

**IGCSE Travel And Tourism 0471  
Syllabus 2008**

**Unit Two: Features of World Wide Destinations**

**Recommended Prior Knowledge**

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

**Context**

The following scheme of work covers unit two of the 0471 Syllabus.

**Outline**

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

<b>Assessment Objectives</b>	<b>Learning outcomes</b>	<b>Suggested teaching activities</b>	<b>Learning resources</b>
A01 (knowledge with understanding) A,B	to identify the world’s major global features and major cities	<ul style="list-style-type: none"> <li>• on a blank world map outline, name the seven continents and the major oceans and seas</li> <li>• mark the major lines of latitude (Equator, Tropics, Arctic and Antarctic Circles)</li> <li>• mark the main lines of longitude (Greenwich Meridian and International Dateline)</li> <li>• mark and name the world’s top 30 cities for air</li> </ul>	<ul style="list-style-type: none"> <li>• atlas</li> <li>• websites (e.g. <a href="http://www.about.com">www.about.com</a>)</li> <li>• Holiday Brochures</li> <li>• Textbooks</li> </ul>

		<p>passenger transport</p> <ul style="list-style-type: none"> <li>• for each city, state its local time relative to GMT</li> </ul>	
<p>A01 B A03 (Interpretation and Evaluation) C,E</p>	<p>to understand the relationship between global position and climate</p>	<ul style="list-style-type: none"> <li>• choose at least one destination in each of the following major environments: <ul style="list-style-type: none"> <li>- equatorial</li> <li>- tropical</li> <li>- sub-tropical</li> <li>- temperate</li> <li>- arctic</li> </ul> </li> <li>• for each, identify the following climatic variables: <ul style="list-style-type: none"> <li>- hottest month</li> <li>- coldest month</li> <li>- annual range of temperature</li> <li>- wettest month</li> <li>- wettest season</li> <li>- total rainfall</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• atlas</li> <li>• Columbus World Travel Guide</li> <li>• Textbook</li> <li>• World Map</li> </ul>
<p>A01 B A02 (Investigation and Analysis of Evidence) A, B, C, D A03 B,C,D</p>	<p>to understand the key features of a destination's climatic conditions that have an effect on travel and tourism</p>	<ul style="list-style-type: none"> <li>• choose any <u>two</u> contrasting destinations and compare them in terms of climate, pointing out key implications for tourism development, such as: <ul style="list-style-type: none"> <li>- effect of relief (shelter, aspect etc)</li> <li>- temperatures (daily, seasonal variations etc)</li> <li>- hours of sunshine</li> <li>- rainfall (amounts, variations, potential hazards e.g. flood/drought)</li> <li>- humidity (comfort, need for air-conditioning)</li> <li>- winds (periods of storm/calm etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• statistics obtained from local tourist publications, brochures or travel guides</li> <li>• Atlas</li> </ul>

<p>A01 A, B A03 A,B,C</p>	<p>to appreciate the varied nature of destinations and to understand the key factors in their development</p>	<ul style="list-style-type: none"> <li>• choose a destination and examine how it has changed through time (at least for the last ten years or so) in terms of:             <ul style="list-style-type: none"> <li>- new building developments</li> <li>- numbers of visitors (day visits, overnight visits and overseas visitors)</li> <li>- new events</li> <li>- new attractions</li> <li>- variety of locations within the destination and their use</li> <li>- the agents of tourism development and the roles of the private, public and voluntary sectors</li> <li>- support facilities in place</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• local area or textbook case study e.g. the development of tourism in Dubai since 1989, Goa, Hong Kong, Spanish Costa's, Zanzibar, etc.</li> </ul>
<p>A01 B</p>	<p>to understand the ways in which particular locations appeal to particular types of tourist and visitor</p>	<ul style="list-style-type: none"> <li>• find an example of each of the following and obtain an image and description of each location:             <ul style="list-style-type: none"> <li>- beach resort</li> <li>- countryside area</li> <li>- historical destination</li> <li>- ski resort</li> <li>- inclusive holiday centre</li> <li>- conference/major event venue</li> </ul> </li> <li>• using only the image, describe the reasons certain groups of tourist might be attracted to it</li> </ul>	<ul style="list-style-type: none"> <li>• holiday brochures</li> <li>• websites</li> <li>• tourist information</li> <li>• advertisements</li> <li>• destination guides</li> </ul>
<p>A01 A,B A03 A-E</p>	<p>to appreciate the major factors influencing destination appeal</p>	<ul style="list-style-type: none"> <li>• for the six destinations previously researched and identified, in pairs or small groups, select a destination and create a leaflet to show destination appeal including:</li> </ul>	<ul style="list-style-type: none"> <li>• holiday brochures</li> <li>• websites</li> <li>• tourist information</li> </ul>

		<ul style="list-style-type: none"><li>- location (landscape features)</li><li>- climate</li><li>- accessibility (internal and external)</li><li>- accommodation</li><li>- attractions (natural and built)</li></ul> <p>culture (dress, arts and crafts, performance, language and religion)</p>	
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