Travel and Tourism
Paper 1: Core Paper

Recommended Prior Knowledge
The study of the O Level and IGCSE Travel and Tourism's Core Module Sections A and B will have introduced some of the key concepts of the travel and tourism industry to students. However, study of the IGCSE is not a pre-requisite for this course.

Context
Students need to understand the nature and characteristics of the travel and tourism industry by developing an understanding of the scale and importance of the industry worldwide; they need to appreciate the importance of host destinations and communities to the industry as well as the importance of sustainable development. A study of at least one tourist destination will be made, investigating the different types of organisations involved in the provision of travel and tourism, This will enable students to understand how different agencies work in partnership to manage and develop destinations. Students must also understand the positive and negative impacts the industry may have on people, environments and economies.
In Part 1.3, students are expected to investigate the customer service practice of **one** travel and tourism organisation; they should understand how this organisation meets the needs of internal **and** external customers, how it monitors and evaluates its performance in the delivery of customer service, and the quality standards it uses in order to measure its effectiveness in customer service provision.

Outline
In order to prepare for the external assessment, students need to make a detailed study of at least one tourist destination. It is suggested that students become familiar with tourism in their **local** area, wherever possible, before examining growth and development of tourism elsewhere. This has the advantage of introducing the students to more familiar surroundings and accessing a wider range of accessible information sources.
It is suggested that students use a large organisation, such as a local attraction, an airport or a hotel in their locality, in order to illustrate the full range of customer service procedures listed in the syllabus. Students can obtain supplementary information via Internet research and Centres are encouraged to arrange face to face contact for students with customer service professionals from the chosen organisation, wherever possible.

Parts 1.1 and 1.2: The Nature of Travel and Tourism and The Management and Development of Tourist Destinations

AO	Learning outcomes	Suggested Teaching activities	Learning resources
AO1	Students should: Understand the main types of tourism, the reasons why people travel and the	**The nature and characteristics of the Travel and Tourism Industry.** Ask students if they have ever taken a holiday. Those students that have taken a holiday could then identify where they went, how they travelled,	

AO	Learning outcomes	Suggested Teaching activities	Learning resources
	unique characteristics of the travel and tourism industry.	where they stayed, what they did whilst they were away etc. If it is unlikely that students will have travelled on holiday, the teacher could introduce the topic using a case study scenario of different visitors – e.g. a family taking a holiday by visiting relatives abroad, a businessman travelling to a meeting in a different part of his own country, a couple going away on honeymoon. Develop this activity into definitions of key terminology, including the main types of tourism: • domestic tourism • inbound tourism • outbound tourism The main reasons why people travel: • leisure • business • visiting friends and family The unique characteristics of the industry: • seasonality • perishability • intangibility	
AO1 AO2	Students should: Investigate the scale of the travel and tourism industry at a local, national and international level.	**The local travel and tourism industry** Ask the students to identify examples of the main Travel & Tourism activities present in the **local** area. Place these into suitable categories, such as: • Entertainment • Travel • Transport • Catering • Accommodation • Sport & Leisure • Visitor Attractions	• The local area's tourist or visitor guide • Local tourist board's "Destination Manual" • Internet sites • Advertisements • Guidebooks • Brochures

AO	Learning outcomes	Suggested Teaching activities	Learning resources
AO2 AO3	Students should: Understand the scale and significance of tourism within the **local** area	**The scale of the local travel and tourism industry** Encourage students to undertake simple forms of analysis of the current range of products and services available using the categories already identified, by means of: • Tally chart • Bar chart • Pie chart This will allow students to identify the total number of travel & tourism providers and express the number in each category as a percentage of the total. This approach will allow accurate figures to be quoted e.g. the local area contains 25 hotels, 17% of all travel & tourism activities are linked to the entertainment component etc.	Local tourist or visitor guide and the local Destination Manual. Newspaper adverts etc
AO3 AO4	Students must: Understand that tourists have different needs and characteristics.	**Investigate one specific tourist destination.** Students should research visitor numbers in one chosen destination and should identify the percentage of the different visitor types arriving at the destination. Ask students to suggest a range of products and services that different visitors will use within the chosen destination. It would be useful to refer to the different visitor types in the table on page 11of the syllabus as well as domestic, inbound and outbound tourists.	Chosen area's visitor statistics and visitor survey results.
AO2 AO3	Students should: Understand the nature of a destination and recognise the key factors in its development	**Investigate the development of travel and tourism in the selected destination** Students should examine how the selected destination has changed over time (at least during the last 10 years) in terms of: • New building developments • Numbers of visitors (day visits, overnight visits & overseas visitors) • New events • New attractions	Statistical records relating to visitor numbers, tourism expenditure and employment figures in the travel and tourism industries over the past decade. Maps, guidebooks, websites etc
AO1 AO3 AO4	Students should: Explore the range of factors determining the appeal and	**Investigate the key features of a destination and factors influencing popularity** Students should provide full details of the key features of the selected	National tourist board website Destination guides

AO	Learning outcomes	Suggested Teaching activities	Learning resources
	influencing the popularity of selected tourist destinations.	destination: • Weather and climate • Natural environment (scenery/landscape and vegetation/wildlife) • Historical and cultural attractions • Modern built attractions • Indoor and outdoor activities • Accommodation options • Events and festivals • Food/drink and entertainment • Accessibility and gateways Students should also examine the factors which will influence the popularity of their selected destination in terms of: • Cost (of accommodation, transport and living costs at the destination) • Tour operator/destination promotional activity • Over-commercialisation or exclusivity • Crime and social problems • Political instability and unrest • Terrorism • Positive/ negative media coverage • Positive/ negative tourism management • Growth in independent travel and short breaks • Increased accessibility • Water/ air/ noise hazard • Natural disasters Students should be encouraged to analyse the relative importance of each factor within the destination selected. In this way it will be possible to ask students to evaluate the appeal of different types of destinations to different types of visitor.	
AO4	Students need to: Understand Butler's model of the	**Apply the Butler model of the stages of destination evolution to the selected destination.**	Statistical records relating to visitor numbers, tourism expenditure and

AO	Learning outcomes	Suggested Teaching activities	Learning resources
	stages in destination evolution	Students should be encouraged to set their studies in the context of destination evolution and to use statistical evidence in order to justify at which of the Butler stages their chosen destination should be placed.	employment figures in the travel and tourism industries over the past decade Case study materials linked to the Butler model exist in textbooks such as those identified in the resource list in the syllabus for Paper 1.
AO1 AO3 AO4	Students should be able to: Identify and explain the factors influencing the development of the travel and tourism industry.	**Understanding the development of the modern travel and tourism industry** Ask students to identify appropriate examples and discuss the extent to which each of the following has applied to the development of tourism in their chosen destination: • **changing socio-economic factors**: changes in car ownership; increase in leisure time; increase in disposable income; impact of the national economy; • **technological developments**: developments in transport technology; developments in ICT; • **product development and innovation**; • **changing consumer needs and expectations**; • **external factors**: legislation; the role of local authorities and government in travel and tourism; fluctuations in currency; climatic change and natural disasters; war, civil unrest, terrorism and crime.	Travel Trade publications – e.g. online archives for Travel Trade Gazette www.ttglive.com
AO1 AO3	Students should be able to: • Identify the structure of the travel and tourism industry. • Understand the different sectors and the types of organisations that operate within the travel and tourism industry	**Describe the structure of the travel and tourism industry and analyse the importance of the interdependency of the different agencies delivering travel and tourism products and services** Students should classify the different providers of travel and tourism products and services and agents of tourism development in their chosen destination under each of the following sectors: • Commercial organisations (private sector) • Non-commercial organisations (public and voluntary sectors)	• The local area's tourist or visitor guide • Local tourist board's "Destination Manual" • Internet sites • Advertisements • Guidebooks • Brochures

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		• Agencies delivering travel and tourism products and services (tourist attractions; accommodation and catering providers; transport providers; travel agents; tour operators etc) For their selected destination, students must investigate at least one commercial organisation, one public sector organisation and one voluntary sector organisation in detail. They need to identify the following for each organisation: • How it is funded and generates revenue • What its objectives are • How it meets stakeholder expectations It is important that students realise that larger destinations are **amalgams** and that they develop because of complex interactions between the various agents of tourism development.	
AO3 AO4	Students should be able to: Analyse the economic impact of tourism on a specific area.	**Analyse the positive and negative economic impacts of tourism** Students should investigate the economic impact that tourism has on a specific area, based on the analysis of statistical data, such as: • % GDP • Numbers of people employed directly and indirectly in the industry • Hotel occupancy rates • Attraction visitor totals • Value of Visitor spend • Infrastructure improvements • New projects • Details about the "Multiplier Effect" Students must also be able to analyse the negative effects of tourism, including some of the following: • Interest rates • Foreign exchange rates • Part-time and seasonal employment rates • Leakages	Facts and figures from local/national tourist board & Government digest of national statistics.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		• Increased taxes • Increased living costs	
AO3 AO4	Students should be able to: Analyse the socio-cultural impact of tourism on a specific area.	**Analyse the positive and negative socio-cultural impacts of tourism** Students should investigate the key issues involved in tourist/host interaction within the chosen area. Positive aspects might include: • Preservation of traditional customs and crafts • Provision of community facilities and public services, improving quality of life for the local population • Encourages travel, mobility and social integration • Revival of traditional activities, festivals etc to develop a sense of pride in one's own identity Negative aspects might include: • Conflict between tourists and host population • Loss of cultural identity • The demonstration effect • Changes to the family structure • Social problems, including crime, begging and prostitution	Local case studies. Local newspaper reports & articles.
AO3 AO4	Students should be able to: Analyse the environmental impact of tourism on a specific area.	**Analyse the positive and negative environmental impacts of tourism** Students should investigate the <u>**local**</u> area's **built & natural** environment. They should analyse examples of positive effects including: • Improved assets • Conservation of heritage sites • Regeneration & redevelopment of derelict sites, landscaping • Pollution controls • Traffic management schemes • Building regulations • Environmental education for the local population and tourists to the area • Students must also analyse examples of negative effects e.g. • Traffic congestion	Local case studies. Local newspaper reports & articles. Area's Development Plan. Sample case studies of particular developments.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		"Honeypot" sites - Erosion of natural resources - Water & air pollution issues - Litter - Increase in noise levels - Wildlife habitat destruction and disruption to breeding patterns - Loss of bio-diversity - Panoramic view damage (visual pollution)	
AO3 AO4	Students should: Understand how tourism's positive impacts can be maximised and the negative ones minimised.	**Understand how the principles of successful destination management can maximise the positive impacts and minimise the negative impacts of tourism** Students should assess what evidence exists within the chosen destination for each of the following: - maximising the retention of visitor spending at the destination; - investing the income from tourists in public and social projects for local communities; - widening public access to facilities and assets; - training and employment of local people in tourism and related activities; - tourism education; - planning control; - using the principles of sustainable tourism; - visitor and traffic management; - assessing environmental impact.	Local case studies. Local newspaper reports & articles. Area's Development Plan. Sample case studies of particular developments.
AO3 AO4	Students should: Understand the role of government	Students should investigate the local situation in terms of: National organisational structure	Facts and figures from local/national tourist board & Government digest of

AO	Learning outcomes	Suggested Teaching activities	Learning resources
	(locally & nationally) in forming tourism policy and promotion to aid tourism development.	• Regional/local organisational structure • Policy • Operational procedures • Number of offices (internal & international)	national statistics.
AO2 AO3	Students should: Understand why tourism development occurs and recognise that the objectives involved in tourism development can result from economic, environmental, socio-cultural and/or political factors	**Understand why tourism development occurs and recognise that the objectives involved in tourism development can result from a range of factors** Students should assess and exemplify the extent to which the following apply to their chosen destination. • **Economic reasons for tourism development** - examples include: employment creation, both direct and indirect; increasing foreign currency earnings to contribute to the balance of payments and GDP; bringing in tourists who spend money locally and contribute to the multiplier effect; increasing income for commercial operators; economic development and regeneration to develop the infrastructure and improve the local area and conditions for local people; • **Environmental reasons for tourism development** - examples include: habitat preservation for wildlife in an area; regeneration and conservation of the built and natural environment; environmental education of the local population or of tourists visiting the area; stimulating environmental improvements of benefit to local people and wildlife as well as tourists; • **Socio-cultural reasons for tourism development-** examples include: promoting understanding between the cultures of tourists and those of the local population; improving 'quality of life' for the local population; providing community facilities, as well as facilities for tourists; revival of traditional activities, festivals and ceremonies to celebrate culture and develop a 'sense of pride' in one's own identity; • **Political reasons for tourism development**- examples include: enhancing the image of an area especially for LEDCs or for countries that may be perceived in a negative way due to war or	

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		natural disasters; creating a regional or national identity to boost domestic morale and encourage visitor numbers.	

Part 1.3 The Principles of Customer Service

AO	Learning outcomes	Suggested Teaching activities	Learning resources
AO1 AO2	Students should be able to: Understand that the customer service experienced first hand is only one aspect of the overall customer service provided by an organisation.	**Introduction to Customer Service** • Ask students to give examples of **good** and **bad** customer service they have experienced. • Whole class discussion of the effect that these experiences had on them as consumers in relation to -whether they would use the organisation again -whether they would tell others of their experiences -what sort of customer service they would expect to receive • Students could then identify the consequences of poor customer service, such as: -dissatisfied customers -loss of income to the organisation -increased costs to organisation if they have to attract repeat business or new customers -high staff turnover because employees do not feel valued -poor public image – effect of negative publicity on organisation etc.	A good resource for all parts of part 1.3 is Chapter 2 of the following text *GCE AS Travel and Tourism* (for OCR double award) H Blackman, A Rowe, J Smith & S Stewart ISBN 0 435 44641 Video: 'How to lose a customer without really trying' (VideoArts). Case study material. Worksheets/Appendix 1 www.welcometoexcellence.co.uk
AO1	Students should be able to: Recognise that the provision of excellent customer service is everyone's responsibility within an organisation	**Understand what customer service involves** • Ask students to give examples of the many different situations in which customer service is provided, e.g.: -providing information -giving advice	

AO	Learning outcomes	Suggested Teaching activities	Learning resources
	Understand the part staff play in satisfying customer needs.	-receiving and passing on messages -keeping records -providing assistance -dealing with problems -dealing with dissatisfied customers -offering extra services.	
AO2 AO3	Students should be able to: Investigate the delivery of customer service in at least one T&T organisation Explain how quality service is delivered by three different staff roles within the chosen organisation. Explain identifiable customer service procedures for a particular operation such as "meet and greet".	**Identify and explain the ways in which a chosen organisation delivers customer service** • Visit a local organisation and see a variety of job roles in operation (at least **three** different staff roles should be examined); identify customer care policies used by the organisation; • Students can then make a report on how the organisation expects employees in three different staff roles to: -follow customer care policy; -work as part of a team; -be polite and diplomatic when dealing with customers; -handle complaints. • Students must be able to explain at least **three** different types of customer service procedure experienced within their chosen organisation.	Visit to at least **one** appropriate organisation, such as: • Travel agency • TIC • Hotel • Transport operator • Attraction Some centres may be unable to organise a visit to an appropriate organisation. There are plenty of opportunities to investigate customer service principles via Internet research. For example, many international hotel chains provide informative websites. e.g. www.springbarduk.org.uk/careers/
AO2 AO3 AO4	Students should be able to: Identify the internal and external customers of at least one T&T organisation Research, analyse and evaluate the different needs of both types of	**Identify, explain and evaluate the ways in which the chosen organisation meets the needs of its internal and external customers** • Students to carry out additional Internet research, where possible to support the observations made during the visit to the chosen organisation.	www.adventurebizsuccess.com/9**principlesservice**.php

AO	Learning outcomes	Suggested Teaching activities	Learning resources
	customers – internal and external.	• Produce a written report, which: -identifies the internal and external customers of the organisation, -describes the needs of each different customer types within both groups -analyses and evaluates how these needs are being met by the organisation.	
AO2 AO3 AO4	Students should be able to: Demonstrate an understanding of how T & T organisations continually monitor and assess the quality of the customer service they provide in order to remain competitive within the industry.	**Explain how an organisation sets and assesses the quality standards for customer service to reflect the values and attitudes of the organisation and make recommendations for improvement.** • Students will need to consider how quality service can be achieved through staff training, teamwork, product knowledge etc. • Quality standards may include the use of benchmarking – ask students to research and explain this quality measure and how it operates.	
AO2 AO4	Students should be able to: Explain how an organisation sets and assesses the quality standards for customer service and then utilises the information obtained to help identify where levels of customer service could be improved.	**Investigate the range of feedback techniques used by the chosen organisation to find out if customers are happy with the standards of customer service they receive.** • Identify a variety of feedback techniques that travel and tourism organisations might use. • Students can then evaluate the effectiveness of these techniques in allowing an organisation to monitor and evaluate the quality of its customer service delivery.	

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		• Ask students to make recommendations for the chosen organisation about improving the quality of its customer service provision.	