

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Travel and Tourism
Standard Level**

Scheme of Work

5251
Core Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The main aim of this online resource is to provide help for centres that are preparing candidates for CIE's Cambridge International Diploma in Travel and Tourism. All new courses have resource and curriculum planning implications for centres and it is hoped that the following suggestions will be of practical use to individual members of staff and will allow them to familiarise themselves with the content of the Core Module.

This online resource offers one interpretation of how a centre might choose to utilise a suggested 80 hours of teaching time to deliver the four sections that make up component number 5251.

It is important that centres maintain good practice where it exists (e.g. guest speakers, visits, investigations and work placements) and seek to establish a vocational style of teaching and learning whenever possible. The examination questions will always be based around pieces of stimulus material, derived from travel and tourism industry sources, that will have been selected solely on the basis of their ability to illustrate key aspects of the Core's assessment objectives. It is for this reason that "brochures" and "guides" feature so prominently in the following online resource. It is vital that candidates have experience of interpreting various extracts of industry publications.

It is also important that candidates understand and appreciate the development of travel and tourism at a variety of scales. This means that they should be aware of developments within their immediate local area as well as within their country as a whole. Finally, a global perspective is required. However, the starting point for delivery of this Core Module should be with a thorough investigation of the local area. Furthermore, examination questions will frequently contain the following instruction – "with reference to examples with which you are familiar"- and thus candidates will obtain credit for providing specific details about facilities and locations that are appropriate to the particular question.

The following scheme of work will allow a centre to cover all the requirements of the Core Module. The various "classroom ideas" have all been used with travel and tourism students in the 14-19 age range and can be completed within a 90 minute teaching session, plus extension work as appropriate. It is assumed that teaching sessions will be of equal length but centres should allow for time out of the classroom within the overall 80 hours delivery time. The online scheme involves the following time allocation.

Core Module Time Allocation

Core Module Content	Allocation	Total
Section A	<ul style="list-style-type: none">• 10 sessions @ 90 minutes• 1 session @ 90 minutes for extension and development	16.5 hrs
Section B	<ul style="list-style-type: none">• 11 sessions @ 90 minutes	16.5 hrs
Section C	<ul style="list-style-type: none">• 1 day visit @ 5 hours• 3 sessions @ 90 minutes for role-play simulations• 4 sessions @ 90 minutes	15.5 hrs
Section D	<ul style="list-style-type: none">• 1 day visit @ 5 hours• 12 sessions @ 90 minutes	23 hrs
Revision	<ul style="list-style-type: none">• 3 sessions @ 90 minutes	4.5 hrs
Mock Examinations	<ul style="list-style-type: none">• 2 sessions @ 2 hours each	4 hrs

Scheme of Work

Section A: The travel and tourism industry

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan One			
<ul style="list-style-type: none"> to understand that the travel and tourism industry comprises several inter-related spheres of activity offering a wide range of career opportunities and that thousands of new jobs are created each year 	<ul style="list-style-type: none"> identify and provide examples of the main travel and tourism component activities present in the <u>local</u> area. Place these into suitable categories, such as: <ul style="list-style-type: none"> entertainment travel transport catering accommodation sport and leisure other visitor attractions 	<ul style="list-style-type: none"> the local area's tourist or visitor guide local tourist board's Destination Manual Internet sites the Columbus Guide to World Tourist Attractions 	<ul style="list-style-type: none"> if possible, provide further examples at a variety of scales: <ul style="list-style-type: none"> local regional national students should also be able to identify an important <u>international</u> example of <u>each</u> component
Session Plan Two			
<ul style="list-style-type: none"> to understand and appreciate the significance of tourism within the <u>local</u> area 	<ul style="list-style-type: none"> analyse the current range of products and services available using the categories already identified, by means of: <ul style="list-style-type: none"> tally chart bar chart pie chart identify the total number of travel and tourism suppliers and express the number in each category as a percentage of the total 	<ul style="list-style-type: none"> local tourist or visitor guide and the local Destination Manual newspaper adverts etc. 	<ul style="list-style-type: none"> this exercise will provide evidence for the scale and importance of travel and tourism locally. It will allow for accurate figures to be quoted e.g. the local area contains 25 hotels, 17% of travel and tourism activities are to do with entertainment etc.

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Three			
<ul style="list-style-type: none"> to understand that people who travel have different needs and characteristics 	<ul style="list-style-type: none"> define the different types of tourist. Now look at the percentage of the three main visitor types arriving at a chosen destination e.g. the 1998 Dubai Passenger Survey - <ul style="list-style-type: none"> 45% Business 44% Leisure 8% VFR 3% Not classified now try to identify the variety of different products and services that these leisure and business travellers will have used within the chosen destination 	<ul style="list-style-type: none"> chosen area's visitor statistics and visitor survey results 	<ul style="list-style-type: none"> it would be useful to obtain statistics about the home/local area as well as those for an important destination elsewhere e.g. New York, Dubai, Singapore etc.
Session Plan Four			
<ul style="list-style-type: none"> to understand that tourism can have a variety of positive and negative impacts 	<ul style="list-style-type: none"> identify the range of economic, social and environmental impacts that can occur in selected tourism destinations 	<ul style="list-style-type: none"> textbook or sample case studies 	<ul style="list-style-type: none"> make sure that all the terms listed in the syllabus A2 (b), (c) and (d) are covered by means of an appropriate illustration and location

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Five			
<ul style="list-style-type: none"> • to appreciate the economic impact of tourism locally 	<ul style="list-style-type: none"> • provide details that build on the scale of tourism identified in session 2 for the <u>local</u> area and, if appropriate, make comparisons with national statistics for: <ul style="list-style-type: none"> - % GDP - numbers employed - hotel occupancy - attraction visitor totals - visitor spend - infrastructure improvements - new projects - details about the multiplier effect • identify any negative effects e.g. <ul style="list-style-type: none"> - interest rates - foreign exchange rates - part-time and seasonal employment rates 	<ul style="list-style-type: none"> • facts and figures from local/national tourist board and Government digest of national statistics 	<ul style="list-style-type: none"> • look at similar details for the other destination selected in session three

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Six			
<ul style="list-style-type: none"> • to appreciate the socio-cultural impact of tourism locally 	<ul style="list-style-type: none"> • identify and provide examples of the key issues involved in tourist/host encounters within the chosen area. Positive aspects might include: <ul style="list-style-type: none"> - increased employment opportunities - preservation of traditional culture, folklore, festivals - better recreational facilities - better infrastructure • negative aspects might include: <ul style="list-style-type: none"> - decline in traditional employment - population migration - seasonal underemployment - exposure to alternative lifestyle(s) - increased crime - decline in importance of traditional way of life 	<ul style="list-style-type: none"> • local case studies • local newspaper reports and articles 	<ul style="list-style-type: none"> • to be aware of areas of <u>conflict</u> between visitors and the host community and to recognise how such issues might be managed

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seven			
<ul style="list-style-type: none"> • to appreciate the environmental impact of tourism locally 	<ul style="list-style-type: none"> • provide named details from previous investigations about the <u>local</u> area's <u>built and natural</u> environment. Identify examples of positive effects e.g. <ul style="list-style-type: none"> - conservation of heritage sites - regeneration and redevelopment of derelict sites - pollution controls - traffic management schemes etc. • identify examples of negative effects e.g. <ul style="list-style-type: none"> - urban sprawl - traffic congestion - 'honeypot' sites - footpath erosion - loss of open space - water supply issues - wildlife habitats - loss of bio-diversity - water and air pollution 	<ul style="list-style-type: none"> • area's development plan. Sample case studies of particular developments • newspaper articles and reports 	<ul style="list-style-type: none"> • to be aware of the fact that tourism developments can have consequences for the surrounding areas and that these are not always positive

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eight			
<ul style="list-style-type: none"> to understand the role of government (locally and nationally) in forming tourism policy and promotion 	<ul style="list-style-type: none"> compare the local situation with that of an other important location such as Dubai in terms of: <ul style="list-style-type: none"> national organisational structure regional/local organisational structure policy operational procedures number of offices (internal and international) 	<ul style="list-style-type: none"> details of national Department of Tourism textbook and websites 	<ul style="list-style-type: none"> not all countries will have the hierarchical structure evident in the UK
Session Plan Nine			
<ul style="list-style-type: none"> to understand that there is considerable global variation in the pattern and demand for international travel and tourism 	<ul style="list-style-type: none"> compile a list of the top 20 nations for tourist and visitor arrivals. Compare statistics for previous years and identify 'winners' and 'losers'. Obtain spending figures to identify the value of tourism to these destinations 	<ul style="list-style-type: none"> textbook and WTO website 	<ul style="list-style-type: none"> if actual numbers of visitors for the world top 20 are difficult to access, try using passenger arrivals for: <ul style="list-style-type: none"> France USA Spain Italy China UK Mexico Hungary Poland Canada (the top 10 for 1990s)

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Ten			
<ul style="list-style-type: none"> to understand some of the characteristics of tourism generating and receiving countries 	<ul style="list-style-type: none"> look at the 20 countries identified in session nine. Find out key level of economic development statistics for each nation e.g. <ul style="list-style-type: none"> population size and % of children per capita GNP birth and death rates population doubling time employment structures % urbanised 	<ul style="list-style-type: none"> textbooks, specialist publications 	<ul style="list-style-type: none"> there will be certain key contrasts - all receiving countries are not equally developed main tourism generators tend to be the more economically developed nations

Section B: Features of world wide destinations

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eleven			
<ul style="list-style-type: none"> to identify the world's major global features and major cities 	<ul style="list-style-type: none"> on a blank world map outline, name the seven continents and the major oceans and seas mark the major lines of latitude (Equator, Tropics, Arctic and Antarctic Circles) mark the main lines of longitude (Greenwich Meridian and International Dateline) mark and name the world's top 30 cities for air passenger transport for each city, state its local time relative to GMT 	<ul style="list-style-type: none"> atlas websites (e.g. www.about.com) 	<ul style="list-style-type: none"> the position of all locations on the surface of the earth can be compared, at a basic level, in terms of their <u>latitude</u> and <u>longitude</u>

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twelve			
<ul style="list-style-type: none"> • to understand the relationship between global position and climate 	<ul style="list-style-type: none"> • choose at least one destination in each of the following major environments: <ul style="list-style-type: none"> - equatorial - tropical - sub-tropical - temperate - arctic • for each, identify the following climatic variables: <ul style="list-style-type: none"> - hottest month - coldest month - annual range of temperature - wettest month - wettest season - total rainfall 	<ul style="list-style-type: none"> • atlas • Columbus World Travel Guide 	<ul style="list-style-type: none"> • examine the ways in which each chosen destination might appeal to certain groups of visitors at certain times of the year • examples might include: <ul style="list-style-type: none"> - Singapore (Equatorial) - Jamaica (Tropical) - Bermuda (Sub-tropical) - Cairo (Sub-tropical Desert) - Paris (Temperate) - Iceland (Arctic)

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirteen			
<ul style="list-style-type: none"> to understand the key features of a destination's climatic conditions that have an effect on travel and tourism 	<ul style="list-style-type: none"> choose any <u>two</u> contrasting destinations and compare them in terms of climate, pointing out key implications for tourism development, such as: <ul style="list-style-type: none"> - effect of relief (shelter, aspect etc) - temperatures (daily, seasonal variations etc) - hours of sunshine - rainfall (amounts, variations, potential hazards e.g. flood/drought) - humidity (comfort, need for air-conditioning) - winds (periods of storm/calm etc.) 	<ul style="list-style-type: none"> statistics obtained from local tourist publications, brochures or travel guides 	<ul style="list-style-type: none"> take note of all factors and conditions that will contribute to a destination having both a <u>high</u> season and a <u>low</u> season for tourism

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fourteen			
<ul style="list-style-type: none"> to appreciate the varied nature of destinations and to understand the key factors in their development 	<ul style="list-style-type: none"> choose a destination and examine how it has changed through time (at least for the last ten years or so) in terms of: <ul style="list-style-type: none"> - new building developments - numbers of visitors (day visits, overnight visits and overseas visitors) - new events - new attractions - variety of locations within the destination and their use - the agents of tourism development and the roles of the private, public and voluntary sectors - support facilities in place 	<ul style="list-style-type: none"> local area or textbook case study e.g. the development of tourism in Dubai since 1989 	<ul style="list-style-type: none"> it is important to realise that larger destinations are <u>amalgams</u> and that they develop because of complex interactions between the resident population and the leisure and business visitors that are attracted it is suggested that this session be divided up, depending on the scale of destination selected for study, to allow students to research each aspect in an appropriate manner

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifteen			
<ul style="list-style-type: none"> to understand the ways in which particular locations appeal to particular types of tourist and visitor 	<ul style="list-style-type: none"> find an example of each of the following and obtain an image and description of each location: <ul style="list-style-type: none"> beach resort countryside area historical destination ski resort inclusive holiday centre conference/major event venue using only the image, describe the reasons certain groups of tourist might be attracted to it 	<ul style="list-style-type: none"> holiday brochures websites tourist information advertisements destination guides 	<ul style="list-style-type: none"> this session and the next are quite time-consuming planning is important and it would be advisable to divide the content into <u>six</u> parts spend one session on each part i.e. one on beach resort, one on countryside etc.

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixteen			
<ul style="list-style-type: none"> to appreciate the major factors influencing destination appeal 	<ul style="list-style-type: none"> for the six destinations previously researched and identified, provide full details of the following: <ul style="list-style-type: none"> location (landscape features) climate accessibility (internal and external) accommodation attractions (natural and built) culture (dress, arts and crafts, performance, language and religion) 	<ul style="list-style-type: none"> holiday brochures websites tourist information 	<ul style="list-style-type: none"> during each of the suggested six sessions, analyse the factors' relative importance within the destination selected in this way it will be possible to evaluate the appeal of different types of destination to different types of visitor the wide variety of destinations now looked at will provide suitable opportunities to satisfy the content specified in assessment objective B4 (c) of the syllabus

Section C: Customer care and working procedures

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventeen			
<ul style="list-style-type: none"> to appreciate how to deal with customers and colleagues 	<ul style="list-style-type: none"> undertake an initial consideration of what good customer service actually involves (e.g. the contents of a Welcome Host one-day training programme). An investigative study visit could then be made to a <u>local</u> travel and tourism provider in order for students to gain first hand knowledge of appropriate operational procedures on the basis of such a visit, a report on the company investigated should be produced covering: <ul style="list-style-type: none"> company aims and objectives, including mission statement etc. structure, covering internal organisation and operational segments job description for a particular job role under consideration working conditions methods of communication for both <u>internal</u> and <u>external</u> customers 	<ul style="list-style-type: none"> visit to at least one appropriate organisation, such as: <ul style="list-style-type: none"> travel agency TIC hotel transport operator attraction 	<ul style="list-style-type: none"> ideally the visit should contain opportunities to <ul style="list-style-type: none"> see a variety of job roles identify customer care policy see how job(s) are organised to obtain clarification about what is expected of employees on the basis of the information gathered, it should be clear how the company/organisation expects any given employee to: <ul style="list-style-type: none"> follow customer care policy work as part of a team be polite and diplomatic when dealing with customers handle complaints

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighteen			
<ul style="list-style-type: none"> • to understand that employees in travel and tourism should have certain personal skills 	<ul style="list-style-type: none"> • on the basis of either an investigative visit or through a role-play simulation, the need for the following skills should be <u>exemplified</u> and <u>evaluated</u>: • personal skills <ul style="list-style-type: none"> - verbal communication - foreign languages - report writing - computer literacy and a range of ICT skills - numeracy - listening skills - investigative skills • personal qualities <ul style="list-style-type: none"> - working under pressure - ability to manage stressful situations - ability to make quick decisions - business-like appearance - sense of humour - warm manner - enthusiasm - ability to work in a team - work to deadlines - common sense - to be self-motivated 	<ul style="list-style-type: none"> • visit to an appropriate organisation • tutor-generated customer service role-play scenarios • job descriptions 	<ul style="list-style-type: none"> • if role-plays are attempted, it is important that they are set within a realistic context and that the students appreciate the job roles under consideration • additional background materials such as Welcome Host should be made available, as appropriate

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Nineteen			
<ul style="list-style-type: none"> to identify and understand basic procedures when delivering customer service 	<ul style="list-style-type: none"> students can work in pairs in order to simulate the following customer/employee encounters booking a holiday <ul style="list-style-type: none"> complete brochure booking page for a specific holiday keep a record of the transaction receipt given and payment recorded planning a long haul trip <ul style="list-style-type: none"> identify flight availability from the Internet confirm dates and times of travel plan airport transfer from customer's home to arrive at check-in time use Internet, brochures or leaflets to identify hotel accommodation and costs at destination convert all costs into local currency, using published exchange rates produce an itinerary for <u>both</u> examples 	<ul style="list-style-type: none"> holiday brochures bus and train timetables Internet access 	<ul style="list-style-type: none"> the activities effectively simulate the requirements stated in section C4 of the syllabus document these exercises should have enough time allocated to them to allow full completion. Up to three sessions may be needed, particularly if Internet access is limited

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty			
<ul style="list-style-type: none"> to understand that tourist facilities can use a variety of presentational and promotional methods 	<ul style="list-style-type: none"> students should investigate their <u>local</u> area and provide examples of the following for a variety of travel and tourism organisations <ul style="list-style-type: none"> window displays – what is on offer? adverts – local press, guides and tourist publications promotional leaflets and flyers brochures webpages provide an <u>evaluation of each</u> method investigated and decide which types of tourism activity benefit most from particular methods 	<ul style="list-style-type: none"> record of personal investigations local press, guides, destination manual and other printed sources of information Internet 	<ul style="list-style-type: none"> the information collected for this session will be of use to support the study of marketing

Section D: Travel and tourism products and services

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty One			
<ul style="list-style-type: none"> to identify and appreciate the variety of travel and tourism products currently available 	<ul style="list-style-type: none"> students should have already investigated travel and tourism provision within the local area. They should now be able to compare the complete range of facilities used by incoming <u>leisure</u> and <u>business</u> visitors 	<ul style="list-style-type: none"> previous work local tourist information sources e.g. guide books and destination manual etc. 	<ul style="list-style-type: none"> this section can be covered quickly if the earlier work has been completed in sufficient depth
Session Plan Twenty Two			
<ul style="list-style-type: none"> to understand that tourism products may contain a variety of components 	<ul style="list-style-type: none"> compare <u>three</u> types of tourism product that are available from your local area. Research an example of each of the following: <ul style="list-style-type: none"> a typical family package holiday an all-inclusive holiday an independent long haul trip including return flight, accommodation for ten nights in two locations and car hire provide named details of what each will involve, the relative costs and come to a conclusion as to which offers the best value for money 	<ul style="list-style-type: none"> use materials available from a local travel agency or from the Internet. Collect images to help illustrate each product 	<ul style="list-style-type: none"> if brochures are not readily available look at major websites. Some examples might include: <ul style="list-style-type: none"> Emirates-holidays Club Med Sandals remember that travel will be from your local area to destinations of your choice for each of the three categories

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Three			
<ul style="list-style-type: none"> • to appreciate that ancillary services can be supplied by a variety of providers 	<ul style="list-style-type: none"> • compare the range of ancillary services made available by each of the following: <ul style="list-style-type: none"> - a large hotel within your local area - your local tourist information centre or office - a local historic or cultural attraction • suggest reasons for your findings 	<ul style="list-style-type: none"> • you will need to investigate provision at your chosen examples. Ideally, this will have involved a personal visit so that a range of services can be accurately identified 	<ul style="list-style-type: none"> • it is to be expected that several of the following will be identified: <ul style="list-style-type: none"> - guides - tours - accommodation bookings - travel bookings - car hire - currency - tickets for events

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Four			
<ul style="list-style-type: none"> • to understand the role of tour operators 	<ul style="list-style-type: none"> • provide definitions and named examples of each of the following types of operator: <ul style="list-style-type: none"> - mass market - specialist - domestic - incoming - direct sell - independent • choose any <u>one product</u> provided by a particular operator and explain how: <ul style="list-style-type: none"> - it has been put together - it has been influenced by integration and economies of scale - it varies in price on a seasonal basis - consumer protection is offered 	<ul style="list-style-type: none"> • textbook and case studies of particular operators 	<ul style="list-style-type: none"> • when researching examples of each category, collect a sample brochure from each type and compare their booking terms and conditions

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Five			
<ul style="list-style-type: none"> to understand the role of retail travel agents 	<ul style="list-style-type: none"> this session should be based around the findings of an investigation into a <u>local</u> agency. Key aspects include: <ul style="list-style-type: none"> range of products available variety of services available job roles and responsibilities operational procedures involvement with professional/trade organisations 	<ul style="list-style-type: none"> visit or textbook case study 	<ul style="list-style-type: none"> this session can be viewed as an extension to the previous exercise about ancillary service provision
Session Plan Twenty Six			
<ul style="list-style-type: none"> to investigate the support facilities for travel and tourism (1) 	<ul style="list-style-type: none"> compare the infrastructure in your local area with that of another destination, paying particular attention to the range of facilities available and their sequence of development 	<ul style="list-style-type: none"> previous investigation of the local area and use of an appropriate case study 	<ul style="list-style-type: none"> there are important links to be made in this section using ideas and concepts introduced in section A such as: <ul style="list-style-type: none"> environmental impacts social impacts demand trends government policy public and private sector involvement

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Seven			
<ul style="list-style-type: none"> • support facilities (2) - to investigate the provision of hospitality within the local area 	<ul style="list-style-type: none"> • identify the range of accommodation providers available, including <ul style="list-style-type: none"> - hotels - hostels - apartments - guest houses - camp sites • choose an example of each and describe the products and services available • explain how such properties can be classified using various grading criteria • examine occupancy trends within your area 	<ul style="list-style-type: none"> • local area's destination manual • sample promotional materials • statistics and grading criteria from local tourist board 	<ul style="list-style-type: none"> • this work could be expanded to form a major investigation. It is a good opportunity to investigate the products and services needed by leisure versus business travellers

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Eight			
<ul style="list-style-type: none"> support facilities (3) - to investigate local public transport provision 	<ul style="list-style-type: none"> obtain a map showing public transport within the local area. Assess how accessible each of the following are, in terms of journey time, costs and availability of services: <ul style="list-style-type: none"> airport central business district major event venue three leading visitor attractions main tourist hotel main sports stadium 	<ul style="list-style-type: none"> tourist map and transport leaflets 	<ul style="list-style-type: none"> it should now be possible to come to a conclusion about local transport provision in terms of strengths and weaknesses

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Nine			
<ul style="list-style-type: none"> to understand the features of world wide <u>air</u> transport in relation to major international routes 	<ul style="list-style-type: none"> choose an important international carrier and identify its route network investigate frequency of service on these routes provide details about what is available for First, Business and Economy class passengers on such routes compare the chosen carrier with your national airline suggest reasons for the various differences that you identify 	<ul style="list-style-type: none"> route maps from in-flight publications textbook 	<ul style="list-style-type: none"> it is important that the content specified in section D4(a) of the syllabus document is covered during this investigation

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty			
<ul style="list-style-type: none"> • to understand the features of world wide sea transport in relation to major international routes 	<ul style="list-style-type: none"> • on a blank world map outline name and locate the major international ferry routes and the major cruise circuits • choose an example of an important international ferry route and also an example of an international cruise circuit. For each: <ul style="list-style-type: none"> - identify the main service operators - provide details of the vessels used - describe the products and services available on-board - explain the passenger facilities available in the home ferry port and terminal 	<ul style="list-style-type: none"> • brochures and related websites 	<ul style="list-style-type: none"> • make full use of the local area if appropriate examples exist

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty One			
<ul style="list-style-type: none"> to understand the features of world wide <u>rail</u> transport in relation to major international routes 	<ul style="list-style-type: none"> choose an example of a major rail journey, popular with international travellers provide details of the itinerary and describe all the products and services available for passengers 	<ul style="list-style-type: none"> brochures featuring rail packages and related Internet websites 	<ul style="list-style-type: none"> compare the chosen journey with a luxury package featuring a train such as the Orient Express
Session Plan Thirty Two			
<ul style="list-style-type: none"> to understand the features of world wide <u>road</u> transport in relation to major international routes 	<ul style="list-style-type: none"> compare a fly-drive holiday package with an international coach tour package consider the advantages and disadvantages of each for different types of customer 	<ul style="list-style-type: none"> brochures and related websites 	<ul style="list-style-type: none"> aspects to consider might include: <ul style="list-style-type: none"> car hire options flexibility and convenience cost health and safety families versus singles and retired

Resources

The following websites provide leading examples of the current trend for bookings and reservations to be made over the Internet.

British Airways @ www.ba.com

EasyJet @ www.easyjet.com

BMI @ www.bmibaby.com

Buzz @ www.buzzaway.com

Go @ www.gofly.com

Ryanair @ www.ryanair.com

The following sites search for scheduled flights:

www.easyvalue.com

www.expedia.co.uk

www.travelocity.co.uk

www.opodo.co.uk

www.cheapflights.com

The following sites deal with charter flight availability and UK package holidays:

www.britanniadirect.com

www.teletextholidays.co.uk

www.bargainholidays.com

www.latedeals.com

Hotel discounts are usually available at the following:

www.discountcityhotels.com

www.lastminute.com

www.uk.laterooms.com

www.wotif.com

www.gothotel.com

www.hoteldiscounts.com

www.orlandoinfo.com

Sites dealing with villas and self-catering options include:

www.villaclick.com

www.holidayrentals.com

Other travel-related sites containing useful information include:

www.about.com

www.tourist-offices.org.uk

www.whatsonwhen.com

www.musee-online.org

www.unmissable.com

www.worldclimate.com and www.rainorshine.com

www.tripprep.com

www.fco.gov.uk/travel

www.viamichelin.com

www.oanda.com/convert/cheatsheet

www.travelknowledge.com

www.americanexpress.com

www.staruk.org.uk

www.towd.com

www.travelchannel.co.uk

www.world-tourism.org

If you want to research a particular place or organisation the best approach is to use a search engine such as Google (www.google.com) and type in the name. For example, you may wish to find out about tourism organisation and development in Dubai. If the words Dubai tourism are entered, the search engine will list amongst others the site for the Government of Dubai Department of Tourism and Commerce Marketing (DTCM) at www.dubaitourism.co.ae which contains a lot of useful information. A similar approach can be used to access information about topics mentioned in the online Scheme of Work including:

New York Visitor Bureau
Club Med
Sandals
Singapore tourism and many others.

Newspaper articles will often be stored on the paper's website and these are an excellent source of additional information. For example, if specific information was required about tourism developments in Dubai or the wider UAE, then items in the local press could be investigated at www.gulf-news.com from an online edition by selecting "search" from the footer bar. Similar arrangements will exist for other publications.

Finally, the search process will reveal many other sources of appropriate information. It is well worth looking at some specialist geography sites as they frequently contain excellent travel and tourism material. In particular www.geoprojects.co.uk has a very good 35 page overview of "Tourism Geography" and www.geographyonline.co.uk has further interesting resource material.

The textbook written to support the Core Module provides a list of resources. The following websites are listed as being of use:

American Airlines @ www.aa.com
Continental Airlines @ www.flycontinental.com
Garuda Indonesia @ www.aerowisata.com/garuda
Lufthansa @ http://www.lufthansa.com/index_en.html
Qantas @ www.qantas.com.au
Singapore Airlines @ www.singaporeaire.com
Virgin Atlantic @ www.virgin-atlantic.com
Airlines of the world found @ www.air.findhere.com

IATA @ www.iata.com
Business Travel @ <http://www.biztravel.com/>

Amtrak (USA) @ www.amtrak.com
Eurostar @ www.railpass.com/eurostar
Rail Europe @ www.raileurope.com
Japan Bullet Train @ <http://www.japan-guide.com/e/e2018.html>

World City Maps @ http://www.lib.utexas.edu/maps/world_cities.html

Time Zones @ <http://www.timezoneconverter.com/>

Mexico @ www.mexonline.com

USA @ www.conventionbureaus.com

Caribbean @ www.where2stay.com/islands

International Tourism @ <http://www.armchair.com/travel/travel.html>
@ <http://www.tvlon.com/>