8: Tourism

Syllabus ref.	Learning objectives	Suggested teaching activities
3.4 Tourism	Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape	Define 'tourist' and 'tourism 'and link to tertiary activities. Update key word glossary. Provide statistics to show the growth of world tourism over time – learners produce a line graph to show the trend. **(I)**
		Learners describe the growth in tourism from the graph using years and figures to support. **(I)**
		Learners have diagram to show how tourism grows – describe each stage and work in pairs to try to suggest reasons for the changes. Whole class discussion and model – learners complete annotations on their own model. **(I)**
		Provide cards to explain the growth of tourism – learners discuss in pairs how these relate to the graph and annotate accordingly. Discuss the reasons in pairs, then share ideas in a small group then discuss as a whole class.
		Extension activity: Write up ideas as an extended piece of writing. Include long haul tourism, how it is different and its recent growth. **(I)**
		Show the learners photographs of key tourist destinations – include a range. For each, learners should write the physical and human attractions of the areas shown in the photograph and explain what sort of tourist activities will take place there. For example, alpine scenery and winter sports or savanna ecosystem and safari holidays. Learners should write up each example. Card sorting activity – learners sort attractions and examples into physical and human and independently research some examples of their own. Use an atlas map to investigate tourist locations around the world and their different attractions – write up some examples.
		The following links will be useful here: Tourism trends: **www.bbc.co.uk/schools/gcsebitesize/geography/tourism/tourism_trends_rev1.shtml**
		Attractions for tourists: **www.bbc.co.uk/schools/gcsebitesize/geography/tourism/attractions_tourists_rev1.shtml**
		Attractions for tourists (video): **www.bbc.co.uk/schools/gcsebitesize/geography/tourism/attractions_tourists_video.shtml**
		Growth in tourism: **www.s–cool.co.uk/a–level/geography/tourism/revise–it/growth–in–tourism**
		The following link has ideas for the whole unit: **www.sln.org.uk/geography/Economic%20activity.htm**
	Evaluate the benefits and disadvantages of	Learners brainstorm all the benefits of tourism and mind map. Classify into those that benefit people (social) and those that benefit the economy (economic). **(I)** Repeat the activity for disadvantages and include environmental as a category

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	tourism to receiving areas	for classification. **(I)** Learners develop idea to explain how it impacts on people or the environment. Learners conduct a role-play where they discuss the views of different groups of people in a newly developed tourist resort – for example, tourist, local farmers, local craftsmen, hotel worker, environmental group, etc. Write up the viewpoints of each one. **Extension activity:** Is tourism a good or bad thing? Learners explain and justify their own viewpoint.**(I)** (Link to 2.3 – how tourism can impact upon coral reefs.) Link to 3.7 – how tourism can cause soil erosion (deforestation/ increasing use of fuelwood for energy, etc.) Link to 3.7 – describe how economic activities may pose threats to the natural environment locally and globally – discussion of how tourism can cause noise, air, water and visual pollution – learners mind map ideas for each and then write up to develop/explain. Suggest solutions for each. The following links will be useful here: Tourism in the UK: **www.bbc.co.uk/schools/gcsebitesize/geography/tourism/tourism_uk_rev1.shtml** Tourism in an LEDC: **www.bbc.co.uk/schools/gcsebitesize/geography/tourism/tourism_ledc_rev1.shtml**
	Demonstrate an understanding that careful management of tourism is required in order for it to be sustainable	Define the key words 'management', 'conservation' and 'sustainable development'. Update key word glossary. Learners recap and write up the characteristics of sustainable development. **(I)** Revisit the problems of tourism and work in groups to suggest ways in which the problem can be managed to make tourism sustainable. Discuss the strategies that can be used to manage tourism in different environments (e.g. beaches, alpine environments, coral reefs, etc.) taking ideas from each group. For each environment, learners should describe the strategies and explain how they manage tourism to make it more sustainable. **(I)** Include National Parks and Game reserves including what they are and what measures they put in place to manage tourism, using named examples. Learners conduct independent internet research to add ideas. Introduce and define 'ecotourism'. Learners research ecotourism and produce a short newspaper article about the features of ecotourism and how it works to protect the environment using a named example. Learners also produce a set of guidelines for Ecotourists and explain how these help tourism to become more sustainable. **(I)** Ecotourism: **www.bbc.co.uk/schools/gcsebitesize/geography/tourism/ecotourism_rev1.shtml**
3.4 Case study	Know a case study of an area where tourism	Learner should know a case study of an area where tourism is important.

Syllabus ref.	Learning objectives	Suggested teaching activities
	is important	The scale of this case study should be a resort or region. Please ensure place-specific detail – for example, the number of tourists each year or climate data or named attractions.

Learners produce sketch map of the area and describe its location.
Graph the growth of tourism over time and write a description.

Annotate photographs to show the physical and human attractions of the destination to explain the growth of tourism. Learners may include climate graphs or maps of information such as tourist resorts or communication networks of the named attractions.

The learners can present the information as an entry for a holiday brochure or webpage advertising a resort or region.

Learners describe and list the problems and benefits of tourism and write up as a newspaper article.

For each problem, learners produce a short presentation to their peers on the solutions and how tourism has been managed in the case study region.

Extension activity: Tourism – good or bad? For your chosen case study region. Justify. **(I)** |

Past and specimen papers

Past/specimen papers and mark schemes are available to download at **https://teachers.cie.org.uk (F)**

3.4 Tourism
Jun 2012 Paper 11 Q5a
Nov 2012 Paper 11 Q5a
Jun 2012 Paper 13 Q5a
Jun 2012 Paper 11 Q5b
Nov 2012 Paper 11 Q5b
Jun 2012 Paper 13 Q5b