

Component 1: Travel and Tourism Organisations and Destinations

The Scheme covers the 36 recommended Guided Learning Hours and includes time spent preparing for and completing assessments but does not include students' unsupervised study time.

Delivery of this component

Component 1 underpins the learning in Components 2 and 3. In Learning aim A of this component, students are introduced to the different types of travel and tourism organisations, and how and why their ownership can be different. They will also consider the aims of different travel and tourism organisations. Students will need to use higher order thinking skills to explain how travel and tourism organisations work together. Students will need to explore examples of different travel and tourism organisations. They could consider exploring examples in their own area or region. Guest speakers from local tourist attractions or a travel and tourism organisation would be useful. In Learning aim B students will be able to explore different types of tourist destination, why people travel and different types of holidays. It will be useful for students to use maps and atlases and the internet in order to locate destinations and explore their features. They should also be given opportunities to share their own experiences of holidays or think about their ideal choice of holiday or accommodation, as well as what type of holiday works best for what type of customer.

Component 1 should be taught first or alongside Component 2, followed by Component 3. This enables students to apply their knowledge of the travel and tourism industry, will support their understanding of the global influences on tourism and the industry (Component 2) and apply to the context of customer needs (Component 3).

Assessment guidance

This unit is internally assessed. Teachers should provide students with an assignment brief at the end of a period of learning. For this component, it is recommended that the first assignment is given after the delivery of Learning aim A and the second assignment after the delivery of Learning aim B. Assignments must be the students' own work. While preparation, research and independent study for assignments could be completed either within classroom hours or for homework, final write up of the assignment itself should be completed under supervision. It should be made clear to students when they undertake the formal assessment on which they will be assessed and graded that they must work independently to demonstrate their own knowledge and understanding. Evidence for Learning aim A could be in the form of a recorded discussion with the teacher, PowerPoint® presentation with speaker notes, an extended piece of writing or a blog. For Learning aim B students could produce an information pack or brochure for visitors, although they could also use the ideas given for Learning aim A.

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. You should also refer to the authorised assignment briefs on the Pearson Edexcel website. See Section 5 of the specification for more information.

Component title	Travel and Tourism Organisations and Destinations
Guided learning hours	36
Number of lessons	36
Duration of lessons	1 hour

Lesson	Topic from specification	Suggested activities	Classroom resources
Learning aim A: Investigate the aims of UK travel and tourism organisations			
Learning aim A1: Travel and tourism organisations			
1	<p>The type and purpose of different travel and tourism organisations</p> <p>[Component 1, A1: Travel and tourism organisations; tour operators</p> <p>Some content for A2: Ownership of travel and tourism organisations may also be introduced here]</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> Students to work in pairs to list travel and tourism organisations, join with another pair to identify types of organisation e.g. airline, travel agent. Teacher introduces Component 1, explaining students will learn about different types of organisations and destinations. <p>Main session activities</p> <ul style="list-style-type: none"> Students to watch video clip of a UK tour operator. Teacher leads discussion to encourage students to discuss own prior experience of holidays/tour operators. Students work in pairs, using brochures, to see what goes into different types of package holidays. Discussing and making notes about the role of a tour operator. Teacher leads a feedback discussion, using headings on board, listing roles of a tour operator. 	<p>Cards/sticky notes to note example organisations</p> <p>Short video clip about a UK tour operator (either human resources or marketing/advertising e.g. search for TUI)</p> <p>Range of brochures collected from different types of tour operators (independent, mass market, etc.)</p>

		<ul style="list-style-type: none"> Students work in small groups to produce a definition of a tour operator. <p>Plenary activity</p> <ul style="list-style-type: none"> Students to take starter activity lists and make a separate list of named tour operators. 	
2	<p>The type and purpose of different travel and tourism organisations</p> <p>[Component 1, A1: Travel and tourism organisations; travel agents</p> <p>Some content for A2: Ownership of travel and tourism organisations may also be introduced here]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students to work in pairs to make a list of organisations where they can book holidays/travel arrangements. <p>Main session activities</p> <ul style="list-style-type: none"> Teacher introduces business and retail travel agent using the website/home page of an example for each. Teacher to split whole group into two, students work in pairs to describe role of a travel agent (one half of class describe retail, the other half business). Teacher leads a discussion using headings on board, listing roles of travel agent. Students work in small groups to produce a definition of a travel agent for both retail and business. A visit to a local travel agent could be arranged to observe the role of a travel agent; or invite a local travel agent as a guest speaker. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students to ask a member of their family or a friend about using a travel agent, what they used the travel agent for and the service provided. 	<p>Cards/sticky notes to note example organisations</p> <p>Website home page of UK business and retail travel agents</p>

<p>3</p>	<p>The type and purpose of different travel and tourism organisations</p> <p>[Component 1, A1: Travel and tourism organisations; accommodation providers, conference and event providers</p> <p>Some content for A2: Ownership of travel and tourism organisations, and B5: Types of accommodation may also be introduced here]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Students to work in small groups to sort logos or organisation names under headings (accommodation providers). • Teacher to identify answers and students mark number of correct answers. <p>Main session activities</p> <ul style="list-style-type: none"> • Students to work in groups and identify four different types of accommodation (link to own prior experience). • Teacher to allocate each different group one type of accommodation (hotels, B&B, caravan sites etc.). Students to list all the different facilities and services that might be offered. • Teacher to introduce an example of a conference and event provider (hotel or venue in the local region), using their website. • Students to work in groups to locate a different example of a conference event provider. Produce a mind map of products and services. • A visit to a local hotel with event provision could be arranged to observe different accommodation facilities and services. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students to research one local accommodation provider and produce a brief description of the services it provides. 	<p>Paper-based or electronic PowerPoint® presentation slides showing ten logo/names of hotel companies</p> <p>Access to PCs/internet</p> <p>Website of local conference event provider (hotel or venue)</p>
<p>4</p>	<p>The type and purpose of different travel and tourism organisations</p>	<p>Introductory activity</p>	<p>Paper-based or electronic PowerPoint® presentation slides showing ten logo/names of tourist attractions</p> <p>Access to PCs/internet</p>

	<p>[Component 1, A1: Travel and tourism organisations; tourist attractions Some content for A2: Ownership of travel and tourism organisations may also be introduced here]</p>	<ul style="list-style-type: none"> Students to work in small groups to sort logos or organisation names under headings (tourist attractions). Teacher to identify answers and students mark number of correct answers. <p>Main session activities</p> <ul style="list-style-type: none"> Students to watch UK theme park promotional video. Teacher-led discussion: 'Why do people visit theme parks?'. Students to work in small groups, each group is allocated a different region of the UK, to produce maps. <ul style="list-style-type: none"> Locate the attraction. Colour code the type of attraction (entertainment, education, recreation etc.). Identify the types of visitors it might attract. A visit to a local free attraction could be arranged to allow learners to observe facilities and services. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students choose one tourist attraction from the list and carry out research to produce a small advertisement/poster about the attraction, including its purpose. 	<p>Tourist attraction promotional video (search <i>YouTube</i> e.g. Alton Towers advert) List of tourist attractions Examples of tourist attraction promotional materials</p>
5	<p>The type and purpose of different travel and tourism organisations</p> <p>[Component 1, A1: Travel and tourism organisations; tourist promotion</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> Students to watch video of national or regional tourist board advert. Students to work in pairs to make a list of all the reasons tourists might visit their local region. <p>Main session activities</p>	<p>Access to PCs/internet, maps/atlasses Regional/national tourist board advert video (search <i>YouTube</i> e.g. London Tourist Board video)</p>

	Some content for A2: Ownership of travel and tourism organisations, and B2: Tourist destinations may also be introduced here]	<ul style="list-style-type: none"> Teacher to start discussion of the different organisations who promote tourism and what they do, students to make notes. Students to work in small groups, using the UK region from previous session, and search the internet for the regional tourist board website, making a list of the information given. <p>Plenary activity</p> <ul style="list-style-type: none"> Students produce a two-minute presentation of their chosen region and why tourists might visit there. 	
6	<p>The type and purpose of different travel and tourism organisations</p> <p>[Component 1, A1: Travel and tourism organisations; transport facilities and providers</p> <p>Some content for A2: Ownership of travel and tourism organisations may also be introduced here along with some content links to B3: Reasons for travel.]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students to work independently to identify different types of transport and facilities that tourists need, then pair up to name a provider for each. <p>Main session activities</p> <ul style="list-style-type: none"> Students to work in pairs to complete a table of different types of transport and identify example organisations. Students to complete maps to label and locate gateways and terminals in the UK to include two sea ports, airports, train stations and motorways. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Teachers to allocate one type of transport to each student for them to research one organisation and the facilities and services they offer. 	<p>Access to PCs/internet, maps/atlases</p> <p>Table of transport types (handout)</p>
7	The type and purpose of different travel and tourism organisations	<p>Introductory activities</p> <ul style="list-style-type: none"> Students to work in pairs to discuss why customers might need protection in the travel and tourism industry. 	<p>Access to PCs/internet</p> <p>Package holiday complaints/problems video (search <i>YouTube</i> e.g. package holiday complaints videos)</p>

	<p>[Component 1, A1: Travel and tourism organisations; regulators, trade associations</p> <p>Some content for A2: Ownership of travel and tourism organisations may also be introduced here]</p>	<p>Main session activities</p> <ul style="list-style-type: none"> • Students to watch short video on package holiday complaints/problems. • Teacher to lead discussion on ‘what can go wrong in travel and tourism’, encourage students to share any personal experiences, then introduce ABTA using website homepage. • Students to work in small groups to produce a leaflet on one other regulator. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students to research and describe one other regulator in the industry and its purpose. 	<p>Regulator homepage (search for e.g. CAA, ORR, ABTA)</p>
<p>8</p>	<p>The type and purpose of different travel and tourism organisations</p> <p>[Component 1, A1: Travel and tourism organisations]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Students to work in pairs to recap parts of the travel and tourism industry they have explored and example organisations. <p>Main session activities</p> <ul style="list-style-type: none"> • Students work in pairs to recap and review the different types and purposes of travel and tourism organisations, creating a checklist to help with the next task. • Teacher to introduce activity of creating a travel and tourism industry wall display. • Students to divide into groups to make a wall poster/display to show the different parts of the travel and tourism industry and example organisations. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students to peer review each other’s displays. 	<p>Cardboard or paper for wall displays</p> <p>Access to PCs/internet</p> <p>Access to printer</p>
<p>Learning aim A: Investigate the aims of UK travel and tourism organisations</p>			

Learning aim A2: Ownership of travel and tourism organisations			
9	<p>Ownership of travel and tourism organisations</p> <p>[Component 1, A2: Ownership of travel and tourism organisations</p> <p>Some content for A3: Aims of travel and tourism organisations could also be introduced here]</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> Teacher writes <i>private</i>, <i>public</i>, and <i>voluntary</i> as headings on the board. Students to work in pairs to discuss/note down what they understand by each heading. If possible they should give examples of organisations. <p>Main session activities</p> <ul style="list-style-type: none"> Teacher explains the term private sector and different types of ownership/control including private ownership and shareholders, common ownership; students make notes. Students to complete a table of named organisations using the types of organisations introduced in lesson 1–4, ticking which ones are in the private sector. Students to work in pairs to select a named private sector organisation in the industry and research its purpose and discuss why they think it is in the private sector. <p>Plenary activity</p> <ul style="list-style-type: none"> Students to make notes on/discuss why they think most travel and tourism organisations are in the private sector. 	<p>Table of types of organisation from lesson 1–4 (handout)</p> <p>Access to PCs/internet</p>
10	<p>Ownership of travel and tourism organisations</p> <p>[Component 1, A2: Ownership of travel and tourism organisations</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> Students to work in pairs to recap what is meant by the public and voluntary sector. Students to work in pairs to research and name one public tourist attraction in their local region. <p>Main session activities</p>	<p>Access to PCs/internet</p> <p>Case study example of one regional/local voluntary funded tourist attraction</p>

	<p>Some content for A3: Aims of travel and tourism organisations may also be introduced here]</p>	<ul style="list-style-type: none"> • Teacher-led discussion: ‘Why might local and national government fund tourist attractions?’. • Students to work in small groups and research two attractions in their local region that are publicly funded. They may use the one previously identified as a starting point. • Teacher to introduce a case study example of one voluntary funded local or regional attraction, using website homepage. • Teacher-led discussion, students to consider how it gets its funding (memberships, donations, merchandise etc.). <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students to identify different organisations that are publicly funded under the following headings (museum, national tourism agency, tourist information centre, tourist attraction). 	
<p>Learning aim A: Investigate the aims of UK travel and tourism organisations Learning aim A3: Aims of travel and tourism organisations</p>			
<p>11</p>	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A3: Aims of travel and tourism organisations; financial aims; strategic aims]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Teacher to introduce financial terms and strategic aims. • Teacher-led discussion to list financial and strategic aims. • Students to work in pairs and put aims under correct headings (financial and strategic). <p>Main session activities</p> <ul style="list-style-type: none"> • Teacher to identify correct headings and introduce aims, students check answers. 	<p>Access to PCs/internet</p> <p>Mini assignment task: financial and strategic aims for a chosen organisation</p>

		<ul style="list-style-type: none"> • Mini assignment task: Students to be given an example organisation, research financial aims and strategic aims. • Students to produce a presentation on financial and strategic aims of their given organisations. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Research suitable images for their PowerPoint® presentation. 	
12	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A3: Aims of travel and tourism organisations; financial aims; strategic aims]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Teacher to recap financial and strategic aims. <p>Main session activities</p> <ul style="list-style-type: none"> • Mini assignment: Students to continue research on financial aims and strategic aims. • Students to produce a PowerPoint® presentation on financial and strategic aims of their given organisations. <p>Plenary activity</p> <ul style="list-style-type: none"> • Students to swap their PowerPoint® presentation with a peer and provide peer feedback. Use the feedback to review their PowerPoint® presentation. 	<p>Access to PCs/internet</p> <p>Mini assignment task: financial and strategic aims for a chosen organisation</p>
13	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A3: Aims of travel and tourism organisations; strategic aims (CSR, sustainability)]</p>	<p>Introductory Activity</p> <ul style="list-style-type: none"> • Teacher to introduce Corporate Social Responsibility and sustainability. <p>Main session activities</p> <ul style="list-style-type: none"> • Mini assignment task: Students to use same example organisation, research their CSR and sustainability policies. 	<p>Access to PCs/internet</p> <p>Mini assignment task: financial and strategic aims for a chosen organisation</p>

		<ul style="list-style-type: none"> Students to produce a poster describing examples of their CSR and sustainability policies. <p>Plenary activity</p> <ul style="list-style-type: none"> Students to display posters, peers to review posters and provide feedback. 	
14	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A3: Aims of travel and tourism organisations; meeting regulatory standards]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher to use homepage of a regulator (ABTA) to introduce areas of regulation; students to make notes. <p>Main session activities</p> <ul style="list-style-type: none"> Students to divide into small groups and research ORR, compare to CAA, (half of the group research ORR, half CAA). Group discussion to cover the similarities and differences of the two regulators. Encourage students to consider standards, by looking at what is regulated and how. <p>Plenary activity</p> <ul style="list-style-type: none"> In the same groups, students produce a brief code of practice for a chosen regulator and how they protect tourists. 	<p>Access to PCs/internet</p> <p>Regulator website: search for regulator (e.g. CAA, ABTA, ORR)</p>
15	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A3: Aims of travel and tourism organisations; contribution of travel and tourism organisations to the UK</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> Teacher to introduce terms ‘indirect’ and ‘direct’ employment. Students to work in pairs and make a list of travel and tourism jobs related to an accommodation or tourist attraction organisation in their local area, highlighting direct and indirect employment. <p>Main session activities</p>	<p>Search for video on Economic Tourism Multiplier e.g. ‘Importance of Tourism’ by Visittaly</p> <p>Tourism employment statistics e.g. Tourism Alliance UK Tourism statistics 2017 page 6 www.visitbritain.org homepage; search for economic and employment impact</p>

	economy; providing employment and how direct spending circulates through the economy]	<ul style="list-style-type: none"> Teacher to introduce the term economic multiplier effect using video, students to watch video and make notes. Students work in groups to research tourism employment statistics in the UK using given resources, each group to summarise their findings. Students to select group spoke-person to present their findings to the group. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students select an area of the industry they might be interested in and find a current job advertisement. 	Access to PCs/internet
16	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A3: Aims of travel and tourism organisations; the contribution to GDP; how tourism growth or decline affects infrastructure development</p> <p>Some content of B1: Types of tourism is covered here]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher to introduce terms, GDP, inbound and domestic tourism using Office for National Statistics website. <p>Main session activities</p> <ul style="list-style-type: none"> Students to work in pairs and choose a tourist destination in the UK (can be local or national region) and make a list of all the infrastructure that tourists might need. Students to divide into small groups and use the Office for National Statistics website to search for numbers and spend of inbound tourism in the UK, domestic spend and number of overnight trips. Teacher-led discussion about the local region is tourism in decline or growth and what type of infrastructure do tourists use. <p>Plenary activity (homework task)</p>	<p>Access to PCs/internet</p> <p>Search Office for National Statistics homepage for GDP, inbound tourism numbers and spend, domestic tourism overnight numbers and spend</p>

		<ul style="list-style-type: none"> Students, using family/friends, research how many visits in the last year they have made to tourist facilities in the local area, what type and why. 	
<p>Learning aim A: Investigate the aims of UK travel and tourism organisations</p> <p>Learning aim A4: How travel and tourism organisations work together</p>			
17	<p>Aims of travel and tourism organisations</p> <p>[Component 1, A4: How travel and tourism organisations work together]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher to introduce the terms vertical and horizontal integration, students to make notes. <p>Main session activities</p> <ul style="list-style-type: none"> Students to work in small groups to research and draw a diagram/flow chart of horizontal integration for an example hotel organisation or vertical integration for an example tour operator. Teacher to introduce the terms partnerships (private and public, voluntary and private, public and voluntary) using examples. Teacher to introduce interdependencies using airline alliance example, students to make notes. Students to research and write a short summary of how a tourist attraction in the UK, e.g. Alton Towers, works with different types of organisations in the industry. <p>Plenary activity</p> <ul style="list-style-type: none"> Quiz task led by teacher, travel and tourism terminology used in the session. 	<p>Access to PCs/internet</p> <p>Search term 'Chain of Distribution' in Travel and Tourism Industry from homepage stravelandtourism.weebly.com</p> <p>Example hotel organisations: Hilton Hotels homepage, search 'About Hilton'; Thomas Cook Group Homepage, search 'Our Business, UK, Brands'</p> <p>Airline alliance search British Airways homepage, About British Airways</p> <p>List of travel and tourism terminology</p>
18	<p>Aims of travel and tourism organisations</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students to work in pairs and think of an example of a travel and tourism organisation and how they 	<p>Mini assignment task</p> <p>Access to PCs/internet</p>

	[Component 1, A4: How travel and tourism organisations work together; the reasons travel and tourism organisations work together]	<p>might work with other travel and tourism organisations.</p> <p>Main session activities</p> <ul style="list-style-type: none"> • Teacher to introduce terms: economies of scale, marketing and promotion, customer databases. • Students to work in small groups on mini assignment task: Research how and why organisations work with other travel and tourism organisations. • Students to add findings to a PowerPoint® presentation, how they work with other organisations. <p>Plenary activity</p> <ul style="list-style-type: none"> • Students to present their groups findings. 	
19	End of Learning aim A: formal assignment [Component 1, A1 to A4]	<p>Introductory activity</p> <ul style="list-style-type: none"> • Teacher reminds students that the assignment is formal and must be their own work. Suggest students make notes to plan their response and keep details of all sources used. <p>Main session activity</p> <ul style="list-style-type: none"> • Students to spend lesson time completing supervised assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief. <p>Plenary activity</p> <ul style="list-style-type: none"> • Teacher leads a check on understanding of key terminology. 	Pearson authorised assignment brief or assignment brief produced and verified by school
20	End of Learning aim A: formal assignment [Component 1, A1 to A4]	<p>Introductory activity</p> <ul style="list-style-type: none"> • Teacher reminds students that the assignment is formal and must be their own work. Suggest 	Pearson authorised assignment brief or assignment brief produced and verified by school

		<p>students make notes to plan their response and keep details of all sources used.</p> <p>Main session activity</p> <ul style="list-style-type: none"> Students to spend lesson time completing supervised assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief. <p>Plenary activity</p> <ul style="list-style-type: none"> Teacher leads a check on understanding of key terminology. 	
<p>Learning aim B: Explore travel and tourism and tourist destinations</p> <p>Learning aim B1: Types of tourism</p>			
21	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B1: Types of tourism</p> <p>Content will link to B2: Tourist destinations and B3: Reasons for travel]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher to list on the board terms for different types of tourism. Students in pairs describe each term in your own words. <p>Main session activity</p> <ul style="list-style-type: none"> Teacher to divide students into smaller groups, each group to create a PowerPoint® presentation with images to explain the terms (visitor, tourist, domestic, outbound, inbound). Each group to present one explanation each to peers. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Research the World Tourism Organisation definition of tourism/tourists. 	<p>Website home page 'World Tourism Organisation'</p> <p>Access to PCs/internet</p>

Learning aim B: Explore travel and tourism and tourist destinations			
Learning aim B2: Tourist destinations			
22	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B2: Tourist destinations; visitor types coastal and seaside]</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> Students to work in pairs to make a list of different visitor types. Students to work in pairs to use photos of visitor types from the list and create a pen portrait of the visitor type (needs, wants). <p>Main session activity</p> <ul style="list-style-type: none"> Teacher-led discussion: 'Name the top five seaside destinations in the UK' to introduce examples of different seaside/coastal areas. Students use atlases to locate and plot five seaside/coastal UK destinations on a map. In small groups students are allocated a seaside resort and a coastal area to research. Create a brief presentation to compare the facilities and reasons visitor go there. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Ask friends or family which is their favourite seaside/coastal destination in the UK and why. 	<p>Website search for UK best seaside towns e.g. www.roughguides.com, '30 Best Seaside Towns' or The Telegraph website 'Britain's top 20 coastal towns'</p> <p>Maps/atlases</p> <p>Access to PCs/internet</p> <p>Photos of visitor types</p>
23	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B2: Tourist destinations; towns and cities]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students to give reasons in a class discussion why tourists might visit a town or city local to them. <p>Main session activity</p> <ul style="list-style-type: none"> Students use atlases to locate and plot UK capital cities, UK towns of cultural or heritage significance. Students to work in small groups and teacher to allocate a town, city to each group, students to 	<p>Atlases</p>

		<p>research the tourist facilities and create a two-minute promotional presentation of these under headings; attractions, transport, accommodation types.</p> <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Present to the group their promotional presentation. 	
24	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B2: Tourist destinations; countryside]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Students to give reasons in a class discussion why tourists might visit a countryside area local to them. <p>Main session activity</p> <ul style="list-style-type: none"> • Students to plot on a map an example of an ANOB, National Park, lake, forest, wilderness, mountains, colour coding each type of area. • Students to work in pairs and create a promotional poster of a chosen countryside area, focusing on why tourists would visit there. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students research a town, city or countryside area they have not visited before and find two reasons why they would want to visit. 	<p>Maps/atlases</p> <p>Access to PCs/internet</p>
25	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B2: Tourist destinations; features of a destination]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Teacher to introduce mini assignment task and explain this will help prepare them for their Learning aim B assignment. <p>Main session activity:</p> <ul style="list-style-type: none"> • Students to select one UK destination (coastal/ seaside, countryside, town, city). • Students research the geographical and natural features; visitor attractions and produce a written 	<p>Access to PCs/internet</p>

		<p>summary with images in Word or a PowerPoint® presentation.</p> <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students create a poster to highlight two of the key features of their chosen destination. 	
26	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B2: Tourist destinations; features of a destination]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher to recap introduction to mini assignment task and explain this will help prepare them for their Learning aim B assignment. <p>Main session activity</p> <ul style="list-style-type: none"> Students research the facilities and climate of the same destination and add these to their written summary. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students to choose a visitor type and write a summary explaining why they would choose the destination they have been researching. 	Access to PCs/internet
<p>Learning Aim B: Explore travel and tourism and tourist destinations</p> <p>Learning aim B3: Reasons for travel</p>			
27	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B3: Reasons for travel; leisure and business travel]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students are given a sticky note with either leisure or business, then given time to think of a reason people travel under that heading. Teacher summarises list of reasons for travel on the board. <p>Main session activities</p> <ul style="list-style-type: none"> Teacher to introduce the leisure terminology, VFR, day trips, holidays. 	<p>Access to PCs/internet</p> <p>Sticky notes</p>

		<ul style="list-style-type: none"> • Students to work in pairs to describe an example of leisure travel under each heading (visitor type, destination, and activities). • Teachers to introduce the business travel terminology. • Students to work in pairs to describe an example of business travel. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students to write a brief itinerary for a leisure or business trip for a given visitor type. 	
28	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B3: Reasons for travel; modes of transport]</p>	<p>Introductory activities</p> <ul style="list-style-type: none"> • Students to work in pairs to recap the different modes of travel. • Teacher to introduce terminology of modes of transport. <p>Main session activities</p> <ul style="list-style-type: none"> • Students to divide into small groups. Teacher to allocate one mode of transport to each group. Students to discuss and make a list of the advantages and disadvantages for each mode of transport for given visitor types. Group nominates one person to summarise answers on paper. • Students then swap cards and discuss the next mode of transport and visitor types. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> • Students given a customer profile and asked to describe a brief holiday, including the best mode of transport for that customer. 	Cards with a mode of transport and visitor types
<p>Learning aim B: Explore travel and tourism and tourist destinations</p>			

Learning aim B4: Types of holidays			
29	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B4: Types of holidays; package, all inclusive, tailor-made]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students to work in pairs to make a definition of the term package holiday. <p>Main session activities</p> <ul style="list-style-type: none"> Teachers to introduce the terms for types of holidays. Mini assignment: Students to be given a visitor type pen portrait from the ideas below, they then research a UK holiday that would be appropriate, writing a brief justification and summary of the holiday. <ul style="list-style-type: none"> Responding to an email from a customer interested in an all-inclusive UK holiday. Responding to a face to face enquiry in a travel agency for a short break holiday. A couple researching online for a coach touring holiday. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students choose one other visitor type and summarise how their chosen holiday could be adapted for that visitor type. 	Access to PCs/internet
30	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B4: Types of holidays; multencentre, fly-drive, self-drive, short breaks]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students work in pairs to describe multencentre, fly-drive, self-drive, short breaks. <p>Main session activities</p> <ul style="list-style-type: none"> Teachers to introduce the terms for types of holidays. Mini assignment: Students to be given a visitor type. They then research a holiday that would be 	Access to PCs/internet

		<p>appropriate, writing a brief justification and summary of the holiday.</p> <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students choose one other visitor type and summarise how their chosen holiday could be adapted for that visitor type. 	
31	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B4: Types of holidays: touring, specialist/niche]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students work in pairs to describe three holidays that are linked to an activity or a special interest. <p>Main session activities</p> <ul style="list-style-type: none"> Teachers to introduce the terms for types of holidays. Mini assignment: Students to be given a visitor type who they then research an appropriate holiday for by writing a brief justification and summary of the holiday. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students choose one other visitor type and summarise how their chosen holiday could be adapted for that visitor type. 	<p>Access to PCs/internet</p>
32	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B4: Types of holidays: voluntary conservation, holiday parks]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Students to discuss in pairs why someone might choose to volunteer as a holiday choice. <p>Main session activities</p> <ul style="list-style-type: none"> Teacher to introduce voluntary and conservation holidays, using National Trust and Wilddaysconservation websites. Students to work in small groups to research different examples of UK voluntary and conservation 	<p>Access to PCs/internet</p> <p>wilddaysconservation.org</p> <p>www.nationaltrust.org.uk</p> <p>www.butlins.com</p> <p>centerparcs.com</p>

		<p>holidays. Create a two-minute promotional presentation of a voluntary and a conservation holiday.</p> <ul style="list-style-type: none"> • Teacher to use the Butlins and Centreparcs websites to introduce brief history and current product of holiday parks. • Students to work in small groups, which are allocated different regions in the UK. Research an example of a traditional seaside holiday park and another example e.g. Centre Parcs. Create a mind map of the differences and similarities in products and services. <p>Plenary activity</p> <ul style="list-style-type: none"> • Students to peer review each other's voluntary and conservation presentations. 	
<p>Learning aim B: Explore travel and tourism and tourist destinations</p> <p>Learning aim B5: Types of accommodation</p>			
33	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B5: Types of accommodation]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> • Students to work in pairs to make a list of accommodation types. <p>Main session activities</p> <ul style="list-style-type: none"> • Teacher to introduce accommodation types using a selection of unusual accommodation in the UK from websites. • Students to use the headings of accommodation types and research named examples in their local area. • Teachers to introduce facilities terminology; serviced, non-serviced, all inclusive, self-catering. 	<p>Access to PCs/internet</p> <p>Search for 'unusual accommodation in the UK' e.g. quirkyaccom.com</p>

		<ul style="list-style-type: none"> Student to work in pairs to identify different visitor types and what types of accommodation might appeal to them. <p>Plenary activity (homework task)</p> <ul style="list-style-type: none"> Students to select one accommodation provider in the local area and make a list of facilities and services they provide. 	
34	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1, B5: Types of accommodation]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher to divide group into teams and undertake quiz to revise types of holiday and accommodation terminology. <p>Main session activities</p> <ul style="list-style-type: none"> Students to work in small groups and choose a destination. Each group researches the range of accommodation for a given list of different visitor types. Within each group students work on different accommodation types and create a summary of how it contributes to attracting different types of visitors to the destination for different holiday types. In the group choose two visitor types (cover a range across the whole group) and create a brief presentation based on the findings. <p>Plenary activity</p> <ul style="list-style-type: none"> Students to peer review each other's presentations. 	<p>List of accommodation/holiday type terminology</p> <p>Access to PCs/internet</p>
35	<p>B: Explore travel and tourism and tourist destinations</p> <p>[Component 1 B1 to B5]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher reminds students that the assignment is formal and must be their own work. Suggest 	<p>Pearson authorised assignment brief or assignment brief produced and verified by school</p>

		<p>students make notes to plan their response and keep details of all sources used.</p> <p>Main session activity</p> <ul style="list-style-type: none"> Students to spend lesson time completing supervised assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief. <p>Plenary activity</p> <ul style="list-style-type: none"> Teacher leads a check on student understanding of key terminology. 	
36	<p>B: Explore travel and tourism and tourist destinations [Component 1 B1 to B5]</p>	<p>Introductory activity</p> <ul style="list-style-type: none"> Teacher reminds students that the assignment is formal and must be their own work. Suggest students make notes to plan their response and keep details of all sources used. <p>Main session activity</p> <ul style="list-style-type: none"> Students to spend lesson time completing supervised assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief. <p>Plenary activity</p> <ul style="list-style-type: none"> Teacher leads a check on understanding of key terminology. 	<p>Pearson authorised assignment brief or assignment brief produced and verified by school</p>

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this qualification. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Websites

www.abta.com ABTA: leading association for British travel agents and tour operators who provide expert advice and guidance, to provide an example of a UK regulator/protector.

www.altontowers.com Alton Towers: an example of a UK popular theme park, provides an example of a tourist attraction.

www.britishairways.com British Airways: example of a UK Airline, useful to find information about airline alliances.

www.caa.co.uk CAA: the UK regulator of the airline industry – to provide an example of a UK regulator.

www.hilton.com Hilton Hotels: an example of a hotel organisation that operates in the UK, useful to use as an example of horizontal integration.

www.ons.gov.uk ONS: UK government office for gathering and publishing national data publishes, useful data on UK tourism and travel statistics such as contribution to GDP and employment.

www.orr.gov.uk ORR: the office of rail and road is the UK regulator for Britain's railways, to provide an example of a UK regulator.

www.quirkyaccom.com/uk Quirky accommodation: a source of examples of unusual accommodation in the UK.

www.roughguide.com Rough Guide: a travel guide of destinations around the world, useful for providing destination information.

www.thomascook.com Thomas Cook Group: useful example of UK tour operator and retail travel agent.

www.telegraph.co.uk The Telegraph: UK daily newspaper published in print and online (subscription), useful travel section and features.

www.tui.com TUI: one of Europe's largest tour operators that operates in the UK useful to help understand the role of a tour operator.

www.stravelandtourism.weebly.com Travel and Tourism website: useful website giving a wide range of information about the industry.

www.tourismalliance.com Tourism Alliance: useful publication for Tourism employment statistics.

www.tourismconcern.org.uk Tourism Concern: a UK charity promoting ethical and fair tourism for visitors and destinations, a good source of examples of ethical tourism.

www.visitbritain.org.uk Visit Britain: the corporate site of the UK's tourist board, a good source of information of visitor destinations and employment statistics.

www.visitbritain.com Visit Britain: the UK's tourist board, good source of information of visitor destinations.

www.visitlondon.com Visit London: the London regional tourist board, useful to illustrate the role of a tourism promotor.

www.unwto.org World Tourism Organisation: useful for information and definitions of tourism.

Videos

YouTube videos:

'Responsible Tourism Tips', 'Make Tourism Meaningful', 'The Planet D: Video' discussing tips for responsible travel to destinations, useful to illustrate ethical and social tourism ideas.

'Importance of Tourism' by Visittaly: animated video illustrating the economic tourism multiplier effect.