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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2024, 2025 and 2026, go to page 28.**

The latest syllabus is version 2 published January 2022.



# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge IGCSE Travel & Tourism** enables learners to discover the nature of travel and tourism, developing awareness of sustainability, locally and around the world. Learners gain understanding of the importance of customers and of the marketing of travel and tourism destinations. Developing transferable thinking, research and communication skills equips learners well for progression to further education courses such as Cambridge International AS & A level Travel & Tourism or for direct entry into employment.

Our approach in Cambridge IGCSE Travel & Tourism encourages learners to be:

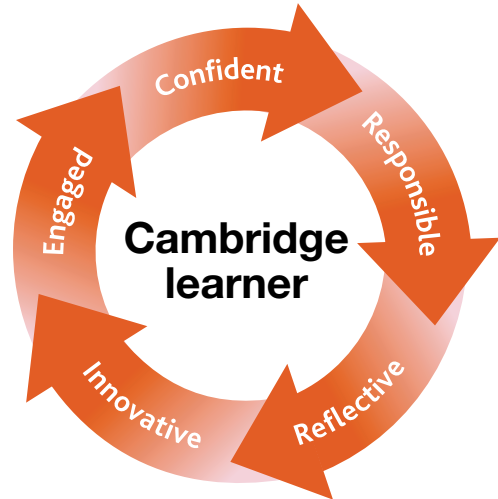
**confident**, in understanding and communicating and explaining the nature, sustainability, management and marketing of travel and tourism

**responsible**, for themselves, responsive to and respectful of others, through becoming aware of the importance of sustainability and of their own responsibility to the environment and to the future of communities

**reflective**, as learners, by considering their approach to assessing the customer appeal, growth, management, impacts and sustainability of travel and tourism

**innovative**, through the application of their travel and tourism learning in unfamiliar contexts, locally and in the wider world

**engaged**, in exploring travel and tourism issues of today, including sustainability, as well as being ready to make a difference by developing their own personal interests and opinions and for possible future involvement in customer-focused employment or in further study.



**School feedback:** 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Travel & Tourism gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Travel & Tourism.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the reformed GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**School feedback:** ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

**Feedback from:** Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>• Next steps guides.</li> <li>• Schemes of work.</li> <li>• Specimen papers.</li> <li>• Syllabuses.</li> <li>• Teacher guides.</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>• Endorsed resources.</li> <li>• Online forums.</li> <li>• Support for coursework and speaking tests.</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>• Example candidate responses.</li> <li>• Past papers and mark schemes.</li> <li>• Specimen paper answers.</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>• Candidate Results Service.</li> <li>• Principal examiner reports for teachers.</li> <li>• Results Analysis.</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- understanding of the nature of travel and tourism, globally, nationally and locally
- understanding of the positive and negative impacts of travel and tourism and how these can be managed
- understanding of the importance of sustainability and resilience in travel and tourism
- awareness of the importance of the customer in the travel and tourism industry
- understanding of the importance of marketing in travel and tourism
- communication skills and awareness of different values and attitudes in relation to travel and tourism.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



## Content overview

- 1 Introduction to the main travel and tourism definitions and concepts
  - 1.1 Main types of tourism
  - 1.2 Main reasons why people travel
  - 1.3 Sustainable travel and tourism
  - 1.4 Characteristics of travel and tourism
  - 1.5 Types of tourists
  - 1.6 Types of destinations
  
- 2 Global tourism
  - 2.1 The scale of travel and tourism
  - 2.2 Features of destinations and their appeal to different types of tourists
  - 2.3 The role of organisations involved in development and management of destinations
  - 2.4 Factors affecting tourism development and management
  - 2.5 Managing destinations sustainably
  - 2.6 Economic, environmental and sociocultural impacts of travel and tourism
  
- 3 Travel and tourism organisations
  - 3.1 The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal
  - 3.2 Ways travel and tourism organisations work together
  - 3.3 Different types of transport and their appeal
  - 3.4 Sustainable developments within travel and transport
  - 3.5 Domestic and international travel and transport infrastructure
  
- 4 Customer service
  - 4.1 Importance of customer service
  - 4.2 Delivery of customer service
  - 4.3 Provision of customer service for different types of tourists
  - 4.4 Skills required when working in the travel and tourism industry
  
- 5 Destination marketing
  - 5.1 Importance of marketing to travel and tourism organisations
  - 5.2 Factors affecting marketing
  - 5.3 Marketing mix
  - 5.4 Market research and analysis
  - 5.5 Market segmentation and targeting



## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to G.

### All candidates take:

**Paper 1** 1 hour 30 minutes  
 Key Terms and Concepts 50%  
 80 marks  
 Short answer question paper  
 Four scenario-based questions – covering the introductory key concepts, customer service and impacts of tourism at destinations  
 Externally assessed

### and:

**Paper 2** 2 hours  
 Managing and Marketing Destinations 50%  
 80 marks  
 Short answer question paper  
 Four scenario-based questions – focusing on the management and marketing of destinations  
 Externally assessed

Information on availability is in the **Before you start section**.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Knowledge and understanding

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

### AO2 Application

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

### AO3 Analysis

Analyse travel and tourism issues and show an understanding of the possible impacts of those issues on travel and tourism.

### AO4 Evaluation

Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding	30
AO2 Application	30
AO3 Analysis	25
AO4 Evaluation	15
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	40	20
AO2 Application	20	40
AO3 Analysis	25	25
AO4 Evaluation	15	15
Total	100	100

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## 3 Subject content

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This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### 1 – Introduction to the main travel and tourism definitions and concepts

This topic introduces the main travel and tourism definitions and concepts that need to be fully understood. It covers the different types of tourists, destinations and the different reasons for travelling. Learners should understand all these definitions and concepts. This introduction forms the basis of understanding travel and tourism as a subject and will be referred to throughout all other topics.

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#### 1.1 Main types of tourism:

- Domestic
- Inbound
- Outbound
- International
- Day trip
- Short break

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#### 1.2 Main reasons why people travel:

- Leisure
- Business (MICE – Meetings, Incentives, Conventions and Exhibitions)
- VFR – visiting friends and relatives
- Special interest, e.g. medical, religious, adventure, cultural, sports, health and wellbeing

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#### 1.3 Sustainable travel and tourism:

- Sustainability
- Sustainable travel and tourism
- Ecotourism
- Responsible tourism

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#### 1.4 Characteristics of travel and tourism:

- Products
  - Services
  - Intangible
  - Perishable
  - Seasonal
  - Dynamic
  - Increasingly sustainable
  - Resilient
-

## 1 – Introduction to the main travel and tourism definitions and concepts (continued)

### 1.5 Types of tourists:

- Business
- Couples
- Ecotourists
- Families
- Groups
- Independent
- Individuals
- Leisure
- Responsible tourists
- Special interest
- Specific needs

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### 1.6 Types of destinations:

- Beach/coastal
  - Island
  - Resort, e.g. purpose-built, integrated, ski, eco
  - Rural, e.g. countryside, mountains, lakes
  - Urban, e.g. town, city
-

## 2 – Global tourism

This topic looks at the demand and appeal of destinations and the different impacts of travel and tourism. It considers how destinations can be managed by maximising the positive impacts of tourism and minimising the negative impacts for the benefit of the community and country. Learners will need to explore what features appeal to different types of tourists. They should understand how tourism organisations can manage destinations and attractions sustainably to ensure that they remain for future generations. Learners should be aware of the external risks to tourism and what can be done to ensure the industry is resilient.

### 2.1 The scale of travel and tourism:

#### (a) Factors affecting tourism demand and how they are managed

- Economic, e.g. levels of disposable income, government investment
- Social, e.g. demographics, increasing awareness of health, social consciousness, fashion and trends
- Technological, e.g. developments in transport, developments in information technology, social media
- Political, e.g. terrorism, war, stability, security and safety, imposed limitations on travel
- Environmental, e.g. increased awareness and concern for the environment, sustainability, extreme weather, natural disasters
- Health, e.g. risk of disease, pandemics

#### (b) Reasons for the growth of sustainable tourism

- Changing customer attitudes
- Media, e.g. social media influence
- Availability and promotion of sustainable tourism products and services
- Government policies

### 2.2 Features of destinations and their appeal to different types of tourists:

- Location
- Weather and seasonal characteristics
- Topographical features
- Accessibility
- Travel and transport gateways and hubs
- Infrastructure, e.g. public transport, roads, airports, ports
- Built and natural attractions
- Culture, e.g. traditions and language, arts, music
- Expected behaviours, e.g. respecting customs and rules/regulations
- Tourism organisations and providers
- Sustainable provisions

## 2 – Global tourism (continued)

### 2.3 The role of organisations involved in development and management of destinations:

#### (a) National, regional and local organisations involved

- Government/ministries/local authorities
- National tourism organisations (NTOs)
- Destination management companies (DMCs)
- Non-government organisations (NGOs)
- Tourist information centres (TICs)

#### (b) Management activities of these organisations

- Encouraging sustainable tourism
- Ensuring resilience and managing risks
- Managing demand
- Policy-making
- Planning

#### (c) Services provided by these organisations

- Marketing strategies, develop a destination brand, image and reputation
- Promote the destination
- Develop products and services
- Research and funding
- Information services
- Advice and consultation
- Standards and quality

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### 2.4 Factors affecting tourism development and management:

- Opportunities and constraints of the natural and built environment
  - Sustainability, e.g. reduce, reuse, recycle
  - Risks and resilience
  - Carrying capacity
  - Overtourism
  - Seasonality
  - Government objectives:
    - i economic, e.g. increased wealth and jobs, resilience of the industry
    - ii political, e.g. reputation and image of country/destination
    - iii environmental, e.g. conservation and rejuvenation
    - iv sociocultural, e.g. preservation and protection of culture, promoting positive relationships between tourists and host population
-

## 2 – Global tourism (continued)

### 2.5 Managing destinations sustainably:

#### (a) Protect the natural and built environment

- Maintaining biodiversity
- Preservation, conservation and regeneration of the environment
- Visitor numbers and behaviour management
- Using and reusing resources sustainably
- Limiting pollution

#### (b) Combat climate change through encouraging and enabling responsible tourism

- Education programmes for locals and visitors
- Recycling and reuse schemes
- Reducing over-consumption and waste

#### (c) Empower local and indigenous communities

- Protecting the local culture and preserving local customs
- Involving local communities in decision-making and managing their own community
- Training staff in sustainable behaviours

#### (d) Support social enterprise development

- Supporting local economies, local wealth creation, sustainable infrastructure development
- Community tourism
- Job creation for local people

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### 2.6 Economic, environmental and sociocultural impacts of travel and tourism:

#### (a) Positive economic impacts

- Impact on national and local economy, e.g. GDP, tax, creation of wealth, improved standard of living
- Multiplier effect
- Employment
- Infrastructure development

#### (b) Negative economic impacts

- Inflation
  - Leakage (import and export)
  - Seasonal employment
  - Opportunity costs
  - Over-dependence
-

## 2 – Global tourism (continued)

### 2.6 Economic, environmental and sociocultural impacts of travel and tourism (continued):

#### (c) Positive environmental impacts

- Investment into the environment
- Conservation
- Regeneration
- Education and increased awareness
- Visitor management and carrying capacity
- Protection of natural and built assets

#### (d) Negative environmental impacts

- Air, noise and water pollution
- Damage to flora and fauna
- Disturbance to wildlife
- Destruction/loss of natural habitats
- Resource depletion
- Litter
- Congestion

#### (e) Positive sociocultural impacts

- Preservation of traditional arts and crafts
- Provision of community facilities
- Education
- Cultural understanding
- Cultural pride

#### (f) Negative sociocultural impacts

- Changes to traditional way of life, e.g. change in family structure, loss of traditional employment, social change
  - Loss of national identity
  - The demonstration effect
  - Commodification
  - Crime
  - Culture clash
-



### 3 – Travel and tourism organisations

There are many different organisations involved in travel and tourism and learners will need to understand the role of each type of organisation. Learners need an understanding of the types of products and services available, their appeal and how these are being provided sustainably. Travel and tourism involves many different types of transport. Learners should understand what is provided and how destinations are evolving to provide more sustainable transport options and infrastructure.

#### 3.1 The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal:

##### (a) Travel agents

- Types of travel agents, e.g. online, retail, specialist, business
- Independent tours/packages
- Ancillary services offered

##### (b) Tour operators

- Types of package holiday, e.g. all-inclusive, mass market, specialist, dynamic packages
- Components of different holiday packages

##### (c) Accommodation providers

- Types of accommodation providers, e.g. hotels, guest houses/B&Bs, hostels, homestays, camping, luxury, budget, eco-friendly, serviced apartments
- Serviced, e.g. full board, half board, bed and breakfast, room only and alternative meal plans
- Self-catering, e.g. home sharing, holiday lets
- Occupancy rates

##### (d) Food and drink providers

- Types of food and drink providers, e.g. restaurants, cafes, local street food vendors, takeaways

##### (e) Visitor attractions

- Natural
- Built
- Events

##### (f) Ancillary service providers

- Tour agents/guided tours
- Currency exchange
- Car hire/bicycle hire

#### 3.2 Ways travel and tourism organisations work together:

- Interrelationships
- Interdependencies

### 3 – Travel and tourism organisations (continued)

#### 3.3 Different types of transport and their appeal:

- Air, e.g. charter, scheduled, low cost/budget flights, long haul/short haul
- Water, e.g. ferry services, cruises, water taxis, gondolas, barges, canoes
- Rail, e.g. trains, trams, luxury train services, MRT/underground
- Road, e.g. car hire, taxis, luxury coach travel, buses, shuttle bus

#### 3.4 Sustainable developments within travel and transport:

- Reduced/low emissions
- Carbon replacement schemes
- Alternative energy sources, e.g. electricity, solar power
- Sustainable travel choices, e.g. tourist choice of method of transport, domestic rather than international

#### 3.5 Domestic and international travel and transport infrastructure:

- Interdependency of transport methods
- Local public transport provision, e.g. buses, rail, trams, taxis, MRTs
- Improving accessibility, e.g. express links, integrated rapid transit systems, contactless payments, apps, hub airports, transfers
- Increased sustainability, e.g. infrastructure developments, sustainable public transport and urban transit systems, dedicated cycle and bus lanes/routes
- Alternative transport options, e.g. bicycle rental, electric scooter rental

## 4 – Customer service

The customer is at the centre of travel and tourism. Customer service is an essential part of the industry. Learners should understand the importance of good customer service and how it can be delivered. Learners also need to understand the impact customer service has on organisations and customers.

#### 4.1 Importance of customer service:

- Service delivery in different travel and tourism organisations
- Delivering customer service to different customer types
- Customer service standards
- Sustainability standards, e.g. paperless transactions, recommending local providers and sustainable options
- Impacts of good and bad customer service

#### 4.2 Delivery of customer service:

- Procedures for handling complaints
- Handling customer enquiries, e.g. directions, itineraries, information, recommendations
- Making reservations
- Taking payments
- Customer care policies
- Having good product knowledge

## 4 – Customer service (continued)

### 4.3 Provision of customer service for different types of tourists:

- Access
- Information
- Providing for tourists with specific needs, e.g. mobility, visual, hearing, dietary, language, cultural
- Facilities, including sustainably managed facilities
- Ancillary services

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### 4.4 Skills required when working in the travel and tourism industry:

- Types and importance of training, including in sustainable practices
- Body language and personal presentation
- Ability to speak other languages
- Ability to address the needs of responsible tourists
- Personal skills, e.g. clear speech, numeracy, literacy, ICT, communication, problem-solving
- Interpersonal skills, e.g. listening, patience, welcoming, flexible, teamwork

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## 5 – Destination marketing

All destinations try to gain a competitive advantage over others to encourage more tourists to visit. This topic looks at how destinations can be marketed and the organisations involved in marketing. Learners will need to understand the importance of market research for destinations and how this is used to create an effective marketing strategy.

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### 5.1 Importance of marketing to travel and tourism organisations:

- Increased sales/usage/profitability/market share/customer base
- Competitive advantage
- Positive image and reputation for sustainable practices
- Customer satisfaction/brand loyalty/repeat business

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### 5.2 Factors affecting marketing:

- Target market
  - Appropriate timing
  - Consideration of costs
  - Use of brand image
  - Reputation, e.g. from industry awards
  - Monitoring methods
-

## 5 – Destination marketing (continued)

### 5.3 Marketing mix:

#### (a) Product

- Products and services, including sustainable products and services
- Product life cycle

#### (b) Promotion

- Marketing campaigns
- Web-based, social media, blogs, podcasts
- Destination brand
- Direct marketing
- TV, radio, newspaper advertising
- Sales promotions
- Public relations
- e-brochures/leaflets
- Trade promotions

#### (c) Price

- Market penetration
- Market skimming
- Discount pricing
- Variable pricing
- Loss leader pricing
- Promotional pricing
- Premium pricing
- Price bundling

#### (d) Place

- Distribution channels, e.g. direct selling, wholesalers, retailers, online
  - Physical location, e.g. cost, character and features of the area, adjacent facilities, availability of suitable premises, availability of staff, access and transport links
-

## 5 – Destination marketing continued

### 5.4 Market research and analysis:

#### (a) Types of market research

- Primary, e.g. questionnaires, surveys, interviews, focus groups
- Secondary, e.g. government reports, NTO statistics
- Qualitative/quantitative research methods

#### (b) Market analysis tools

- SWOT
- PESTLE

#### (c) Reasons for market research

- Understanding position in the market
- Identifying customer needs and wants
- Competitor analysis
- Creating marketing plans

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### 5.5 Market segmentation and targeting:

#### (a) Different market segments

- Geographic, e.g. locality, area or region, domestic tourists and inbound visitors
- Demographic, e.g. age, gender, ethnicity, levels of disposable income
- Psychographic (lifestyle), e.g. socio-economic factors, interests, morals/values and attitudes

#### (b) Development of product/service mix to target different market segments

- Products, services and facilities
  - The relationship with market segments:
    - i type of customer
    - ii quality/economy/value for money
  - Accessibility
  - Sustainability
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## 4 Details of the assessment

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### Paper 1 – Key Terms and Concepts

Written paper, 1 hour 30 minutes, 80 marks

The paper contains four compulsory questions of 20 marks each.

Paper 1 tests candidates' understanding of the terms and concepts central to travel and tourism. Questions are set in context with a short piece of stimulus material, but candidates will be required to draw on their own knowledge and understanding to answer questions.

Each question includes a stimulus text which contains information in written, numerical and/or diagrammatic form. Candidates are required to write short answers, up to a few sentences or a paragraph. Candidates need to answer questions using relevant and appropriate information from their own knowledge and the stimulus to support their answers. Each question is divided into part questions.

Candidates answer **all** questions.

Candidates should be aware of the marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Candidates write their answers on the question paper.

The paper assesses content drawn from the entire syllabus.

The paper assesses the following assessment objectives:

AO1: Knowledge and understanding

AO2: Application

AO3: Analysis

AO4: Evaluation

## Paper 2 – Managing and Marketing Destinations

Written paper, 2 hours, 80 marks

The paper contains four compulsory questions of 20 marks each.

Paper 2 tests candidates' understanding of the way destinations are managed and marketed. A piece of stimulus material giving details of a destination or organisation will be given for each question. Candidates need to use their knowledge and understanding of destination management and marketing strategies and apply these to the context of the questions set.

Each question includes a stimulus text which contains information in written, numerical and/or diagrammatic form. Candidates are required to write short answers containing a couple of sentences or extended answers of a few paragraphs. Candidates need to answer questions using relevant and appropriate information from the stimulus and apply their own knowledge to the context of the destination detailed to support their answers. Each question is divided into part questions.

Candidates answer **all** questions.

Candidates should be aware of the marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Candidates write their answers on the question paper.

The paper assesses content drawn from the entire syllabus.

The paper assesses the following assessment objectives:

AO1: Knowledge and understanding

AO2: Application

AO3: Analysis

AO4: Evaluation

## Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
<b>Assess</b>	make an informed judgement
<b>Define</b>	give precise meaning
<b>Describe</b>	state the points of a topic / give characteristics and main features
<b>Discuss</b>	write about issue(s) or topic(s) in depth in a structured way
<b>Evaluate</b>	judge or calculate the quality, importance, amount, or value of something
<b>Explain</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
<b>Give</b>	produce an answer from a given source or recall/memory
<b>Identify</b>	name/select/recognise
<b>State</b>	express in clear terms
<b>Suggest</b>	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations



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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We do not expect learners starting this course to have previously studied travel and tourism.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge O Level Travel & Tourism (7096)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/entries](http://www.cambridgeinternational.org/entries)

The updated syllabus for 2024 has no coursework option and no carry forward coursework option. Candidates who take the coursework option in 2023 will **not** be able to carry the mark forward for a re-sit in 2024. Candidates re-sitting the syllabus in 2024 must take Paper 1 and Paper 2.

### Language

This syllabus and the related assessment materials are available in English only.

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

### Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

**Important:**

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

## Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been reviewed and revised for first examination in 2024.

This syllabus is version 2, published January 2022.

**You must read the whole syllabus before planning your teaching programme.**

### Changes to version 2 of the syllabus, published January 2022

#### Other changes

- The updated syllabus for 2024 has no coursework option and no carry forward coursework option.
- Candidates who take the coursework option in 2023 will **not** be able to carry the mark forward for a re-sit in 2024.
- Candidates re-sitting the syllabus in 2024 must take Paper 1 and Paper 2.

### Changes to version 1 of the syllabus, published September 2021

#### Changes to syllabus content

- Learner attributes have been added to the syllabus.
- The syllabus aims have been updated.
- The subject content has been revised and refreshed. New topics have been added and existing topics have been moved and updated.
- The subject content is no longer divided into specific Paper 1 and Paper 2 content so both papers may draw from any section of the content.
- The command words have been updated.

#### Changes to assessment (including changes to specimen papers)

- The coursework component has been removed from the qualification.
- The number of assessment objectives has increased from three to four and the wording has been updated.
- Paper 1 and Paper 2 are now equally weighted at 50%.
- Paper 1 covers the introductory key concepts, customer service and impacts of tourism at destinations.
- Paper 2 has widened its content and focuses on the management *and* marketing of destinations.
- The number of marks in both Paper 1 and Paper 2 has been reduced to 80.
- The duration of both papers has been reduced. Paper 1 is now 1 hour 30 minutes and Paper 2 is now 2 hours.
- The mark schemes for both papers have been revised.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2024 are suitable for use with this syllabus.



**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We’re always looking to improve the accessibility of our documents. If you find any problems or you think we’re not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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