

**O level Travel And Tourism 7096  
Syllabus 2008  
Unit One: The Travel and Tourism Industry**

**Recommended Prior Knowledge**

It is important that candidates understand and appreciate the development of travel and tourism at a variety of levels. 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 unit 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.

**Context**

The following scheme of work covers unit one of the 7096 syllabus.

**Outline**

The various suggested teaching activities can be used with travel and tourism students in the 14-19 age range. Centres should also allow for study time out of the classroom.

<b>Assessment Objectives</b>	<b>Learning outcomes</b>	<b>Suggested Teaching activities</b>	<b>Learning resources</b>
<p>A01 (knowledge with understanding) A, B</p> <p>A03 (Interpretation and Evaluation) C, D</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• 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"> <li>- entertainment</li> <li>- travel</li> <li>- transport</li> <li>- catering</li> <li>- accommodation</li> <li>- sport and leisure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the local area’s tourist or visitor guide</li> <li>• local tourist board’s Destination Manual</li> <li>• Internet sites, e.g., local attractions and destinations.</li> <li>• the Columbus Guide to</li> </ul>

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		<ul style="list-style-type: none"> <li>- other visitor attractions</li> <li>- Research Career opportunities within each category by interviewing someone in the travel and tourism industry.</li> </ul>	World Tourist Attractions
A01 A, B A02 (Investigation and Analysis of Evidence) A, B, C, D A03 A-E	to understand and appreciate the significance of tourism within the <u>local</u> area	<ul style="list-style-type: none"> <li>• Collect local tourism brochures for your area and create a wall display.</li> <li>• Analyse the current range of products and services available using the categories already identified, by means of: <ul style="list-style-type: none"> <li>- tally chart</li> <li>- bar chart</li> <li>- pie chart</li> </ul> </li> <li>• Identify the total number of travel and tourism suppliers and express the number in each category as a percentage of the total</li> </ul>	<ul style="list-style-type: none"> <li>• local tourist or visitor guide and the local Destination Manual</li> <li>• newspaper adverts etc.</li> <li>• Tourist Board</li> <li>• Local Government sites/tourism provides web pages</li> <li>• Local Tourist Information Centres for leaflets and brochures</li> </ul>
A01 B A02 A, B A03 A, C, D, E	to understand that people who travel have different needs and characteristics	<ul style="list-style-type: none"> <li>• Introductory exercise. All students interview each other and find out their top ten needs and wants when choosing a holiday.</li> <li>• Define the different types of tourists. 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"> <li>- 45% Business</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• chosen area's visitor statistics and visitor survey results</li> </ul>

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		<ul style="list-style-type: none"> <li>- 44% Leisure</li> <li>- 8% VFR</li> <li>- 3% Not classified</li> </ul> <ul style="list-style-type: none"> <li>• Now try to identify the variety of different products and services that these leisure and business travellers will have used within the chosen destination</li> </ul>	
A01 B A02 A A03 A, B	to understand that tourism can have a variety of positive and negative impacts	<ul style="list-style-type: none"> <li>• Create a chart that identifies the range of economic, social and environmental impacts that can occur at a major tourism destination.</li> <li>• Small group research on individual tourism destinations, listing all the positive and negative impacts that occur. Groups to compare findings.</li> </ul>	<ul style="list-style-type: none"> <li>• textbook or sample case studies</li> <li>• Internet case studies</li> </ul>
A01 A, B A02 A- D A03 A- E	to appreciate the economic impact of tourism locally	<ul style="list-style-type: none"> <li>• 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"> <li>- % GDP</li> <li>- numbers employed</li> <li>- hotel occupancy</li> <li>- attraction visitor totals</li> <li>- visitor spending</li> <li>- infrastructure improvements</li> <li>- new projects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• facts and figures from local/national tourist board and Government digest of national statistics</li> </ul>

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		<ul style="list-style-type: none"> <li>- details about the multiplier effect</li> <li>• Identify any negative effects e.g.               <ul style="list-style-type: none"> <li>- interest rates</li> <li>- foreign exchange rates</li> <li>- part-time and seasonal employment rates</li> </ul> </li> </ul>	
A01 A, B A02 A- D A03 A- E	to appreciate the socio-cultural impact of tourism locally	<ul style="list-style-type: none"> <li>• 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"> <li>- increased employment opportunities</li> <li>- preservation of traditional culture, folklore, festivals</li> <li>- better recreational facilities</li> <li>- better infrastructure</li> </ul> </li> <li>• Negative aspects might include:               <ul style="list-style-type: none"> <li>- decline in traditional employment</li> <li>- population migration</li> <li>- seasonal underemployment</li> <li>- exposure to alternative lifestyle(s)</li> <li>- increased crime</li> <li>- decline in importance of traditional way of life</li> </ul> </li> <li>• Invite a guest speaker from a local tourism organisation to explain the benefits tourism</li> </ul>	<ul style="list-style-type: none"> <li>• local case studies</li> <li>• local newspaper reports and articles</li> <li>• Magazines</li> <li>• Internet Sites</li> </ul>

Assessment Objectives	Learning outcomes	Suggested Teaching activities	Learning resources
		brings.	
A01 B A03 A, B	to appreciate the environmental impact of tourism locally	<ul style="list-style-type: none"> <li>• Provide named details from previous investigations about the <u>local</u> area's <u>built and natural</u> environment. Use a local map to identify examples of positive effects e.g. <ul style="list-style-type: none"> <li>- conservation of heritage sites</li> <li>- regeneration and redevelopment of derelict sites</li> <li>- pollution controls</li> <li>- traffic management schemes etc.</li> </ul> </li> <li>• Identify examples of negative effects e.g. <ul style="list-style-type: none"> <li>- urban sprawl</li> <li>- traffic congestion</li> <li>- 'honeypot' sites</li> <li>- footpath erosion</li> <li>- loss of open space</li> <li>- water supply issues</li> <li>- wildlife habitats</li> <li>- loss of bio-diversity</li> <li>- water and air pollution</li> </ul> </li> <li>• Divide group into hosts and visitors – debate positive/negative aspects of environmental impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• area's development plan. Sample case studies of particular developments</li> <li>• newspaper articles and reports</li> <li>• Internet articles</li> <li>• Local maps</li> </ul>
A01 B A03 A, B, C	to understand the role of government (locally and nationally) in forming tourism policy and	<ul style="list-style-type: none"> <li>• Compare the local situation with that of an other important location such as Dubai in terms of:</li> </ul>	<ul style="list-style-type: none"> <li>• details of national Department of Tourism</li> <li>• Local brochures and</li> </ul>

Assessment Objectives	Learning outcomes	Suggested Teaching activities	Learning resources
	promotion	<ul style="list-style-type: none"> <li>- national organisational structure</li> <li>- regional/local organisational structure</li> <li>- policy</li> <li>- operational procedures</li> <li>- number of offices (internal and international)</li> </ul>	<ul style="list-style-type: none"> <li>leaflets</li> <li>• textbooks and websites</li> <li>• Newspapers</li> </ul>
A02 A- D A03 A	to understand that there is considerable global variation in the pattern and demand for international travel and tourism	<ul style="list-style-type: none"> <li>• 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</li> <li>• Discuss reasons why some nations may not be included in the listing and make suggestions as to why some countries are more successful at receiving tourists than others.</li> </ul>	<ul style="list-style-type: none"> <li>• textbooks and WTO website</li> <li>• Maps, Atlas</li> </ul>
A01 A A03 A- E	to understand some of the characteristics of tourism generating and receiving countries	<ul style="list-style-type: none"> <li>• Look at the 20 countries identified previously. Find out key level of economic development statistics for each nation e.g. <ul style="list-style-type: none"> <li>- population size and % of children</li> <li>- per capita GNP</li> <li>- birth and death rates</li> <li>- population doubling time</li> <li>- employment structures</li> </ul> </li> </ul> <p>% urbanised</p>	<ul style="list-style-type: none"> <li>• textbooks, specialist publications</li> <li>• Internet Sites for tourism generating countries e.g., World Travel and Tourism Council.</li> </ul>