess the benefit of the air transport type to each of the different tourists types provided, this will encourage learners to consider the needs of different tourist types, e.g. business tourist will need a prompt and reliable service, opportunity to work (desk/WI-FI), opportunity to rest so they are refreshed for meetings, etc. Using the internet ask learners, in small groups, to research the different fare classes on a chosen airline. Learners, in groups, produce a handout/poster/leaflet that details the different products and services that you can expect in the different classes. Guide the learners in their choice of airline to ensure that a variety of operators are chosen so as to maximise the learning from this activity. Group present their findings back to the class, so that learners acquire a broader knowledge and understanding of airlines. **(F)** Ask learners to research and write an explanation of the main characteristic of budget airlines/low cost carriers and how they are able to operate with lower prices. The following sources are useful for learners in doing this task. Wikipedia https://en.wikipedia.org/wiki/Low-cost_carrier) Low cost carrier and *Cambridge O Level Travel and Tourism (Cambridge University Press))* pages 166–167.

Syllabus ref	Learning objectives	Suggested teaching activities
4.4 Explore the features of worldwide transport in relation to major international routes (a) Air transport: • government regulation/deregulation of air transport • the advantages and disadvantages of regulation • air transport and tourism development – the role of governments and international bodies (e.g. IATA)	Understand and explain airport regulation.	Explain to learners who is the national airline regulator is in their country, the aims and roles of the organisation and any role that the government play in supporting and regulating the national airline industry. Compare and contrast this with the aims and roles of the international airline regulatory body IATA. More information on regulation and deregulation of air transport and IATA can be found in *Cambridge O Level Travel and Tourism (Cambridge University Press))* pages 167–169. **(F)** Provide learners with practice exam question on this area, e.g. Nov 2016 Paper 12 question 3a
4.4 Explore the features of worldwide transport in relation to major international routes (b) Sea transport: • main ports and international passenger ferry routes identified • operating economies of sea transport • major types of sea transport for tourism – passenger ferries (and major crossing areas), cruise ships (and major cruise circuits)	Understand the scale of sea transport. Understand the range of sea transport products and services.	Discuss with learners the main types of passenger sea transport (ferry and cruise) and their role as methods of transport and within the tourism industry. Continue to discuss the operating economies of sea passenger transport. *Cambridge O Level Travel and Tourism (Cambridge University Press))* pages 171–173 can be a useful when preparing this. Provide learners with a list of the busiest passenger ports in Europe, a blank map of Europe and an atlas. Ask learners to mark the ports on their map. You can access a world map here: Education Place www.eduplace.com/ss/maps/pdf/eur_country.pdf Classroom resources, Outline maps, Europe. You can access information on the world's busiest passenger ports in Europe here: Wikipedia https://en.wikipedia.org/wiki/List_of_busiest_ports_in_Europe World's busiest ports in Europe - Busiest passenger ports. Provide learners with a world map and a list of the worlds' busiest cruise ports. Again ask the learners to mark the ports on the world map, top 20 will be sufficient. You can access a world map here: Education Place www.eduplace.com/ss/maps/pdf/world_cont.pdf Classroom resources, Outline maps, World Continents.

Syllabus ref	Learning objectives	Suggested teaching activities
		You can access the information on the busiest cruise ports here: https://en.wikipedia.org/wiki/List_of_busiest_cruise_ports_by_passengers Wikipedia, busiest cruise ports **(F)** Ask learner, in pairs, to research using the internet or cruise brochures one cruise line. Learners provide a presentation to the class on the cruise line detailing the following: • Cruise circuits • Number of ships and amount of passengers they hold • Facilities on-board one ship • Products and services they offer.
4.4 Explore the features of worldwide transport in relation to major international routes (c) Rail and road transport: • major international tourist networks • nature and operating economies of rail and road transport • importance of motor transport in tourism	Understand the range of rail transport products and services.	Explain with learners the different types of road and rail transport available (car, coach, public bus, railway, etc.) and the different types of products (e.g. fly-drive, car hire, high speed rail, scheduled rail and luxury railway and rail holidays, etc. **(F)** Provide the learners with 3 different tourist types (for example business, budget, and families) and ask the learners, individually, to write about the appeal of each of the transport methods discussed for each of the tourist types given.

Past and specimen examination papers

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

Jun 14 Paper 1 Q3d, 3e4c, 4d1c,
Nov 14 Paper 11 Q1e, 2b, 2c, 2d, 2e, 3d
Nov 14 Paper 12 Q2b, 2c, 2e, 3d
Nov 14 Paper 13 Q2d4b, 4c

Jun 15 Paper 1 Q3a, 3b, 3d,4d
Nov 15 Paper 11 Q4b, 4d
Nov 15 Paper 12 Q4b, 4e
Nov 15 Paper 13 Q2e, 3b, 3c, 3d,
Jun 16 Paper1 Q1b, 1c, 1d, 3b, 3c

Unit 5: Marketing and promotion

This unit of study is intended to introduce learners to the world of marketing and promotion within the specific context of the travel and tourism industry. Learners will study aspects of market research, SWOT analysis and PEST analysis as well as market segmentation. A large focus of this unit is the 4Ps of the marketing mix and how these influence the marketing and promotion within the travel and tourism industry. The unit provides the learning content in preparation for the externally set Paper 2, Alternative to Coursework. The examination will assess learners' knowledge and understanding of a broad range of marketing concepts, using a scenario-based approach.

Syllabus ref	Learning objectives	Suggested teaching activities
5.1 Role and function of marketing and promotion (a) Identify and explain why marketing and promotion are important to travel and tourism providers: • increased sales/usage/ profitability/market share/customer base • competitive advantage • positive organisational and product image • customer satisfaction/brand loyalty/repeat business (b) Describe the main marketing and promotion techniques used in travel and tourism: Market research • the use of primary market research techniques (such as self-completion questionnaires, telephone surveys, face-to-face interviews, Internet surveys, postal surveys, focus groups) • secondary market research techniques (such as internal information, e.g. sales records and sources of external information, e.g. government reports) • identifying customers' needs and wants using qualitative and quantitative research data	To understand the reasons why travel and tourism providers carry out marketing and promotion and to understand the techniques and tools used in marketing and promotion in the industry	Before starting to deliver this unit, it would be a good idea to collect a broad range of case study materials, from a variety of different providers. There are many different sources of such materials available via the Internet or from collecting marketing materials directly from travel and tourism providers in the local area. www.eturbonews.com/ and www.travelweekly.com/ are both good starting points and have free online newsletter subscriptions so that you can get regular updates. (a) Teacher-led discussion about the reasons why marketing and promotion are important to a variety of different travel and tourism organisations. It is interesting to draw comparisons between older, more established Travel & Tourism organisations and newly emerging ones as well as organisations operating in different sectors. It is important that learners are able to explain these different reasons in their own words, so that they can apply them to any given case study – a tour operator, an airline, a cruise ship, a hotel, a theme park, a conservation project. (b) Learners can collect examples of market research online and from local providers. Websites such as www.surveymonkey.com are also useful in showing the different style of questions used in primary research and could encourage learners to consider the advantages and disadvantages of different survey methods, data types, etc. It should also be possible to collect samples of exit surveys or customer comment cards used by tourist attractions, hotels, restaurants, etc. Teacher-led discussion based on these resources to determine what makes an effective survey and to compare the collection of quantitative and qualitative data.

Syllabus ref	Learning objectives	Suggested teaching activities
Market analysis tools • full situation analysis incorporating SWOT (strengths, weaknesses, opportunities and threats) and PEST (political, economic, social and technological influences) analyses • the development of an effective marketing mix (product, price, place and promotion)		There are also plenty of sources of secondary market research data widely available for the travel and tourism industry. Most national tourist boards collect, collate and present visitor statistics. For example, the following all have good statistical information: www.mota.gov.jo/Contents/Statistics.aspx -the website Ministry of Tourism & Antiquities www.statsfiji.gov.fj/latest-releases/tourism-and-migration/visitor-arrivals - the statistical website for Fiji https://www.statcan.gc.ca/ - the website for statistics for Canada Other global statistics may be available but be careful because there is sometimes a subscription charge to access these, e.g. Euromonitor, UNWTO World Tourism Barometer. **(F)** Produce a handout with a range of charts, tables and graphs taken from secondary sources relating to visitor arrivals, visitor spending, etc., for one or more destinations. Learners analyse the data to draw conclusions about tourism patterns in the chosen destination/s. Learners must be familiar with the broad range of market analysis tools used in the industry. There are many examples of SWOT and PEST analyses for destinations online which could be used to teach and to test understanding of these tools. Learners should be able to differentiate between internal influences and external influences on the marketing environment, as well as positive and negative impacts. The concept of the marketing mix must also be introduced here; learners use examples across a variety of different providers to apply a full situation analysis and to recommend an effective marketing mix based on the results of their analysis.
5.2 Market segmentation and targeting (a) Identify the different market segments targeted by travel and tourism providers:	To understand how and why travel and tourism products and services can be targeted to	Teacher-led discussion of how different people travel for different reasons can be a useful starting point for introducing the concept of market segmentation. Ask the learners to match different types of destination, attractions, accommodation and transport to different customer types.

Syllabus ref	Learning objectives	Suggested teaching activities
• geographic • demographic • lifestyle/psychographic (b) Explain how specific travel and tourism products are developed to cater for the needs and expectations of different market segments: • products (package holidays, transport including transfers, accommodation and catering, tourist attractions, tourist information services, excursions and additional activities) • the relationship with market segments: type of customer (families, singles, groups, business, leisure, independent travellers); different ages/gender; specific needs; special interest; quality/ economy/value for money, etc.	different customer types using market segmentation	(I) Learners can then carry out independent research for a range of different providers and try to classify target market customers according to the main market segments. (F) Case study approach – use itineraries from package holidays to assess how well learners understand that Travel & Tourism providers develop different products to meet different needs. Extension activity: Learners produce their own custom-made package/itinerary to target a specific market segment, justifying the products and service they have chosen to include within the context of the target market.
5.3 'Product' as part of the marketing mix (a) Identify and explain the differences between travel and tourism products and services: • products (tangible, homogeneous, separable, storable) identified and explained • services (intangible, heterogeneous, inseparable, incapable of being stored, perishable) identified and explained (b) Investigate the development and modification of travel and tourism products and services through: • the use of the product life cycle (research and development, introduction, growth, maturity, saturation and decline) • the creation of brand image through product features, packaging, price, promotion, target market segments and brand loyalty • the development of a product/service mix to appeal to different market segments and the	To understand the different characteristics of travel and tourism products and services, and a range of tools used to enhance the product's image as part of the marketing mix	Teacher-led discussion of the 'total tourism experience' and the reasons why it is difficult to apply the characteristics of products and services within travel and tourism. (I) Learners investigate ways in which Travel & Tourism organisations deal with such issues as perishability and intangibility, using marketing and promotion. (F) Teacher-led introduction of the product life cycle model and use a case study approach to assess understanding of the concept within applied contexts. Teacher-led introduction to branding – use a range of tourism brand images such as those found on the internet under a generic search (e.g. travel brands – images) to create awareness of how a brand image can be created. A selection of destination brands that could be used: https://skift.com/2013/05/02/boston-marathon-bombing-36-tourism-boards-urge-travel-to-boston/) (I) Learners work in small groups to find examples of Travel & Tourism brand associations with product features, packaging and price, e.g. easyJet's no frills features, brand image created based on price.

Syllabus ref	Learning objectives	Suggested teaching activities
ways in which tourism organisations develop a product portfolio		**Extension activity**: Learners investigate the product/service mixes of well - known travel businesses and create a mind map (cross reference to earlier references in the Core Paper for examples of mind maps) of product portfolios, e.g. TUI www.tuigroup.com/en-en
5.4 'Price' as part of the marketing mix (a) Investigate a range of common pricing policies used in the travel and tourism industry: • market penetration • market skimming • discount pricing • variable pricing • loss leader pricing • promotional pricing/special offers • the going rate/competitive pricing (price makers/price takers) • prestige pricing • price bundling (b) Identify and explain the factors that determine pricing policies: • fixed and variable costs • profitability • subsidies • competitors • customers' expectations/likely number of customers • seasonality • economic factors (exchange rates, taxes and other levies)	To understand how different pricing policies work as well as the range of factors that affect the price charged as part of the marketing mix.	Teacher-led discussion of difference between cost and price. **(I)** Learners match pricing policies to applied context descriptions of each policy Teacher-led discussion of factors affecting the price of goods. **(F)** Learners select the most suitable pricing policy for given scenarios, justifying and evaluating the choices made, based on external factors of price.
5.5 'Place' as part of the marketing mix (a) Investigate the factors that influence the selection of a location for travel and tourism facilities: • costs	To understand the range of factors that affect location of travel and tourism facilities as well as the different distribution channels that	Teacher-led discussion about what attracts visitors to destinations or attractions. **(I)** Learners produce posters to highlight the factors of location that attract visitors and Travel & Tourism organisations to selected destinations.

Syllabus ref	Learning objectives	Suggested teaching activities

• availability of suitable premises/land
• character and features of area
• local and transient population
• adjacent facilities
• access/transport links
• availability of staff
 	
(b) Identify and explain the range of distribution channels for travel and tourism products and services:
• direct selling
• wholesalers
• retailers
• Internet
• Global Distribution System (GDS)
	are used in travel and tourism, under place as part of the marketing mix	Teacher-led discussions of traditional channels of distribution – use a diagram such as the one found here: http://www.slidegeeks.com/channel-distribution-strategy-example
		
		(I) Working in groups, learners should consider:
		  • factors affecting the choice of channel of distribution
		  • changing trends in relation to channels of distribution used
		  • implications for channels of distribution of the Internet
		
		(F) Using a case study approach, learners select the most suitable channel of distribution for a given list of products and services, justifying choices made.

5.6 'Promotion' as part of the marketing mix (a) Explore the main methods of promotion used in the travel and tourism industry: • advertising • publicity/print material (brochures, leaflets, flyers) • point of sale displays • public relations (sponsorship, press release) • direct marketing • sales promotions (special offers, use of merchandising, mascots) • personal selling • videos/DVDs • Internet (websites, pop-ups, e-brochures) • electronic media including the use of mobile technology and social networks (e.g. Facebook, Twitter, LinkedIn) • trade promotions (trade fairs, familiarisation trips, incentives)	To understand the main methods of promotion used in travel and tourism as well as the factors that affect promotion as part of the marketing mix	It is useful to collect and collate a bank of examples of different promotional materials from the Travel & Tourism industry to use with learners. Teacher-led discussion to consider the advantages and disadvantages of the different methods of promotion. (I) Learners match methods of promotion with given description. (F) Choose the most suitable methods of promotion and give reasons for choice. Teacher-led discussion to consider the factors affecting choice of promotional material, including exemplification of the AIDA principle. **Extension activity**: Learners produce different types of promotional material for the same travel and tourism product or service. (E.g. a poster, a pop up page for the internet, etc.) Work in pairs to apply the AIDA model to determine which material is the most effective, justifying their decisions.

Syllabus ref	Learning objectives	Suggested teaching activities
(b) Identify and explore the factors that are considered when producing effective promotional materials: • costs • stages of the promotional campaign • target market segments • timing • brand image • AIDA (attention, interest, desire, action) in designing effective promotional materials		

Past and specimen examination papers
Jun 2014 Paper 2 Q1a/b – marketing and promotion techniques; Q2d – marketing mix; Q3b – advantages of promotional methods; Q4b – pricing policies Nov 2015 Paper 22 Q2b – product/service mix; Q3d – factors of location Jun 2016 Paper 2 Q2d – AIDA principle; Q3c – product development; Q4c – distribution channels Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support

Unit 6: The marketing and promotion of visitor services

This unit of study is intended to supplement learners' understanding of marketing and promotion from the Marketing and promotion section of this scheme of work. within the specific applied context of the provision of visitor services. This unit should be considered as preparatory work for the coursework investigation and the activities within this scheme of work are largely practical in nature. This is to encourage learners to develop the group work and independent skills that will be required when undertaking the coursework investigation. Those centres intending to enter candidates for Paper 2, Alternative to coursework should introduce learners to the learning objectives of Unit 6 but may wish to adopt a less practical approach than those centres opting for Paper 3, the coursework assessment.

Syllabus ref	Learning objectives	Suggested teaching activities
6.1 The operation, role and function of tourism authorities responsible for tourism policy and promotion at a national, regional and local level, including tourist information centres and visitor information services (a) Investigate the operation of tourism authorities and visitor information services: • size (scale of operation) • organisational structure (including relationship with other providers) • sources of funding • channels of communication • responsibility/accountability	Understand the operating characteristics of national, regional and local tourism authorities and other agencies involved in the provision of visitor service information	Before starting teaching, find out where your nearest tourist information office is and make contact. Ask for help in accessing and gathering information. May visit to gather information and/or interview staff or someone on the staff might come to school to deliver a talk about the work of their own and other affiliated tourism authorities in the country. In groups learners carry out research on the internet and/or using resources gathered from the tourist information office/from the guest speaker. There should be at least three groups researching; the national tourism authority; the regional tourism authority; the local TIC or Visitor Information Service provider. Each group finds out: • The scale of operation – i.e. the number of offices/branches/centres as well as how many people are employed directly by the organisation • An organisational chart showing levels of accountability and responsibility for the organisation as well as the different departments, job titles and personnel involved in working there. • Links with other organisations; for Ministry-led tourism authorities, the links with Non-Governmental Organisations (NGOs) such as the World Food Travel Association (WFTA) which is a non-profit and non-governmental organisation and the world's leading authority on food tourism, and with Destination Management Companies (DMCs) such as Asia World Indonesia, which is a leading inbound tour operator and destination management company specialising in travel to Indonesia. • Whether the organisation is profit -making or publicly funded, together with details of any membership fees or charges for using their services • **(I)** How the organisation communicates with existing customers, potential customers and other businesses in the travel and tourism industry. Examples

Syllabus ref	Learning objectives	Suggested teaching activities
		may include face to face communication, telephone calls, via emails, using social media for marketing messages, print media including sales literature, brochures, etc. This provides learners with an opportunity to carry out independent research, to collect evidence of a range of different communication methods used by tourism authorities through the different channels. (**F)** Where learners have access to appropriate presentation software such as PowerPoint, each group 'present' one aspect of their findings to their peers. Where technology does not exist, learners present to their peers using photocopied handouts of organisational charts, etc. Assessment of how well each group member is able to explain the operating characteristics of their focus organisations and whether they are able to use key vocational terminology in describing the scale and structure of these operations. Learners can share copies of their presentation slides, to ensure each member of the class has evidence of the operating characteristics of tourism authorities at a national, regional and local level. **Extension activity**: Learners carry out individual research across more than one tourism authority or may choose to compare the operating characteristics of tourism authorities in countries other than their own.

6.1 The operation, role and function of tourism authorities responsible for tourism policy and promotion at a national, regional and local level, including tourist information centres and visitor information services
 	
(b) Explore the role and function of tourist boards and tourist information centres:
• marketing and promotion
• research
• information services
• advice and consultation
	Understand the roles and functions of national, regional and local tourism authorities and other agencies in the provision of visitor service information, especially the role of tourist boards and tourist information centres	Here learners focus specifically on the roles and functions of the various tourist authorities they have previously investigated, building upon the knowledge and understanding they have already gained both from their earlier research in this unit and their understanding of marketing. Visits to providers are always advantageous, if these can be arranged.
		
		Learners can work in groups or independently (**I**) to carry out further research into these organisations, using the Internet where possible, and information sources previously gathered focusing on the following aspects:
		
		• Marketing and promotion – national and regional tourist boards carry out trade and public promotional activities of the whole country or regional areas including:
		    • familiarisation trips
		    • trade fairs and exhibitions

Syllabus ref	Learning objectives	Suggested teaching activities
• quality standards (for staff working within the industry, licensing arrangements for tourism operators, classification of accommodation)		- Internet: website, social media - brochures - leaflets - themed marketing (e.g. films, events) - CD-ROMs - Overseas, - Tourist information centres and local tourist authorities tend to use more localised examples of marketing and promotion, including: - advertising - publicity material - internet sites - public and media relations - participation at trade fairs - leaflet and brochure racking and distribution - displays - selling guidebooks and souvenirs, - Research – these organisations are often involved in carrying out market research, primary and secondary research, to gather specific information about customers, their wants and needs and to gather data about usage, sales. Primary research will include: questionnaires, surveys, focus groups, interviews and questionnaires. Secondary research will include: sales records, visitor arrival statistics, number of employees, etc. - Information services: providing key details to ensure visitors are aware, e.g. prices, timetables, opening hours, range of facilities, etc. - Advice and consultation – suggesting alternatives, making recommendations. - Quality standards - accommodation grading and classification systems. attraction grading systems, visitor surveys, training schemes for tourism staff, licensing arrangements for tour operators.

Syllabus ref	Learning objectives	Suggested teaching activities
		(F) Learners submit their research evidence as a case study or produce posters, identifying each key role or function for the chosen organisation. A wall display ensures other learners can access information across the range of organisations.
6.2 The provision of tourist products and services (a) Explore the range of products available: • guide books and maps • leaflets, • events calendars •souvenirs b) Explore the range of services: • information services (e.g. websites, leaflets, touch screen displays, mobile technology) • reservations systems (e.g. Book-a-Bed-Ahead, concert/theatre tickets) • destination management systems including park-and-ride schemes • guiding services	Understand the breadth of visitor information used to market the destination/organisation and its products and services	Teachers should try and collate a range of different resources to support learning here, so that learners have access to as many different examples of products as possible. Photographs or videos of service provision will help with the intangibility issue. Teacher-led discussions: Products: discuss reasons why these are offered • guide books and maps – city guides, trail guides, attraction guides, where to stay, where to eat, activity guides, disabled access guides; maps showing main CBD, with hotels, attractions, public transport networks, geological maps, national parks and other protected/conservation areas; free issue materials, paid for materials • leaflets - from attractions, restaurants, transport providers, attractions – sales literature and marketing materials • events calendars - business events including exhibitions, trade fairs, expos; leisure activities including festivals, sporting tournaments, and other • souvenirs – destination or organisational marketing merchandise – postcards, t-shirts, pens. Services: discuss why technology plays an important role in the delivery of these • information services (e.g. websites, leaflets, touch screen displays, mobile technology) self-servicing options for information seeking visitors • reservations systems (e.g. Book-a-Bed-Ahead, concert/theatre tickets) • destination management systems including park-and-ride schemes – timed admissions, guided tours, etc. • guiding services – different language options, audio, print materials There are opportunities to link this with learning under Unit 5.3 (a) - characteristics of products and services. **(F)** Learners can be assessed informally through a short quiz – which are products, which are services or using true or false cards.

Syllabus ref	Learning objectives	Suggested teaching activities
		Extension activity: Where possible, learners visit a travel or tourism provider to see the information services they provide for visitors; they could take photographs of signage or information boards.
6.3 Basic principles of marketing and promotion (a) Identify and explain why marketing and promotion are important to travel and tourism providers: • increased sales/usage/profitability/market share/customer base • competitive advantage • positive organisational and product image • customer satisfaction/brand loyalty/repeat business (b) Identify the main marketing and promotional techniques used in travel and tourism: • primary market research techniques (self-completion questionnaires, telephone surveys, interviews) • secondary market research (appropriate use of visitor surveys, local, regional and national research)	To understand the reasons why travel and tourism providers carry out marketing and promotion and to understand specific marketing and promotion techniques used by travel and tourism providers	There is overlap here with sections of learning from Unit 5, so it makes sense to cross reference to prior learning here. It would be appropriate to recap the learning content of 5.1 (a) to ensure learners have retained an understanding of these concepts. Learners need to be able to explain each reason in context and in their own words, for example, a hotel will wish to attract existing and new customers, so that they can maximise their income, in order to generate profit, whereas a national park might aim to increase usage of its facilities, in improving its image and to satisfy customers' needs. Similarly, teachers should recap the learning from Unit 5.1 (b) Market Research, to ensure learners have retained a good level of understanding of market research techniques. **Extension activity**: Learners produce a grid about different information providers across the different sectors. The grid would identify main reasons for carrying out marketing and most appropriate market research techniques for each organisation.
6.4 The marketing mix (a) Describe and explain the composition of the marketing mix – the Four Ps: • product • price • place • promotion	Understand how travel and tourism providers develop an effective marketing mix	This will also allow a recap of the main learning from Unit 5, but teachers must develop the applied context here for visitor information service providers. Learners will already have covered the product element in 6.2 (a) and (b). It would be appropriate to focus on the other three Ps (Price, Place, Promotion) here. **Price:** teachers should lead a recap of the following pricing policies, first encountered in Unit 5. 4 (a), with an emphasis on how these policies are appropriate in the context of visitor services: market penetration • market skimming • discount pricing • variable

Syllabus ref	Learning objectives	Suggested teaching activities
(b) Product: investigate the main differences between products and services (c) Price: simple description of the range of policies that exist (d) Place: investigate the factors that influence the selection of a location for travel and tourism facilities and the distribution channels used to make travel and tourism products and services available to customers (e) Promotion: explore the main ways in which tourism authorities and visitor information services promote tourism products, services, facilities and events		pricing • loss leader pricing • promotional pricing/special offers • the going rate/competitive pricing (price makers/price takers) • prestige pricing • price bundling. **Place:** teacher-led discussions should consider specific locational factors, as well as distribution channels to ensure visitors are able to access the information services provided. This will be a recap of the learning from Unit 5.5 (a) and (b) Location factors will include: costs • availability of suitable premises/land • character and features of area • local and transient population • adjacent facilities • access/transport links • availability of staff. Distribution channels will include: direct selling • wholesalers • retailers • Internet • Global Distribution Systems. **Promotion:** the recap will cover some the methods of promotion already considered in 6.1 (b). It is advisable to cross reference to the promotion methods from Unit 5. 6 (a) advertising • publicity/print material (brochures, leaflets, flyers) • point of sale displays • public relations (sponsorship, press release) • direct marketing • sales promotions (special offers, use of merchandising, mascots) • personal selling • videos/DVDs • Internet (websites, pop-ups, e-brochures) • electronic media including the use of mobile technology and social networks (e.g. Facebook, Twitter, LinkedIn) • trade promotions (trade fairs, familiarisation trips, incentives). **(F)** Learners are given a variety of case studies of visitor service information providers and asked to compare the marketing mix for each organisation. Case studies can be created by visiting any national tourist board website such as the ones listed here: www.newzealand.com/uk/travel-guide/ www.galapagos.org/travel/travel/planning-a-trip/ www.jnto.go.jp/eng/
6.5 Leisure travel services (a) Explore the contribution that tourism authorities and visitor information services make towards the leisure travel market:	To understand how the needs of the leisure tourism market are met by visitor information services	Learners should carry out specific research into the needs of the leisure tourism market, and in the next section the needs of the business tourism market. The class are split into two groups investigating: the leisure market; the business market. Those investigating the leisure market should carry out research using the internet or by visiting local providers to find out how packages are put together to meet the specific needs of different leisure tourists.

Syllabus ref	Learning objectives	Suggested teaching activities
• development of packages for the leisure market • exploitation and support of special events, festivals and attractions • development of calendar of events		Learners should also research how visitor service providers use special events, festivals and other attractions to appeal to leisure tourists, and how a calendar of events can be used to draw in visitors and to satisfy the needs of leisure tourists. **Extension activity**: Learners produce an advertisement for a leisure package which clearly provides all the information a tourist needs to make a booking, or a calendar of events for a specific destination. (**F**)
6.6 Business travel services (a) Explore the contribution the tourism authorities and visitor information services make towards the business travel market: • development of packages for the business tourism market (meetings, incentives, conferences and exhibitions) • national, regional and local conferences, trade fairs and exhibitions	To understand how the needs of the business tourism market are met by visitor information services	Those investigating the business market should carry out research using the internet or by visiting local providers to find out how packages are put together to meet the specific needs of different business tourists. Investigations should consider the different forms of business tourism as the needs of a traveller attending a two-day conference will be different from someone visiting to take part in a three-week series of meetings, for example. **Extension activity**: Learners produce an advertisement for a business package, for example an incentive travel package, which clearly provides all the information an incentive tourist would require.
Past and specimen examination papers		

Whilst there may be some questions on Paper 2 relating to the roles and functions of tourism authorities, there will not be any specifically on the operating characteristics as this does not form part of the syllabus for Unit 5, around which most of Paper 2 is set.

There will be sample evidence of candidate's coursework investigations available (Currently in the Orange Travel and Tourism Coursework Teacher Accreditation handbook but I know this is being phased out and replaced with a different accreditation system. I assume we will still make sample coursework available to centres but not sure how at this stage)

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