



## Year 11 Travel and Tourism Curriculum Overview

Travel and tourism is the study of how and why people travel. We study many different types of tourism, from the exhilarating adventure side of tourism to the sophistication of business travel. Tourism is a rapidly changing industry, and the Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism is for learners who want to learning more about the Travel and Tourism industry by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism. Students will finish Component 2, worth 30% of their overall grade, students will complete their second assignment in the autumn term. This is assessed by 'Pearson Set Assignments' which are assignments set by the exam board during a certain assessment window. These assignments are marked by the travel and tourism team, and the grades and coursework are moderated by the exam board. Building upon knowledge learned in year 10 and the start of year 11, the 3<sup>rd</sup> component is an exam unit which will be assessed via an exam set by Pearson during the summer term which incorporates new content, as well as many synoptic links and is not covered until year 11. This allows students to practise skills and knowledge learned in the first two components, as well as adding more complex content on factors that influence the tourism industry. This exam is marked and moderated externally via the exam board and makes up 40% of their overall grade. This qualification enables learners to develop transferable skills, such as researching, planning, and making decisions and judgements. In travel and tourism we encourage the value of learning said skills, knowledge and vocational attributes which complement GCSEs to such as Geography and Business, and many different future pathways.

| Term/Length of Time | Outline  | Assessment/Teacher Feedback Opportunities   | Homework and Literacy resources   |
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| Autumn term 1 and 2 | <p><b>Component 2 – Customer Needs in Travel and Tourism</b></p> <p>Students will have partially completed this component in the summer term in year 10.</p> <p>The travel and tourism sector has to meet the needs and preferences of many different types of customer. This can include customer needs such as wanting a holiday at a certain time of year or within a certain budget, and preferences such as individuals wanting an adventure holiday and families wanting a beach to visit and activities for young children. In this component, students will investigate how market research is used by travel and tourism organisations to identify travel and tourism trends such as types of holiday taken, when they are taken and where. They will consider the different ways organisations may respond to the trends identified and explore the general and specific needs of different types of customer and how travel and tourism organisations meet these needs and preferences by offering a variety of products and services. In this component, students consider</p> | <p><i>Although students will be formally assessed in the Spring term, students will have practise tasks similar to that of the actual assignments throughout the course. Each assignment is split into 5 tasks, worth 12 marks each, making the assignment worth 60 marks overall. This ensures feedback is given and progress is monitored in preparation for the assessment windows. Every task can be presented as either a report or a powerpoint presentation. All timings indicated below are a guidance from the exam board.</i></p> | <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Students will complete the preparation/research needed for the practise task 3a and 3b. This research will be used to complete the tasks in order to develop/assess their independent researching skills.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list/Travel guides:</b></p> |

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|  | <p>how organisations use research to identify and respond to travel and tourism trends and consider how travel and tourism organisations meet customer needs and preferences. As such, a huge skill further developed in this unit will research information and plan a holiday for a specified customer. You will develop transferable skills, such as research and analysis, as well as itinerary and document production, an amazing skill for any future pathway.</p> | <p><b>Task 2 (Practise)</b><br/>Students will have 1 hour of monitored preparation time and 90 minutes to complete a report/presentation on a how a range of organisations from a given sector (i.e. accommodation providers) meets the needs of a specific customer type (i.e. customer with mobility needs). Only the notes preparation in the monitored prep time are allowed to be used for the task.</p>   | <ul style="list-style-type: none"> <li>• BTEC Nationals and Travel and Tourism Student book and Activity book – Gillian Dale</li> <li>• Lonely Planet Series (Any edition or location is suitable)</li> <li>• DK Eye Witness Travel Guides (any location)</li> <li>• A Rough Guide to.. (any location)</li> </ul> <p><b>Blogs/articles</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.visitbritain.co.uk">www.visitbritain.co.uk</a><br/>National tourism agency for the UK</li> <li>• <a href="https://www.vivocha.com/customer-service-tourism-industry/">https://www.vivocha.com/customer-service-tourism-industry/</a> Vivocha; Customer Service in the tourism industry</li> <li>• Access the link to the British Library travel and tourism industry guide here (Excellent for access to travel magazines):<br/><a href="http://www.bl.uk/business-and-ip-centre/travel-and-tourism-industry-guide">www.bl.uk/business-and-ip-centre/travel-and-tourism-industry-guide</a></li> </ul> <p><b>Story books linked to travel:</b></p> <ul style="list-style-type: none"> <li>• <i>Peak</i> by Roland Smith</li> </ul> |
|  |   | <p><b>Task 3 (Practise)</b><br/>Split into two subtasks that students will have 2 hours of monitored preparation time in the real assignment, but will complete this for homework to develop the skill of independent research. They will have 2 hours to complete the below tasks only using that prep:</p> <p><b>Task 3a</b> - Students will be given a customer profile and be required to create travel plans that meet their needs.</p> <p><b>Task 3b</b> - Students will create a plan of excursions and activities suitable to the customers discussed in task 3a.</p> |   |

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|                        |   | <p><b>Pearson set Assignments – 30% of overall grade</b></p> <p>Pearson will release the assignment tasks. There are 5 tasks within this component (as outlined in the practise tasks information above) and students will have approximately 5 hours of monitored preparation time and 6 hours to complete the assignments. <i>These are then formally marked by the teacher, and externally moderated by the exam board.</i></p>                       | <ul style="list-style-type: none"> <li>• The Merit Birds <i>by Kelly Powell</i></li> <li>• Unforgettable Journeys: Slow Down and See the World (More of a coffee table book but might inspire students struggling to read full story books)</li> </ul> <p><b>Podcasts</b></p> <ul style="list-style-type: none"> <li>• Tourpreneur by Shane Whaley</li> <li>• Tourism Marketing Mastery by Erik Hatterscheidt</li> <li>• The Future of Tourism by David Peacock</li> </ul> <p><i>(All podcasts are found on either Spotify or Apple music)</i></p> |
| Spring and Summer term | <p><b>Component 3 – Influences on Global Travel and Tourism</b></p> <p>There are many factors that may influence global travel and tourism, and they are constantly changing. For example, severe weather events, political and economic factors, and the publicity a destination receives can all affect the decisions visitors make and the way some travel and tourism organisations operate. Tourism can have a positive and a negative impact on local communities, the economy and the environment, and the issue of sustainability is a concern for many destinations, organisations and governments. In this component, students will study many factors that may influence travel and tourism and the ways that travel and tourism organisations, destinations and governments respond to these influences and their reasons. For example, to maintain sales and income, diversify</p> | <p><b>Examination unit – 40% of overall grade</b></p> <p>This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, alongside new information outlined in the overview of component 3. Students will answer a number of short- and long-answer questions that will assess learners' understanding of factors influencing tourism in global destinations, the impact of tourism on global</p> | <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Students will be set fortnightly revision questions which will be brought to class and assessed using model answers</li> <li>• Students will be completing revision resources throughout this component in preparation for their exam</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list/Travel guides:</b></p>  |

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|  | <p>economies, increase tourist numbers or reassure visitors. They will explore the possible impacts of tourism such as leakage, habitat loss and employment creation, and consider ways these can be managed by destinations, organisations and governments. Students will also investigate how tourism may bring change to destinations over time and how destinations can encourage, manage and develop tourism. There are many opportunities to make links with news and individual student experiences. Additionally, students will develop skills in analysing information and making connections for a specific purpose, which will support their progression onto further study.</p> | <p>destinations, sustainability and destination management. An exam worth 60 marks will be completed under supervised conditions in 2 hours sat in the summer term of year 11. In preparation for this exam, students will be assessed throughout the component.</p> <p><b>Assessment/feedback opportunities</b><br/>This component is split into 3 learning aims and students will sit an end of topic test comprised of exam style questions after each learning aim in preparation for the exam. The class teacher will mark these and students will have formal feedback to respond to, aiding the development of skills and knowledge in preparation for the exam. Each end of topic test will have questions from the previous learning aim as set out below to build up to a full paper:</p> <ol style="list-style-type: none"> <li>1. <b>Learning aim A</b> – short and long answered questions just on learning aim A content</li> <li>2. <b>Learning aim B</b> – short and long answered questions on both learning aim A and B</li> <li>3. <b>Learning aim C</b> – short and long answered questions on learning aim A, B and C</li> </ol> | <ul style="list-style-type: none"> <li>• BTEC Nationals and Travel and Tourism Student book and Activity book – Gillian Dale</li> <li>• Lonely Planet Series (Any edition or location is suitable)</li> <li>• DK Eye Witness Travel Guides (any location)</li> <li>• A Rough Guide to.. (any location)</li> </ul> <p><b>Blogs/articles</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.sciencedirect.com/science/article/pii/S2666518221000206">https://www.sciencedirect.com/science/article/pii/S2666518221000206</a> (How has Covid impacted tourism?)</li> <li>• <a href="https://www.tourism-review.com/travel-tourism-magazine-tourism-industry-hit-hard-by-natural-disasters-category1382">https://www.tourism-review.com/travel-tourism-magazine-tourism-industry-hit-hard-by-natural-disasters-category1382</a> (an online magazine with articles on specific natural disasters that impact tourism)</li> <li>• <a href="https://www.thewisetravellers.com/">https://www.thewisetravellers.com/</a> (Sustainable travel blog)</li> </ul> <p><b>Podcasts</b></p> <ul style="list-style-type: none"> <li>• Wanderlust: Off the Page</li> <li>• Armchair Explorer</li> </ul> |
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|  |  | Additionally there will be many opportunities in lesson time for students to complete exam questions which are peer/self-assessed using model answers. | <i>(All podcasts are found on either Spotify or Apple music)</i> |
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