Syllabus

Cambridge IGCSE Travel and Tourism
Syllabus code 0471
For examination in June and November 2013

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Contents

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

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1. Introduction

1.2 Why choose Cambridge IGCSE Travel and Tourism?

IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The intention of the syllabus is to provide a broad introduction to the travel and tourism industry and related ancillary service industries.

The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion.

Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Travel and Tourism (0471) falls into Group V, Creative, Technical and Vocational.
Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice**.

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1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

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2. Assessment at a glance

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Candidates take:	
Paper 1	2 hours
Short answer question paper	
(60% of total marks)	

and either:	or:
Paper 2　　　　　　　　　2½ hours	**Paper 3**
Alternative to Coursework	Coursework investigation (max 3000 words)
Short answer question paper, based primarily on Unit 5 of the syllabus	Centre-based assessment, directed towards Unit 6 of the syllabus
(40% of total marks)	(40% of total marks)

Availability

This syllabus is examined in the May/June examination session and the October/November examination session.

Paper 3 is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

* syllabuses with the same title at the same level
* 7096 O Level Travel and Tourism

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

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3. Syllabus aims and objectives

3.1 Aims

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

- understanding of the travel and tourism industry
- 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
- 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
- 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 in travel and tourism. Candidates 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, candidates apply their knowledge and skills in a detailed study of a particular aspect of the travel and tourism industry.

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3. Syllabus aims and objectives

3.2 Assessment objectives

1. Knowledge with understanding

Candidates 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

Candidates 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 and 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

Candidates 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.

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3. Syllabus aims and objectives

3.3 Scheme of assessment

The syllabus is available for examination in the June and November sessions.

Candidates take:	
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.	
(60% of total marks)	

and either:	or:
Paper 2 **2½ hours** **Alternative to Coursework**	**Paper 3** **Coursework investigation*** (Centre-based assessment)
This paper comprises scenario-based questions, which require candidates to provide short answers.	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 is based primarily on the contents of Unit 5.	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 should have 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.	The candidate's report should be 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; analyse, investigate and draw conclusions from this; and present their findings in a structured report.
(40% of total marks)	(40% of total marks)

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

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4. 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

1.1 Understand and explain the structure of the international travel and tourism industry

(a) Definitions of the industry:
- travel (leisure, business, VFR – visiting friends and relatives)
- travel services (retail and business travel agencies, tour operators, principals)
- tourism services (national and regional tourist boards, tourist information centres)
- tourist classifications (day tripper, length of stay, leisure or business and other purposes)

(b) Awareness of the roles of:
- tourist boards
- travel agents
- tour operators
- accommodation providers
- transport providers
- tourist attractions
- catering outlets
- entertainment venues
- ancillary tourist services

1.2 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 and links with economic development
- impact on local economy
- negative impacts of tourism (inflation, leakage, opportunity costs, over-dependence)

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

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4. Curriculum content

(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

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

(a) The role of national and regional tourist boards
(b) Provision of travel and tourist information centres, in country and out of country

1.4 Investigate the patterns of demand for international travel and tourism

(a) Patterns of demand for international tourism; historic trends of international tourism, volume and value
(b) Major tourism generators and receiving countries in the world

Unit 2: Features of worldwide destinations

2.1 Demonstrate knowledge of the main global features

(a) Location of major continental land masses, oceans and seas
(b) Location of the world's major cities in relation to their importance as major transport hubs and destinations

2.2 Demonstrate awareness of different time zones and climates

(a) Relationship between global position (longitude) and time zones
(b) Relationship between global position (latitude) and physical environment (equatorial, tropical – including deserts, temperate, arctic)
(c) Influence of climate on tourism (relief, temperature, sunshine, precipitation, humidity, wind)
(d) Correct information on climatic areas identified, using reference sources

2.3 Investigate travel and tourism destinations

(a) Nature of destinations, e.g.:
• perishable (they can be altered)
• multiple use (people other than tourists use the destinations)
• cultural appraisals (destinations are influenced by fashion)
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

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4. Curriculum content

2.4 Identify and describe the features which attract tourists to a particular destination

(a) Features of location (climate, location, cultural, religious, etc.) identified and described, using reference sources

(b) Reasons why certain tourists (e.g. disabled, young people, families) might be attracted to a location

(c) Influence of physical features on the opportunities and constraints for the development of tourism, e.g. mountains and hills, coasts and inland waterways

Unit 3: Customer care and working procedures

3.1 Deal with customers and colleagues

(a) Importance of following customer care policies

(b) Necessity of good team work and training

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

(d) Procedures for handling complaints

3.2 Identify the essential personal skills required when working in the travel and tourism industry

(a) Awareness of the need for essential personal and interpersonal skills

(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

3.3 Follow basic procedures when handling customer enquiries, making reservations and payments

(a) Customer's requirements correctly interpreted upon receipt of an enquiry (in person, in writing, by telephone/fax/email)

(b) Simple reservation file prepared following set procedures, including use of diary for further action required

(c) Simple receipt issued and payments recorded

3.4 Use reference sources to obtain information

(a) Timetables, travel brochures and tariffs used to obtain accurate information

(b) Itinerary drawn up to meet customer's requirements

(c) Use of computerised information systems and relevant technology to obtain information (Worldspan, Sabre, Galileo, World Wide Web)

(d) Exchange rate lists devised and used

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4. Curriculum content

3.5 Explore the presentation and promotion of tourist facilities
(a) Range of promotional methods and their use identified (e.g. visual displays for shop window, advertisements, leaflets, brochures, Internet)

Unit 4: Travel and tourism products and services

4.1 Identify and describe tourism products

(a) Inter-relationship between travel and transport, catering and accommodation, attractions, leisure and recreation and business facilities

(b) Components included in different tourism products (e.g. package, independent, all-inclusive holidays)

(c) Ancillary services – guiding, currency, marketing services

4.2 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

4.3 Describe support facilities for travel and tourism

(a) Concept of infrastructure – features of the built environment (utilities, roads, telecommunications, airports, ports), details of how they are funded, link with level of economic development

(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

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4. Curriculum content

4.4 Explore the features of worldwide transport in relation to major international routes

(a) Air Transport:

- main intercontinental routes and airports identified
- types of air transport operation (charter and scheduled, domestic and international)
- operating economics of air transport, full fare versus budget ('no frills')
- government regulation/deregulation of air transport
- the advantages and disadvantages of regulation
- air transport and tourism development – the role of governments and international bodies (e.g. IATA)

(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

5.1 Role and function of marketing and promotion

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

- increased sales/usage/profitability/market share/customer base
- competitive advantage
- positive organisational and product image
- customer satisfaction/brand loyalty/repeat business

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

Market research

- 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)
- identifying customers' needs and wants using qualitative and quantitative research data

Market analysis tools

- full situation analysis incorporating SWOT (strengths, weaknesses, opportunities and threats) and PEST (political, economic, social and technological influences) analyses
- the development of an effective marketing mix (product, price, place and promotion)

5.2 Market segmentation and targeting

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

- geographic
- demographic
- lifestyle/psychographic

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

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

5.3   'Product' as part of the marketing mix

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

- products (tangible, homogeneous, separable, storable) identified and explained
- services (intangible, heterogeneous, inseparable, incapable of being stored, perishable) identified and explained

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

- the use of the product life cycle (research and development, introduction, growth, maturity, saturation and decline)
- the creation of brand image through product features, packaging, price, promotion, target market segments and brand loyalty
- the development of a product/service mix to appeal to different market segments and the ways in which tourism organisations develop a product portfolio

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5.4 'Price' as part of the marketing mix

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

- market penetration
- market skimming
- discount pricing
- variable pricing
- loss leader pricing
- promotional pricing/special offers
    - the going rate/competitive pricing
    - prestige pricing
    - price bundling

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

- fixed and variable costs
- profitability
- subsidies
- competitors
- customers' expectations/likely number of customers
- seasonality
- economic factors (exchange rates, taxes and other levies)

5.5 'Place' as part of the marketing mix

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

- costs
- availability of suitable premises/land
- character and features of area
- local and transient population
- adjacent facilities
- access/transport links
- availability of staff

(b) Identify and explain the range of distribution channels for travel and tourism products and services:

- direct selling
- wholesalers
- retailers
- Internet
- Global Distribution Systems

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5.6 'Promotion' as part of the marketing mix

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

- advertising
- publicity/print material (brochures, leaflets, flyers)
- point of sale displays
- public relations (sponsorship, press release)
- direct marketing
- sales promotions (special offers, use of merchandising, mascots)
- personal selling
- videos/DVDs
- Internet
- electronic media including the use of mobile technology
- trade promotions (trade fairs, familiarisation trips, incentives)

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

- costs
- stages of the promotional campaign
- target market segments
- timing
- brand image
- AIDA (attention, interest, desire, action) in designing effective promotional materials

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4. Curriculum content

Unit 6: The marketing and promotion of visitor services

6.1 The operation, role and function of tourism authorities responsible for tourism policy and promotion at a national, regional and local level, including tourist information centres and visitor information services

(a) Investigate the operation of tourism authorities and visitor information services:
- size
- organisational structure
- sources of funding
- channels of communication
- responsibility/accountability

(b) Explore the role and function of tourist boards and tourist information centres:
- marketing and promotion
- research
- information services
- advice and consultation
- quality standards

6.2 The provision of tourist products and services

(a) Explore the range of products available:
- guide books and maps, leaflets, events calendars
- souvenirs

(b) Explore the range of services:
- information services
- reservations systems
- destination management systems including park-and-ride schemes
- park-and-ride
- guiding services

6.3 Basic principles of marketing and promotion

(a) Identify and explain why marketing and promotion are important to travel and tourism providers:
- increased sales/usage/profitability/market share/customer base
- competitive advantage
- positive organisational and product image
- customer satisfaction/brand loyalty/repeat business

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

- primary marketing research techniques – self-completion questionnaires, telephone surveys, interviews
- secondary marketing research – appropriate use of visitor surveys, local, regional and national research

6.4 The marketing mix

(a) Describe and explain the composition of the marketing mix – the Four Ps:

- product
- price
- place
- 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 and the distribution channels used to make travel and tourism products and services available to customers

(e) **Promotion:** explore the main ways in which tourism authorities and visitor information services promote tourism products, services, facilities and events:

6.5 Leisure travel services

(a) Explore the contribution that tourism authorities and visitor information services make towards the leisure travel market:

- development of packages for the leisure market
- exploitation and support of special events, festivals and attractions
- development of calendar of events

6.6 Business travel services

(a) Explore the contribution the tourism authorities and visitor information services make towards the business travel market:

- development of packages for the corporate and convention market
- national, regional and local conferences, trade fairs and exhibitions

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5. Coursework investigation

5.1 Introduction

The Coursework investigation component is worth 40% of the total marks and is directed towards the contents of Unit 6.

The investigation offers candidates 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 5.2 below. It is expected that all candidates at a Centre will work on a common title, as this will enable the collection of larger samples of evidence, but each candidate should conduct a short, individual investigation within the broader main topic.

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

Outline of the investigation

The investigation must 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.

Teacher involvement

The investigation is intended to be the candidate'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 candidate should not at any stage be left wondering what to do next. The amount of guidance required by a candidate should be taken into account when marks are awarded for observation and collection of evidence (Assessment objective 2A).

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5. Coursework investigation

Many candidates 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 candidates in the following ways:

- preparing candidates to undertake their investigation
- guiding candidates 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 reports.

Any written material prepared by staff and given to all candidates **must** be included in the final submitted report.

5.2 Choosing an investigation

Choice of title

The title for the investigation should be:

- **either** 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 candidates, so that each one maximises 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 candidates to use.

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5. Coursework investigation

Suggested titles

- To what extent have increased marketing and promotion influenced the recent development of X as a tourist destination?
- What are the main methods used in the marketing and promotion of the tourist industry/attraction/facilities at X?
- Which visitor information services are most responsible for the marketing and/or promotion of a particular tourist destination, 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?
- A comparison of the tourist products and services available at X and Y.
- A comparison of the effectiveness of a selected range of methods of promoting the tourism product at tourist location X.
- A comparison of the types of marketing and/or promotional activities/methods of a local visitor information service provider.
- A comparison of the marketing and promotion of leisure and business tourism in a tourist location.
- A study of the importance of marketing and/or promotion in the increase in business tourism at location X.
- A comparison of the marketing and promotion of two different attractions within a tourist location.

5.3 Collecting the evidence

Preparation

It is advisable to have at least two class sessions before the first visit to the area of study, so that the candidates 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 emphasised. The short individual study should also be discussed with each candidate, 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 candidates to submit 'rough work' as proof of their involvement.

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5. Coursework investigation

Methods of collecting evidence

The methods of collecting evidence 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.

(a) Primary evidence:

There are several possible methods, including:

- questionnaires – this is a very useful method as it provides a large amount of data. The compilation of a questionnaire, either by the teacher or by the candidates, is important. There should be no more than 8 to 10 questions. The questions 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 Resources List.

(b) Secondary evidence:

A wide range of evidence is available including:

- 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 from previous years, provided by the teacher.

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5. Coursework investigation

5.4 Preparing the report

The basic format of the report should be:

(a) Title page

(b) List of contents

This should include:

- page numbers for the main sections of the report
- a list of illustrative material, e.g. graphs.

(c) Introduction

The introduction should include:

- a brief background of the area studied
- any relevant theoretical background
- a brief outline of the topic under consideration
- a plan showing what has been done.

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

After the introduction comes the main body of the report, which should be clearly divided into sections, each with a clear heading. The sections might include methods of collecting evidence, representation of evidence, etc. The report should contain a detailed account, in logical sequence, of all the work done.

(e) Methods for collection of evidence

This section should include an account of:

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

(f) 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.

Candidates 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.

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(g) 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.

(h) Evaluation and conclusion

In the evaluation of the investigation, the candidate 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 candidate should also refer back to the title and say to what extent they have been able to test their statement or answer their question.

(i) Bibliography, sources and acknowledgements

These should be listed at the end of the report.

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6. Assessment of coursework

6.1 Coursework assessment criteria

The table below gives a summary of the Coursework mark allocation. The following pages give full details of the Coursework assessment criteria and levels.

Coursework marking criteria			Coursework assessment objectives	Number of criteria	Number of levels	Total marks available
1.	Knowledge with understanding		1(a)–1(c)	3	3	9
2.	Investigative skills and representation of evidence	(i) Observation and collection of evidence	2(a)–2(c)	3	3	9
		(ii) Organisation and representation of results	2(d)–2(f)	3	3	9
3.	Analysis and interpretation of evidence		3(a)–3(g)	7	3	21
4.	Evaluation and conclusions		4(a)–4(d)	4	3	12
Total marks						**60**

The Coursework component represents 40% of the total marks for the course.

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6. Assessment of coursework

1. Knowledge with understanding (9 marks)

Assessment objective	Criteria	Level 1	Level 2	Level 3
1(a)	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.
1(b)	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.
1(c)	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.

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6. Assessment of coursework

2. Investigative skills and representation of evidence

2.(i) Observation and collection of evidence (9 marks)

Assessment objective	Criteria	Level 1	Level 2	Level 3
2(a)	Collection of evidence from both primary and secondary sources under guidance or independently.	Limited range of evidence collected either mainly from primary sources, or mainly from 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 complements the original work. A high level of initiative is shown.
2(b)	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.
2(c)	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.

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6. Assessment of coursework

2.(ii) Organisation and representation of results (9 marks)

Assessment objective	Criteria	Level 1	Level 2	Level 3
2(d)	Evidence displayed accurately, 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.
2(e)	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 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.
2(f)	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.

6. Assessment of coursework

3. Analysis and interpretation of evidence (21 marks)

Assessment objective	Criteria	Level 1	Level 2	Level 3
3(a)	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.
3(b)	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.
3(c)	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 and logical structure. A thorough, well-organised section of work, including analysis and interpretation of all the evidence collected.
3(d)	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.

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6. Assessment of coursework

Assessment objective	Criteria	Level 1	Level 2	Level 3
3(e)	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.
3(f)	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.
3(g)	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.

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6. Assessment of coursework

4. Evaluation and conclusions (12 marks)

Assessment objective	Criteria	Level 1	Level 2	Level 3
4(a)	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.
4(b)	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.
4(c)	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.
4(d)	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 reaching conclusions.

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6. Assessment of coursework

6.2 Moderation

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.

External Moderation

If there are ten or fewer candidates at the Centre, ALL of their Coursework must be submitted.

If there are more than ten candidates then, for each candidate identified for external moderation by CIE, all the Coursework will be required.

Refer to the Handbook for Centres and Administration Guide for further information.

All Coursework submitted for moderation should be in a file, which has been clearly marked with:

- the candidate'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.

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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.
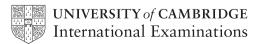
Title(s) of project(s)

		1. Knowledge with understanding			**2. Investigative skills and representation of evidence**						**3. Analysis and interpretation of evidence**							**4. Evaluation and conclusions**			
					Observation and collection of evidence				**Organisation and representation of results**												
		General application of knowledge with understanding	Connection between key ideas of the course and the aims of the investigation	Use of appropriate terminology and understanding of concepts and principles	Collection of evidence from both primary and secondary sources under guidance or independently	Awareness of limitations of methods used to collect evidence	Evidence recorded, classified and organised	Evidence displayed accurately and using appropriate skills and techniques	Data displayed effectively, with a degree of neatness and good annotation	Different skills and techniques are used	Application of knowledge	General communication skills	Organisation of the analysis and interpretation	Level and extent of analysis	Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis	Awareness of the limitations of the evidence collected	Originality and individual opinion	Evaluation of the investigation as a whole	Suggestions and recommendations for improvement or future work	Draw valid conclusions by reasoned consideration of evidence	Reference to original aims of the investigation in the conclusion
Mark	Sec	1(a)	1(b)	1(c)	2(a)	2(b)	2(c)	2(d)	2(e)	2(f)	3(a)	3(b)	3(c)	3(d)	3(e)	3(f)	3(g)	4(a)	4(b)	4(c)	4(d)
	Max	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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

Centre number					Centre name		November	2	0	1	3

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						

Instructions for completing Coursework Assessment Summary Form

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 at a later stage to a computer-printed Coursework mark sheet MS1 (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 internal 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.

7. Resources list

Recommended books

Author	Title	Date	Publisher	ISBN
Verite Reily Colins	*ABTA's Guide to Working in Travel*	1996	Travel Training Co	1900140497
Rowe, Smith & Borein	*Cambridge Career Award in Travel and Tourism: Standard Level*	2002	Cambridge University Press	052189235X
Francois Vellas & Lionel Bécherel	*International Tourism*	1995	Palgrave Macmillan	0333615239
S. Medlik	*Understanding Tourism*	1993	Butterworth Heinemann	0750643528
Pat Yale	*The Business of Tour Operations*	1995	Longman	0582277973
Pauline Horner	*The Travel Industry in Britain*	1991	Nelson Thornes	0748705996
Pauline Horner	*Travel Agency Practice*	1996	Longman	0582288568
Rob Davidson	*Travel and Tourism in Europe*	1998	Longman	0582292247
	World Travel Atlas 11th Edition	2010	Columbus Travel Media www.columbustravel media.com	0956606601
Claudine Dervaes	*The Travel Dictionary*	1998	Cengage Learning	0933143583
Peter Korniczky & Marie Peyre	*World Travel Guide, Revised Edition*	2005	Columbus Travel Media	1902221885
Peter St.John & Dave Richardson	*Methods of Statistical Analysis of Fieldwork Data*	1996	Geographical Association	1899085165
Peter St.John & Dave Richardson	*Methods of Presenting Fieldwork Data, Revised Edition*	1997	Geographical Association	1899085491
Bowen & Pallister	*Tackling Geography Coursework, 2nd Revised Edition*	2005	Education Hodder Murray	0340886765

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7. Resources list

Useful websites

Business travel	**http://www.americanexpress.com**
Tourism facts and figures for the UK	**http://www.visitbritain.org/ insightsandstatistics/index.aspx**
Tourism Offices Worldwide Directory	**http://www.towd.com**
Travel Education Project: Learner's Pack: Resource material	**http://www.travelchannel.co.uk**
World Tourism Organisation	**http://www.world-tourism.org**

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

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8. Additional information

8.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

8.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Travel and Tourism previously.

8.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.
Candidates who are awarded grades C to A* in IGCSE Travel and Tourism are well prepared to follow courses leading to AS and A Level Travel and Tourism, or the equivalent.

8.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

8.5 Grading and reporting

IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

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Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…

    … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.

    … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.

    … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.

    … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

    … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

    … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.

    … the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.

    … the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.

    … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

8.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

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