Term / Week Term 1	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
0 – 1	**Back to School Programme**	

2 – 7 CNY Celebrations 16 Feb 2026 CNY 17 – 18 Feb 2026	**Tourism Cluster Topic 1.1 (Tourism Activity)** **KQ 1.1.1: What is a tourism system?**
	• Components of the tourism system
	  o key components include tourist generating regions, tourist destination regions and transit routes
	  o volume and direction of travel between regions are influenced by transit routes
	• Relationship between tourist generating and destination regions
	  o push factors at tourist generating regions and pull factors at tourist destination regions
	  o interdependence of tourists, businesses and organisations at tourist generating and destination regions
	• Interactions between tourism and the environment
	  o tourism activity interacts with nature, communities and economies in their local environment and beyond
	  o changes to one part of the tourism system affect the local and wider environment, and vice versa **KQ 1.1.2: What led to the growth of tourism?**
	• Motivation to travel
	  o individuals seeking relaxation, self-fulfillment and unique travel experiences
	  o made possible by growth in individuals' incomes
	• Ability to travel
	  o growth in disposable incomes and increased leisure time due to paid vacation
	  o facilitated by business innovations, lower transport costs and accommodation costs
	• Mobility in travel
	  o expansion of public transport services and infrastructure, and new modes of air, land and sea travel
	  o increased private car ownership improving travel convenience to nearby locations
		Content Activity:
		• Teacher introduces the idea: "A tourism system works like a chain—if one link changes, everything else is affected." Students work in groups of 4. Each group randomly draws: (a) 1 tourist generating region, (b) 1 tourist destination region, (c) 1 transit route, (d) 2 push factors, (e) 2 pull factors. Students arrange the cards on A3 paper to form a tourism system flow. Draw arrows showing direction and volume of travel. Teacher introduces a disruption card, such as: (a) environmental damage at destination, (b) increase in transport costs, (c) pandemic or travel restriction. Students to share on "Why is it important to manage tourism sustainably when all parts of the system are connected?" **Content Activity:**
		• Use Mentimeter to ask: "What motivates people most to travel today?"
		  o Relaxation
		  o New experiences
		  o Self-fulfillment
		  o Visiting family/friends
		Divide students into three groups: Group 1 – Motivation to Travel - Why people seek relaxation, fulfillment, and unique experiences, how higher incomes make travel possible, Group 2 – Ability to Travel: Role of disposable income and paid leave, Impact of business innovations, lower transport and accommodation cost, Group 3 – Mobility in Travel, Expansion of public transport and infrastructure, New modes of travel (air, land, sea) and private car ownership **Skills Focus:**
		• Cause-and-Effect Reasoning, decision making, collaboration and communication

	KQ 1.1.3: How do tourist destination regions develop over time? • Exploration and involvement stages o small number of tourists undertaking individual and irregular travel to visit the destination's primary attractions\ o locals offer tourist services, advertising the destination, requesting more public tourist amenities and facilities • Development and consolidation stages o increase in tourist numbers with destinations having more man-made attractions, advertisements and foreign labour o growth in tourist numbers slow and tourists outnumber locals resulting in a tourism dependent economy • Stagnation and decline or rejuvenation stages o tourist numbers peak as a destination's carrying capacity is reached, resulting in negative impacts o tourist numbers decline as a destination loses its tourist appeal or is rejuvenated with new cultural or man-made attractions **KQ 1.1.4: How do different personality characteristics of tourists affect tourist destination regions?** • Spectrum of personality characteristics o Dependables and Venturers, with small proportion of tourists on both extreme ends o majority of tourists in the middle of the spectrum, with a mixture of both extremes • Features of personality characteristics o Dependables spend cautiously, guided by authoritative figures, prefer structure in daily living and the company of friends and family o Venturers spend readily, guided by personal judgement, prefer different activities and being alone • Personality characteristics influence travel patterns o (a) different types of tourist destination regions appeal to tourists with different personality characteristics o (b) tourists who are more Venturer types of influence travel decisions of those who are more Dependable types	**Content Activity:** • Teacher asks: "Why do some tourist destinations become overcrowded and lose their appeal over time?" To briefly introduce Tourism Area Life Cycle (TALC) model and explain that Bali will be used as a real example. Students work in groups of 3–4. Each group receives a worksheet with a blank TALC curve and plots Bali's tourism development on the curve **Skills Focus:** • Case study application, critical thinking, communication **Content Activity:** • Using Mentimeter poll, students to answer simple travel-preference questions: (a) Package tour vs independent travel and (b) Popular attractions vs hidden gems. Using Thailand as a case study, teacher to introduce (a) Phuket (resorts, tour packages) → Dependables and (b) Pai (rural, adventure) → Venturers. On Padlet, groups classify destinations and activities: (a) Cruise holidays, (b) Backpacking in rural villages, (c) Theme parks and (d) Eco-lodges. Teacher to summarise personality affects where, how, and with whom people travel. **Skills Focus:** • Critical thinking, communication, digital literacy, real world application
8	**Buffer Week** Weighted Assessment 1	
9 – 10	**Tourism Cluster Topic 2 (Tourism Development)** **KQ 2.1.1: What are the trends in tourism?** ▪ Globalisation and tourism o continued expansion in international tourist arrivals o tourism become increasingly diverse in	**Content Activity:** • Use Mentimeter to ask: "How has international tourism changed over the past 20 years?" – (a) Increased greatly, (b) Increased slightly, (c) Stayed the same, (d)

| | | tourist generating and destination regions
▪ Diversity in tourism demand
    o growing popularity of lesser-known destinations that were not previously as popular or were less accessible
    o emergence of new experiences including adventure, heritage, sports and health tourism
▪ Diversity in tourism supply
    o small specialist operators adding to services of mass market tour operators
    o tourism marketing changing from traditional print and broadcast media to new online media

KQ 2.1.2: How does tourism affect the economies of places?
▪ Economic impact in the tourism system
    o tourist generating and destination regions operate interdependently in the tourism system
    o (b) tourism's impact on the economy is experienced more significantly at tourist destination regions
▪ Positive economic impact
    o increased employment in the formal and informal tourism sectors at tourist generating and destination regions
    o higher income generated from tourists' spending on consumer goods and services especially at tourist destination regions
▪ Negative economic impact
    o economic leakages resulting in less tourism revenue
    o overdependence on tourism increasing tourist destination regions' vulnerability to a sudden fall in tourist numbers | decreased. Students to work in groups of 3 – 4, each assigned one trend: Group 1: Globalisation and tourism, Group 2: Diversity in tourism demand, Group 3: Diversity in tourism supply. Students answer on Padlet: "Which tourism trend do you think will have the biggest impact on destinations in the future, and why?"

Skills Focus:
• Critical thinking, communication, real world application |
| March Holiday
[16/3/2026 – 22/3/2025] | | |

Term / Week Term 2	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
1	**Buffer Week** Timed Practice	
2 – 6 Good Friday (3/4/2026) Labour Day (1/5/2025)	**Tourism Cluster Topic 2 (Tourism Development)** **KQ 2.1.3: How does tourism affect the economies of places?** ▪ Social impact in the tourism system ◦ tourists and local communities at tourist destination regions mutually affect each other ◦ outcomes are shaped by the nature of interaction between tourists and local communities ▪ Positive social impact ◦ increased interest among tourists and local communities in preserving traditional cultural practices and art forms ◦ environmental protection at tourist destination regions enhances cultural ecosystem services ▪ Negative social impact ◦ commodification of traditional cultural practices and art forms resulting in loss of values and conflict among locals ◦ negative attitudes of local communities towards tourists including cultural clashes and tourists as victims of crime **KQ 2.1.4: How does tourism affect the environment of places?** ▪ Environmental impact in the tourism system ◦ (a) natural environments provide important provisioning and regulating ecosystem services ◦ (b) environmental degradation due to tourism impacts tourist destination regions significantly ▪ Positive environmental impact ◦ (a) conservation of natural environments and preservation of biodiversity to maintain natural attractions ◦ (b) restoration of degraded aquatic and terrestrial ecosystems to create new natural attractions ▪ Negative environmental impact ◦ (a) pollution caused by greenhouse gas emissions, inadequate sewage facilities and improper waste disposal ◦ (b) construction of facilities and attractions encroaches on nature, depletes natural resources and threatens wildlife habitats	**Content Activity:** • Teacher shows two contrasting images: (a) A cultural festival with tourists respectfully participating and (b) An overcrowded tourist site with local frustration. Students to think individually: "What is happening socially in each image?" On Padlet, each group is given short case descriptions, e.g.: traditional dances performed daily for tourists, tourists ignoring local dress codes, heritage buildings restored for tourism. Students to sorts cases into positive social impacts, negative social impacts. Students comment on each other posts. Students respond on Padlet – "Do you think the social impacts of tourism depend more on tourists or locals? Explain." **Skills Focus** • Critical thinking, communication, real world application, cultural awareness

7 – 9	**Tourism Cluster Topic 3 (Sustainable Tourism Development)**	<u>Content Activity</u>

	KQ 3.1.1: How does tourism development help achieve sustainable development?
	  ▪ Economic sustainability
	    o (a) tourism development should continually provide employment opportunities and income growth
	    o (b) tourism development should result in more social services that raise local standards of living
	  ▪ Social and environmental sustainability
	    o (a) tourism development should respect authenticity of local communities, practices and art forms, and contribute to intercultural understanding and tolerance
	    o (b) tourism development should maintain essential ecological processes conserve natural heritage and protect biodiversity
	  ▪ Sustainable tourism development
	    o (a) achieved when sustainability principles are applied to the economic, social and environmental aspects of tourism development
	    o (b) all three dimensions are balanced to guarantee tourism's long-term sustainability
	
	KQ 3.1.2: How effective are stakeholders in influencing sustainable tourism development?
	    o Governments and international organisations
	      o (a) governments establish policies, create plans and enforce regulations to manage tourism development
	      o (b) international organisations offer consultancy, financial assistance and raise public awareness
	    o Businesses, local communities and tourists
	      o (a) businesses and local communities could seek advice from others and participate in decision-making
	      o (b) tourists could develop genuine interest in tourist destination regions and interact responsibly
	    o Challenges faced by stakeholders
	      o (a) stakeholders may have conflicting priorities and needs
	      o (b) stakeholders have differing amounts of control over resources and may view how sustainability is measured differently from other stakeholders
	
	KQ 3.1.3: How effective are the approaches in achieving sustainable tourism development?
	    o Ecotourism
	      o (a) comprises diverse approaches that lie on a spectrum from hard to soft ecotourism
	      o (b) limitations include uncertainty over continuity of efforts in conserving nature
		• Teacher displays 6 statements digitally (Slides), e.g.: "Creates jobs for locals", "Protects biodiversity". "Respects cultural traditions". Students work in pairs to classify them into: Economic, Social, Environmental sustainability. Each group is assigned one stakeholder: Government, International organisations, Businesses, Local communities & Tourists. On Padlet, groups post: How effective the stakeholder is, One example of positive influence, One limitation or challenge. Teacher prompts: "Which stakeholder and approach combination is most effective for sustainable tourism development?" Students to discuss. Students respond on Padlet: "Why is balancing all three sustainability dimensions difficult but necessary for tourism's long-term success?"
		
		<u>Skills Focus:</u>
		• Evaluation and Judgement, Critical thinking, Collaboration, Communication, Real world Application

	and involving local communities
	   ○ Community-based tourism
	       ○ (a) innovative small-scale tourism managed by local communities including homestays and agricultural tourism
	       ○ (b) limitations include the potential loss of local culture and competition from larger-scale tourism operators
	   ○ Pro-poor tourism
	       ○ (a) focused on improving livelihoods of the poor through training and access to micro-finance
	       ○ (b) limitations include the inability to significantly reduce poverty as compared to direct investment in social services	

10 Vesak Day (31/5/2026)	Sec 4E5N Mother Tongue Intensive Week	
June Holiday Break (1/6/2026 – 28/6/2026)		

Term / Week Term 3	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
1	**Tourism Cluster Topic 3 (Sustainable Tourism Development)** **KQ 4: How might tourism continue to develop sustainably?** • Sustainable tourism production ○ (a) when demands on ecosystem services do not exceed the supply of resources ○ (b) when different stakeholders adopt a long-term responsible and coordinated approach instead of short-term profit. • Sustainable tourism consumption ○ (a) when destination regions manage demand and tourism is consumed responsibly by tourists ○ (b) when policies give local communities primary attention while considering needs of tourists • Equitable distribution of tourism benefits ○ (a) effective tourism management to ensure benefits are enjoyed by all ○ (b) minimising negative trade-offs within or between economic, social and environmental dimensions	<u>Content Activity:</u> • Teacher presents a scenario: "A popular island destination is facing water shortages, pollution, and local discontent due to mass tourism." Students think individually: Which type of tourism problem is this? Pair up to discuss solutions. Students answer on Padlet: "Which of the three dimension production, consumption, equitable benefits do you think is hardest to achieve and why?" <u>Skills Focus:</u> • Critical thinking, collaboration, communication, real world application
2 – 7 * National Day Celebrations (7/9/26) National Day (9/9/26)	**Revision for Preliminary Exam:** • Sec 3 and Sec 4 topics **Topical Revision on** • Geography in Everyday Life • Climate • Tourism	<u>Skills Activity:</u> • Drill students on key skills ○ Data Response Question ○ Evaluation Question ○ GI Skills • Timed Practice using HEG Papers.
8 – 10 * Teachers' Day Celebrations on W10	**Preliminary Exam** • Refer to exam format and topics	
September Holiday Break (7/9/26 – 13/9/26)		