TRAVEL AND TOURISM 0471
IGCSE
FOR EXAMINATION IN 2008

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TRAVEL AND TOURISM
Syllabus Code: 0471

CONTENTS

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

    Aims
    Assessment Objectives
    Assessment
    Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Travel and Tourism falls into Group V, Creative, Technical and Vocational, of the International Certificate of Education (ICE) subjects together with Accounting, Art and Design, Business Studies, Child Development, Computer Studies, Design and Technology, Drama, Physical Education, Food, Information Technology, Nutrition and Music.

The syllabus is available in the June and November sessions.

The intention of the syllabus is to provide a broad introduction to the travel and tourism industry and related ancillary service industries.

AIMS

The aims of the Travel and Tourism syllabus are to provide students with:

1) Understanding of the travel and tourism industry

2) Theoretical knowledge of the industry and related sectors, including:

   - Knowledge of travel and tourism products and services; the infrastructure on which they depend and the transport system needed to operate them

3) Practical ability in a range of skills and procedures related to working in the travel and tourism industry, including:

   - Knowledge of the essential personal and professional skills required by individuals working in the service sector

4) Critical awareness of the physical, social and economic environments in which travel and tourism takes place, including:

   - Understanding of the global, regional and local perspectives of travel and tourism

The syllabus develops a clear understanding of the relationship between the theory and practice of working within travel and tourism. Students are encouraged to develop an understanding of tourist industry operations and problems, and competence in identifying procedures and solutions, by using best practice from industry, established business techniques and information systems. Through investigation, students apply their knowledge and skills in a detailed study of a particular aspect of the travel and tourism industry.

ASSESSMENT OBJECTIVES

1. Knowledge with Understanding

Students should be able to:

A.   Recall, select and present relevant factual information.

B.   Demonstrate and apply knowledge with understanding of the correct use of the following in the travel and tourism industry.

    (i)   commonplace terms, definitions, and facts

    (ii)   major concepts, models, patterns, principles and theories

2. Investigation and Analysis of Evidence

Students should be able to:

A.   Collect evidence from both primary and secondary sources, under guidance or independently, and be aware of the limitations of the various collection methods.

B.   Record, classify and organise relevant evidence from an investigation in a clear, coherent form.

C.   Present the evidence in an appropriate form and effective manner using a wide range of appropriate skills and techniques including verbal, numerical, diagrammatic, cartographic, pictorial and graphical methods.

D.   Apply knowledge and understanding to select relevant data, recognise patterns and analyse evidence.

3. Interpretation and Evaluation

Students should be able to:

A.   Communicate their ideas and opinions in an accurate, concise and logical manner.

B.   Present reasoned explanations for phenomena, patterns and relationships.

C.   Understand the implications of, and draw inferences from, data and evidence.

D.   Discuss and evaluate choices, and make reasoned decisions, recommendations and judgements.

E.   Draw valid conclusions by a reasoned consideration of evidence.

SCHEME OF ASSESSMENT

All candidates will take Paper 1 and *either* Paper 2 *or* Paper 3.

Description of papers

(i)   **Paper 1** (2 hours)

This paper comprises four scenario-based questions which require candidates to provide short answers. The scenarios are set in an international Travel and Tourism environment, although some provision is made for candidates to refer to local examples.

(ii)   **Paper 2** (Alternative to Coursework – 2½ hours)

This paper comprises scenario-based questions, which require candidates to provide short answers. It is based primarily on the contents of Unit 5. This paper requires a broad understanding of the principles of marketing and promotion and of the ways in which marketing and promotion are used within the Travel and Tourism industry.

(iii) **Paper 3** (Coursework Investigation – Centre-Based Assessment)

The Investigation is directed towards the contents of Unit 6, and should allow candidates to apply their knowledge and skills of this area of the Travel and Tourism industry. It requires a basic understanding of the principles of the marketing and promotion of visitor services. It explores the ways in which the services that are available to visitors and tourism providers through tourist boards and tourist information centres can be promoted and developed for international Travel and Tourism.

Candidates will be required to submit a report of no more than 3000 words, in addition to relevant annotation and illustrative material. They will be expected to demonstrate the ability to collect both primary and secondary evidence, and to analyse, investigate and draw conclusions from this, presenting their findings in a structured report.

The time to be devoted to the preparation and completion of Coursework should be approximately in proportion with the mark allocation, i.e. about 40%

Marks will be allocated between the papers on the following basis:

Paper	Weighting
1	60%
2	40%
3	40%

CURRICULUM CONTENT

The curriculum content is organised into six study units. These are used to explore the background to the travel and tourism industry and more specific areas.

UNIT 1 The Travel and Tourism Industry

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).

(b)   Awareness of roles of tourist boards, travel agents, tour operators, accommodation providers, transport providers, tourist attractions, catering outlets, entertainment venues and ancillary tourist services.

2   Investigate the social, cultural, economic and environmental impact of travel and tourism

(a)   Types of tourism impacts (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; impact on local economy); negative impacts of tourism (inflation, opportunity costs, over-dependence).

(c)   Environmental impacts (importance of the environment; positive effects - investment, conservation; negative effects - air, vegetation, wildlife, water quality, other pollution issues).

(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).

3   Identify the role of national governments in forming tourism policy and promotion

(a)   Role of national and regional tourist boards.

(b)   Provision of travel and tourist information centres, in country and out of country.

4   Investigate the patterns of demand for international travel and tourism

(a)   Patterns of demand of international tourism; historic trends of international tourism, volume and value.

(b)   Major tourism generators and receiving countries in the world.

UNIT 2 Features of Worldwide Destinations

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.

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).

   (c)   Influence of climate on tourism (relief, temperature, sunshine, precipitation, humidity, wind).

   (d)   Correct information on climatic areas identified using reference sources.

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). Ingredients of a successful destination e.g. location, attractions, organisation, support facilities.

   (b)   Tourist destinations as amalgams (combinations) of specific environmental factors such as attractions, support facilities, hospitality and organisation.

   (c)   Implications of viewing destinations as amalgams.

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) might be attracted to 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.

UNIT 3 Customer Care and Working Procedures

1   Deal with customers and colleagues

    (a)   Importance of following customer care policies.

    (b)   Necessity of good team work.

    (c)   Importance of courtesy, tact and diplomacy recognised when dealing with customers and any specific needs.

    (d)   Procedures for handling complaints.

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.

    (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).

3   Follow basic procedures when handling enquiries, making reservations and receiving money

    (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.

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) recognised.

    (d)   Exchange rate lists devised and used.

5   Explore the presentation and promotion of tourist facilities

    (a)   Range of promotional methods (e.g. visual displays for shop window, advertisements, leaflets, brochures, Internet).

UNIT 4 Travel and Tourism Products and Services

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.

2   Explore the roles of tour operators and travel agents

   (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, 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.

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 funded, link with level of economic development.

   (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.

   (c)   Local public transport provision and relationship with improved accessibility - express links to airport (coach, rail, shuttle services), integrated rapid transit system or other forms of transportation.

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, government regulations/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).

   (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).

   (c)   Rail and road transport

   Major international tourist networks, nature and operating economies of rail and road transport, importance of motor transport in tourism.

UNIT 5 Marketing and Promotion

1   Role and Function of Marketing and Promotion

    (a)   Identify and explain why marketing and promotion are important to travel and tourism providers.

        (i)   Increased sales/usage/profitability, competitive advantage, positive organisational and product image, customer satisfaction.

    (b)   Describe the main marketing and promotion techniques used in travel and tourism.

        (i)   The use of primary marketing research techniques (such as self-completion questionnaires, telephone surveys, face-to-face interviews) and secondary marketing research techniques (such as internal information and sources of external information).

        (ii)   SWOT (strengths, weaknesses, opportunities and threats) and PEST (political, economic, social and technological influences) analyses.

        (iii)   The development of an effective marketing mix (product, price, place and promotion).

2   Market Segmentation and Targeting

    (a)   Identify the different market segments targeted by travel and tourism providers.

        (i)   Geographic, demographic and lifestyle segments.

    (b)   Explain how specific travel and tourism products are developed to cater for the needs and expectations of different market segments.

        (i)   Products (package holidays, transport, accommodation and catering, tourist attractions, tourist information services) explained and the relationship with market segments (families, singles, groups, type of customer, different ages/gender, specific needs, special interest, quality/economy/value for money etc).

3   'Product' as part of the Marketing Mix

    (a)   Identify and explain the difference between travel and tourism products and services.

        (i)   Products (tangible, homogeneous, separable, storable) identified and explained.

        (ii)   Services (intangible, heterogeneous, inseparable, incapable of being stored) identified and explained.

    (b)   Investigate the development and modification of travel and tourism products and services.

        (i)   The use of the product life cycle (introduction, growth, maturity and decline).

        (ii)   The creation of brand image through product features, packaging, price, promotion, target market segments.

        (iii)   The development of a product/service mix to appeal to different market segments and the ways in which tourism organisations develop a product portfolio.

4   'Price' as part of the Marketing Mix

    (a)   Investigate a range of common pricing policies used in the travel and tourism industry.

        (i)   Market penetration, market skimming, discount pricing, variable pricing, loss leader pricing, special offers.

    (b)   Identify and explain the factors that determine pricing policies.

        (ii)   Profitability, subsidies, competitors, customers' expectations.

5   'Place' as part of the Marketing Mix

    (a)   Investigate the factors that influence the selection of a location for travel and tourism facilities.

        (i)   Costs, availability of suitable premises, character 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.

        (ii)   Direct selling, wholesalers, retailers, mail order, Internet, Global Distribution Systems.

6   'Promotion' as part of the Marketing Mix

    (a)   Explore the main methods of promotion used in the travel and tourism industry.

        (i)   Advertising, publicity (brochures, leaflets, flyers), point of sale displays, public relations, direct marketing, sales promotions, personal selling, videos, Internet.

    (b)   Identify and explore the factors that are considered when producing effective promotional materials

        (i)   Costs, target market segments, timing, brand image, AIDA (attention, interest, desire, action) in designing effective promotional materials.

UNIT 6 The Marketing and Promotion of Visitor Services

1   The Operation, Role and Function of Tourist Boards (National, Regional and Local) and Tourist Information Centres

   (a)   Investigate the operation of tourist boards and tourist information centres.

        (i)   Size, organisational structure, sources of funding, channels of communication, accountability.

   (b)   Explore the role and function of tourist boards and tourist information centres.

        (i)   Marketing and promotion, research, information services, advice and consultation, quality standards.

2   The Provision of Tourist Products and Services

   (a)   Explore the range of products available.

        (i)   Guide books and maps, souvenirs.

   (b)   Explore the range of services.

        (ii)   Information services, reservations systems, destination management systems, park-and-ride, guiding services.

3   Basic Principles of Marketing and Promotion

   (a)   Identify and explain why marketing and promotion are important to travel and tourism providers.

        (i)   Increased sales/usage/profitability, competitive advantage, positive organisational and product image, customer satisfaction.

   (b)   Identify the main marketing and promotional techniques used in travel and tourism.

        (i)   Primary marketing research techniques - self-completion questionnaires, telephone surveys, interviews.

        (ii)   Secondary marketing research - appropriate use of visitor surveys, local regional and national research.

4   The Marketing Mix

   (a)   Describe and explain the composition of the marketing mix – the Four Ps – product, price, place, and promotion.

   (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 - costs, availability of suitable premises, character of area, local and transient population, adjacent facilities, access/transport links, availability of staff.

   (e)   **Promotion:** Explore the main ways in which tourist boards and information centres promote tourism products, services facilities and events.

        (i)   Methods of promotion used in the travel and tourism industry (advertising, publicity[brochures, leaflets, flyers], point of sale displays, public relations, direct marketing, sales promotions, personal selling, videos, Internet).

5   Leisure Travel Services

   (a)   Explore the contribution that tourist boards and tourist information centres make towards the leisure travel market.

        (i)   Development of packages for the leisure market.

        (ii)   Exploitation and support of special events, festivals and attractions.

        (iii)   Development of calendar of events.

6   Business Travel Services

   (a)   Explore the contribution the tourist boards and tourist information centres make towards the business travel market.

        (i)   Development of packages for the corporate and convention market.

        (ii)   National, regional and local conferences, trade fairs and exhibitions.

COURSEWORK INVESTIGATION (CENTRE-BASED ASSESSMENT)

1. Introduction

The investigation component is worth 40% of the total marks and is directed towards the contents of Unit 6, whereas Paper 2 is based on the contents of Unit 5.

The investigation offers students the opportunity to apply their knowledge and skills in the detailed study of a particular aspect of the Travel and Tourism industry. If possible this should be in the local area, as it is usually an easier practical proposition, but for many centres travelling a certain distance may be involved.

A list of suggested titles is provided in section 4 (a) below. It is expected that all students at a centre will work on a common title, as this will enable the collection of larger samples of evidence, but it is expected that each student conducts a short, individual investigation within the broader main topic.

Students will need to have a good basic knowledge of Unit 6 before starting their investigation.

2. Outline of the Investigation

The investigation will include:

(a) Collecting evidence, both primary (e.g. by using questionnaires) and secondary (e.g. by obtaining past tourist information).

(b) Writing a report of no more than 3000 words, in addition to relevant annotation and illustrative material, which should include:

- a brief introduction
- an account of the methods used for the collection of evidence
- representation of the evidence collected, in the form of graphs, diagrams, etc.
- a detailed analysis and interpretation of the evidence collected
- an evaluation of the investigation
- a conclusion, summarising the findings of the whole investigation.

3. Teacher Involvement

The investigation is intended to be the student's own individual work, but many will require assistance due to inexperience. Teachers are expected to give assistance and guidance at all stages, through discussion and supervision. The student should not at any stage be left wondering what to do next. The extent of guidance required by a student should be taken into account when marks are given in the section Observation and Collection of Evidence, (Assessment Objective 2A). Many students will require close supervision in the organisation of the writing of their report, so that it is completed within the set time limits.

Teachers will be able to assist students in the following ways:

- preparing them to undertake their investigation
- guiding them in the choice of topics for individual study
- ensuring that candidates are fully aware of what is expected of them in the collection of evidence, presentation of their findings and overall writing of the report
- discussing any difficulties and problems that arise when conducting the investigation and writing their reports.

All written material prepared by staff and given to all students must be included in the final submitted report.

4. Organising the Coursework

(a) Choice of Title:

The title for the investigation should either be:

- A statement which the investigation then goes on to test OR
- A question which the investigation then attempts to answer.

It is advisable to have several aims, each of which is connected to a chosen method of collecting evidence.

The title for the investigation needs to be carefully selected by the teacher, taking into consideration such factors as the general level of ability of the students, so that each one maximizes his or her potential and practical considerations such as:

- the numbers of visits that will be required for collecting evidence
- how familiar staff are with the chosen area to simplify planning the investigation
- the range of possibilities for collecting a variety of primary evidence
- the amount of available secondary information about the area for the students to use.

Suggested Titles:

- To what extent have increased marketing and promotion influenced the recent development of X as a tourist centre?

- What are the main methods used in the marketing and promotion of the tourist industry/ attraction at X ?

- Which Tourist Information Centre is most efficient at marketing and/or promotion of a particular tourist attraction, the one at X or the one at Y?

- What are some of the main methods of marketing and promotion used by the tourist information centres at X and Y?

- Which methods of marketing and promotion are considered to be most successful by the tourist at a particular location?

- In what ways does the marketing and promotion of leisure tourism differ from that of business tourism?

- To compare the tourist products and services available at X and Y.

- To compare the effectiveness of a selected range of methods of promoting the tourism product at tourist location X.

- To compare the types of marketing and/or promotional activities/methods of a local Tourist Board and the Tourist Information Centre.

- To compare the marketing and promotion of leisure and business tourism in a tourist location.

- To study the importance of marketing and/or promotion in the increase in business tourism at location X.

- To compare the marketing and promotion of two different attractions within a tourist location.

(b) Preparation:

It is advisable to have at least two class sessions before the first visit to the area of study, so that the students gain the maximum benefit from their work 'in the field'. It is important to outline the whole of the process of the investigation at this stage so that the importance and significance of the investigation is fully appreciated. The importance of collecting all the required evidence, obtaining accurate evidence and noting down any difficulties or limitations that are encountered, should be emphasized. The short individual study should also be discussed with each student, as this will also require the collection of evidence. It is advisable to collect all the evidence in a notebook, as it will be necessary for the students to submit 'rough work' as proof of their involvement.

(c) Methods of Collecting Evidence:

These will vary with the title chosen but should include a range of suitable investigative techniques containing at least **THREE** methods of primary evidence collection and the collection of at least **TWO** sets of secondary information.

(i) Primary Evidence:

There are several possible methods, which include:

Questionnaires: this is a very useful method as it provides a large amount of data. The compilation of questionnaire, either by the teacher or by the students, is important as there should be no more than 8 to 10 questions and these should be carefully thought out so as to obtain a wide range of appropriate evidence which can be represented by using a wide range of skills.

- Interviews: these need to be planned in advance
- Traffic and Pedestrian counts
- Land use surveys
- Visual observation surveys, e.g. counting car parking spaces or tourist shops, environmental assessments, etc.
- Taking photos and drawing sketches

Details of these are provided in many textbooks such as those listed in the Resource List below.

(ii) Secondary Evidence:

Again, a wide range is available which includes:

- Government statistics, e.g. census returns
- Information from national, regional and local tourist authorities
- Internet
- Library resources, e.g. documents, maps, books
- Newspaper articles, archives and photos
- Weather statistics
- Information from Transport Authorities
- Data provided by teacher from previous years

(d) Preparing the Report:

The basic format of the report should be:

(i) Title Page

(ii) List of Contents, which includes page numbers for the main sections of the report. A list of illustrative material, e.g. graphs, should also be included.

(iii) Introduction, including a brief background of the area studied, any relevant theoretical background, a brief outline of the topic under consideration and a plan as to what is to be done.

(iv) Statement of the hypothesis and a list of the main aims

After these introductory pages should come the main body of the report, which should be clearly divided into sections each with clear heading such as: methods of collecting evidence, representation of evidence, etc.. The report should contain a detailed account, in logical sequence, of all the work done.

(v) Methods for collection of evidence

This should include an account of the planning and preparation work, the collection of evidence, any limitations of the methods chosen or any other difficulties or problems that were encountered, and any follow-up work, e.g. organising data collected by individuals into group results.

(vi) Representation of data

A wide range of appropriate skills and techniques should be used here such as:

- graphs - vertical and horizontal bar and line graphs; pie graphs; pictograms; divided bars, rectangles and squares; frequency polygons; radial charts; scattergraphs; dispersion graphs; cumulative frequency graphs.
- Maps - location and land-use maps, choropleth or isoline maps, proportional circle and flow maps.
- tables, sketches, photos, and diagrams.
- statistical methods: mean, median, mode, range, etc.

Students will gain credit for choice of appropriate skills. The use of computers is allowed in the representation of evidence, although it should be possible to obtain maximum marks by using hand-drawn graphs, etc.

(vii) Analysis and interpretation of the data

In this section, all the evidence collected should be thoroughly analysed and interpreted. This is a very important section and carries the highest number of marks in the mark scheme.

(viii) Evaluation and conclusion

In the evaluation of the investigation, the student should comment on its usefulness, value and what has been learned by its completion. In the conclusion, there should be a summary of the findings of the investigation band: a 'drawing together' of all the various strands of the work in a meaningful manner. The student should also refer back to the title and say to what extent they have been able to test their statement or answer their question.

(ix) Bibliography, sources and acknowledgements

These should be listed at the end of the report.

5. Moderation

(a) Internal moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

(b) External Moderation

If there are ten or fewer students at the Centre ALL of their coursework must be submitted. If there are more than ten, a representative sample must be submitted, in accordance with the numbers stated in Part 4 of the Handbook for Centres. This should cover the entire ability range of the students at the Centre, with the marks spaced as evenly as possible from the top mark to the lowest mark. If appropriate, the sample should include work of students from the classes of different teachers. All coursework submitted for moderation should be in a file, which has been clearly marked with:

- the student's name and number
- the Centre name and number
- the Coursework title.

Each submission of Coursework should be accompanied by completed Individual Candidate Record Cards and a Coursework Summary Assessment Form.

A further sample of coursework may be required at a later date. All records and supporting written work should be retained until after the publication of the results.

ASSESSMENT OF COURSEWORK

Summary Table of marks and Assessment Criteria. See the following pages for further amplification.

Marking Criteria		AO	Criteria	Levels	Total Marks
Knowledge with Understanding		**1A – 1C**	**3**	**3**	**9**
Investigative Skills and Representation of Evidence	A. Observation and collection of evidence	**2A.1 – 2A.3**	**3**	**3**	**9**
	B. Organisation and Representation of Results	**2B.1 – 2B.3**	**3**	**3**	**9**
Analysis and Interpretation of Evidence		**3A – 3G**	**7**	**3**	**21**
Evaluation and Conclusions		**4A – 4D**	**4**	**3**	**12**

Total Marks: out of 60, which are then adjusted to be worth 40% of the total mark for the course.

1.KNOWLEDGE WITH UNDERSTANDING: 9 marks

Assessment Objective	Criteria	Level One	Level Two	Level Three
1A	General application of knowledge with understanding.	Very limited throughout the investigation.	Some basic knowledge and understanding is evident at several stages of the investigation.	Sound basic knowledge and understanding is evident throughout the investigation.
1B	Connection between key ideas of the course and the aims of the investigation.	Very few, if any, links between the purpose of the investigation and key ideas of the course.	Some links between the purpose of the investigation and key ideas of the course.	Clear, well-developed links between the purpose of the investigation and key ideas of the course.
1C	Use of appropriate terminology and understanding of concepts and principles.	Poor use of terminology, which is sometimes inappropriate. Limited understanding of relevant concepts and principles.	Wider use of terminology, with more accuracy. Most relevant concepts and principles understood.	Full explanation and good, accurate use of terminology. Full understanding of relevant concepts and principles.

2. INVESTIGATIVE SKILLS AND REPRESENTATION OF EVIDENCE.

A. Observation and Collection of Evidence: 9 marks

Assessment Objective	Criteria	Level One	Level Two	Level Three
2A.1	Collection of evidence from both primary and secondary sources under guidance or independently.	Limited range of evidence collected either from mainly primary, or mainly secondary sources. Considerable guidance needed throughout, and work is limited to the obvious area of enquiry. Independent enquiry very weak. Little initiative shown.	Wider range of evidence collected but still mainly from either primary or secondary sources. Guidance needed but some attempt made to extend the investigation beyond the obvious area of enquiry. Independent enquiry better developed but has limited relevance to the original work done. Some initiative is shown.	Wide range of evidence with a good balance between primary and secondary sources. Little guidance needed and problems encountered solved independently. Good attempt to extend the investigation beyond the obvious area of enquiry. Independent enquiry is well done and compliments the original work. A high level of initiative is shown
2A.2	Awareness of limitations of methods used to collect evidence.	Limited awareness of the limitations of methods used.	Some awareness of the limitations of the methods used.	A sound awareness of the limitations of the methods used.
2A.3	Evidence recorded, classified and organised.	A poor, limited attempt is made. Rough work is disorganised or incomplete.	Some attempt is made but there are some omissions. Rough work is partially organised but still incomplete.	Well-organised in a clear, coherent form. Accurate observations and records. Rough work is organised and complete.

B. Organisation and Representation of Results: 9 marks.

Assessment Objective	Criteria	Level One	Level Two	Level Three
2B.1	Evidence displayed accurately and using appropriate skills and techniques.	Some inconsistencies in the accuracy of the evidence displayed. At least one skill or technique is inappropriate.	Most of the evidence collected is accurately displayed. All skills and techniques used are appropriate.	All of the evidence collected is accurately displayed. All skills and techniques used are appropriate and some awareness of the validity or reliability of at least one of them is shown.
2B.2	Data displayed effectively, with a degree of neatness and good annotation.	Some of the evidence collected is displayed effectively and neatly. Limited labelling of graphs and diagrams.	Most of the evidence collected is displayed effectively and neatly. Most of graphs and diagrams have titles, keys, scale, etc.	All of the evidence is displayed effectively and neatly. All of the graphs and diagrams have titles, keys, scale, etc.
2B.3	Use of different skills and techniques are used.	Only a limited range of skills and techniques is used.	A wide range of skills and techniques is used.	A comprehensive range of skills and techniques is used.

3. ANALYSIS AND INTERPRETATION OF EVIDENCE: 21 marks.

Assessment Objective	Criteria	Level One	Level Two	Level Three
3A	Application of Knowledge.	Most of the evidence is analysed and interpreted using general terms rather than appropriate terminology.	Most of the evidence is analysed and interpreted using appropriate terms and concepts.	Clear analysis and interpretation of relationships and concepts using appropriate terminology. Relates evidence to the context of the course.
3B	General communication skills.	Limited communication of ideas. Opinions given which are not related to the evidence collected.	Better communication of ideas. Opinions given are partly related to the evidence collected.	Thorough communication of ideas. Opinions given are closely related to the evidence collected.
3C	Organisation of the analysis and interpretation.	Incomplete account, which lacks a logical, organised structure. Limited analysis and interpretation, with reference to only some of the evidence.	Fuller account with a more logical structure. Some attempt is made at organisation and most of the evidence is analysed and interpreted.	Complete account with a sound, organised, logical structure. A thorough, well-organised, section of work including analysis and interpretation of all the evidence collected.
3D	Level and extent of analysis.	Comments about the evidence collected and represented are mainly descriptive and simply stated.	Some attempts are made to recognise patterns and develop some explanations.	Thorough analysis with reasoned explanations and valid comments.
3E	Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis.	Very little effort to explain the data or to try to find any links or relationships. Very few if any inferences are drawn.	Some effort to justify the findings and some attempts to find reasons for the evidence obtained. Some inferences are drawn.	A good effort is made to present sound, reasoned explanations for the evidence obtained. Several inferences are made.
3F	Awareness of the limitations of the evidence collected.	Very little if any awareness of the limitations of the evidence collected.	Some awareness of the strengths and limitations of the evidence but no suggestions as to how these difficulties could be overcome.	Weaknesses and strengths in the evidence collected are recognised and suggestions are made as to how these could be overcome.
3G	Originality and individual opinion.	Little, if any, originality and individual opinion is shown.	Some originality and individual opinion is shown.	Several original ideas and opinions are included.

4. EVALUATION AND CONCLUSIONS: 12 marks

Assessment Objective	Criteria	Level one	Level Two	Level Three
4A	Evaluation of the investigation as a whole.	Little or no evaluation of the project as a whole. One or two limitations of the investigation mentioned but not assessed.	Some evaluation of the coursework is included. Several limitations mentioned and only superficially assessed.	A sound evaluation of the coursework is included. Several limitations mentioned and competently assessed.
4B	Suggestions and recommendations for improvement or future work.	Very few if any of these are included.	Some of these are included which are generalised and basic.	A wide selection of these is included, which indicate detailed thought about the investigation.
4C	Draw valid conclusions by reasoned consideration of evidence.	Conclusion lacks depth and is written in general terms. Little, if any, consideration of the evidence is used to support the conclusions.	Conclusion is more detailed but still rather tentative. A basic attempt is made to use the evidence as a basis of the conclusion.	A very good, reasoned and justified conclusion drawing together all the threads of the investigation. A good attempt is made to use the evidence to draw a conclusion.
4D	Reference to original aims of the investigation in the conclusion.	Little or no connection to the aims or title in the conclusion.	Attempts to relate to the aims and/or title in the conclusion.	Direct references to the aims in the reaching conclusions.

TRAVEL AND TOURISM
INDIVIDUAL CANDIDATE RECORD CARD
IGCSE 2008

Centre Number				Centre Name	
Candidate Number				Candidate Name	
				Teaching Group/Set	

Please use the space on the reverse for any comments about the project(s), marking, and help given to the candidate beyond normal supervision. Comments are especially important where the marks awarded differ from what might have been expected on the sole evidence of the submitted material.

Title(s) of Project(s)

Section	Sub-section	Criterion		Max	Mark
Knowledge with Understanding		General application of knowledge with understanding	1A	3	
		Connection between key ideas of the course and the aims of the investigation	1B	3	
		Use of appropriate terminology and understanding of concepts and principles	1C	3	
Investigative Skills and Representation of Evidence	Observation and Collection of Evidence	Collection of evidence from both primary and secondary sources under guidance or independently	2A.1	3	
		Awareness of limitations of methods used to collect evidence	2A.2	3	
		Evidence recorded, classified and organised	2A.3	3	
	Organisation and Representation of Results	Evidence displayed accurately and using appropriate skills and techniques	2B.1	3	
		Data displayed effectively, with a degree of neatness and good annotation	2B.2	3	
		Use of different skills and techniques are used	2B.3	3	
Analysis and Interpretation of Evidence		Application of knowledge	3A	3	
		General communication skills	3B	3	
		Organisation of the analysis and interpretation	3C	3	
		Level and extent of analysis	3D	3	
		Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis	3E	3	
		Awareness of the limitations of the evidence collected	3F	3	
		Originality and individual opinion	3G	3	
Evaluation and Conclusions		Evaluation of the investigation as a whole	4A	3	
		Suggestions and recommendations for improvement or future work	4B	3	
		Draw valid conclusions by reasoned consideration of evidence	4C	3	
		Reference to original aims of the investigation in the conclusion	4D	3	

UNIVERSITY of CAMBRIDGE International Examinations

TRAVEL AND TOURISM
Coursework Assessment Summary Form
IGCSE 2008

November | 2 | 0 | 0 | 8

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number					Centre Name	

Candidate Number	Candidate Name	Teaching Group/Set	Total Mark (max 60)	Internally Moderated Mark (max 60)

Name of teacher completing this form		Signature		Date
Name of internal moderator		Signature		Date

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:

   (a) In the column headed 'Total Mark', enter the total mark awarded before moderation took place.

   (b) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.

4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

UNIVERSITY *of* CAMBRIDGE
International Examinations

RESOURCE LIST

Books

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
ABTA's Guide to Working in Travel	Verite Reily Colins	1996	Travel Training Co	1900140497
Cambridge Career Award in Travel and Tourism: Standard Level	Ann Rowe, John D. Smith and Fiona Borein	2002	Cambridge University Press	052189235X
GCSE Travel and Tourism	Ward, John	1997	Longman Higher Education	0582312566
International Tourism	Vellas, Francois, Bécherel Lionel	1995	Palgrave Macmillan	0333615239
Managing Tourism	Medlik, S.	1995	Butterworth Heinemann	0750623551
The Business of Tour Operations	Yale, Pat	1995	Longman	0582277973
The Travel Industry in Britain	Horner Pauline	1991	Nelson Thornes	0748705996
Tourism Destinations	Davidson, Rob Maitland, Robert	1997	Hodder Arnold H&S	0340654759
Travel Agency Practice	Horner, Pauline	1996	Longman	0582288568
Travel and Tourism in Europe	Davidson, Rob	1998	Longman Higher Education	0582292247
Managing People & Activities	Burton, Rosemary	1997	Longman Higher Education	0582315581
Travel Geography for Tourism: Part 1: UK	Horner, Pauline	1993	Nelson Thornes	0748715576
World Travel Atlas 8th Edition	Hazlehurst, Bill	1999	Columbus Travel Publishing email:booksales@columbus-group.co.uk http://www.travelknowledge.com	1902221168
The World Travel Dictionary	Korniczky, Peter	1999	Columbus Travel Publishing	1902221109
World Travel Guide	Quinn, Brian	1999	Columbus Travel Publishing	190222115X
Methods of Statistical Analysis of Fieldwork Data	Peter St.John & Dave Richardson	1996	Geographical Association	1899085165
Methods of Presenting Fieldwork Data	Peter St.John & Dave Richardson	1997	Geographical Association	1899085491
Statistics in Geography for A Level Students	John G Wilson	1984	Schofield and Sims	0721710611

Complete A to Z Leisure and Tourism Handbook	Youell, Ray	1996	Hodder Arnold H&S	0340647892
A to Z Geography Coursework Handbook (Including Investigative Skills)	Skinner, Redfern and Farmer	2001	Hodder Arnold H&S	0340802901
Tackling Geography Coursework	Bowen and Pallister	1997	Hodder Arnold H&S	0340683899

Websites

Business Travel   http://www.americanexpress.com

Singapore – Visitor arrivals data   http://www.cybrary.com.sg/

Tourism Facts and Figures for the UK   http://www.staruk.org.uk

Tourism Offices Worldwide Directory   http://www.towd.com

Travel Education Project: Learner's Pack: http://www.travelchannel.co.uk
Resource material

World Tourism Organisation   http://www.world-tourism.org