



Archbishop Beck Catholic College

KS5 Scheme of Work

Year 12 BTEC Level 3 Travel



Lesson Sequencing	The High 5 lesson : to be used throughout year	Further learning opportunities
<p>Unit 3 Principles of Marketing in Travel and Tourism</p> <p>LA A Customer service in Travel and tourism Goals of customer focused organisations Factors that affect customer decisions Customer communication, expectations and satisfaction Potential impact of customer service for the organisation Marketing activities in travel and tourism LA B The role of marketing in T&T organisations The contribution of marketing to the success of organisations Influences on marketing activity LA C - developing a marketing plan for a viable business case Collecting market research Analysing and presenting market research Marketing plan activity LA D - assess marketing plan produced in previous half term in meeting industry aims and objectives Assess plan in meeting customer needs</p>	<p>Consolidation: Tasks to support prior learning including past exam questions, knowledge quizzes, mind maps, discussion tasks, assessment of exemplar answers with the use of peer and self-assessment.</p> <p>Modelling: With the use of past exam model answers use to develop knowledge, application, analysis and evaluation for the higher mark questions on the exam. The use of exemplar coursework task examples, exemplar answers and mark schemes for examination units. Teacher led to start with then in groups, pairs and individually with the use of notes to support independence as confidence increases.</p> <p>Response and Feedback: Q & A, oral feedback to whole class and individuals, written feedback on coursework tasks, improvement tasks, extension tasks, peer improvement tasks, detailed marking of written tasks, next step marking.</p> <p>Challenge: use of relevant extension tasks, use of model answers and examples of past examination responses to challenge the students to evaluate the question so looking at evaluation and judgement. Independent research of tasks using online resources.</p>	<p>Extension directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment.</p> <p>Exam/revision booklets created to support independent learning.</p>

Unit 1: The World of Travel and Tourism

LA A Types of travel and tourism

A1 Types of tourism

A2 Types of travel,

A3 Types of travel and tourism customer

LA C The scale of the travel and tourism industry

C1 Importance of the UK as a global destination

C2 Employment in travel and tourism

C3 Visitor numbers

C4 Income and spending

In parallel to this, the following content from Unit 1 is also covered

LA B - The types of travel and tourism organisations, their roles and the products and services they offer to customers

B1 - Ownership and operating aims

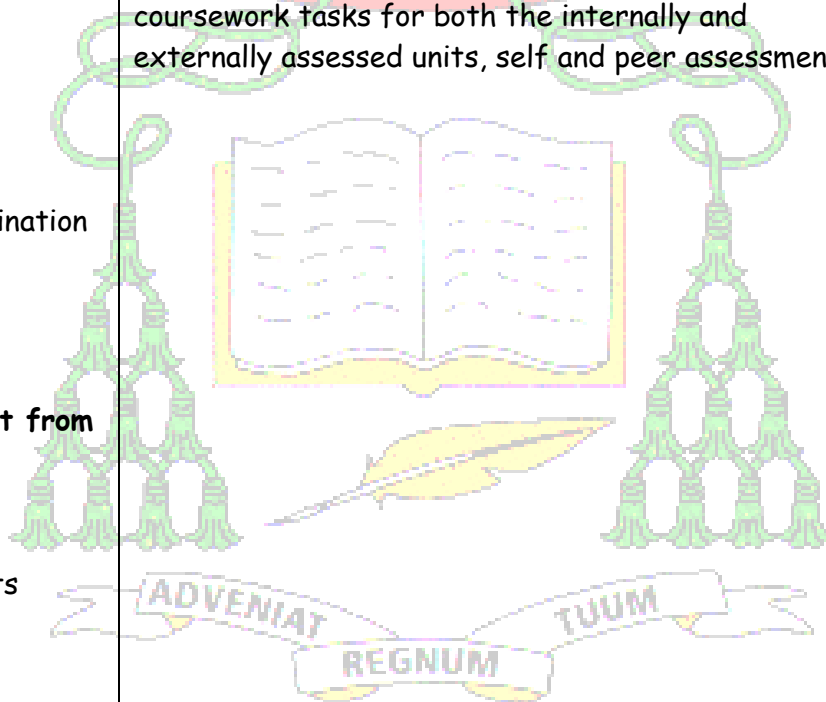
B2 - The key sectors of the travel and tourism industry - components of their role, and the products and services they offer to different types of customer


B3 - Interrelationships and interdependencies in the travel and tourism industry

B4 - Technology in travel and tourism

Challenge tasks set in response and feedback if appropriate.

Independence: Research homework tasks which include examination questions and case studies, coursework tasks for both the internally and externally assessed units, self and peer assessment.



<p>LA D Factors affecting the travel and tourism industry</p> <p>D1 - Product development and innovation D2 - Other factors affecting organisations in the travel and tourism industry D3 - Responses of travel and tourism organisations to external and internal factors</p>		
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KS5 Scheme of Work

Year 13 BTEC Level 3 Travel



<p>Lesson Sequencing</p>	<p>The High 5 lesson : to be used throughout year</p>	<p>Further learning opportunities</p>
<p>Unit 2 - Global Destinations</p> <p>LA A - Geographical Awareness, locations and features giving appeal to global destinations</p> <p>A1 - Geographical Awareness A2 - features and appeal of destinations A3 Appeal and types of tourism</p> <p>LA B - Potential advantages and disadvantages of travel options to access global destinations</p>	<p>Consolidation: Tasks to support prior learning including past exam questions, knowledge quizzes, mind maps, discussion tasks, assessment of exemplar answers with the use of peer and self-assessment.</p> <p>Modelling: With the use of past exam model answers use to develop knowledge, application, analysis and evaluation for the higher mark questions on the exam. The use of exemplar coursework task examples, exemplar answers and mark schemes for examination units. Teacher led to start with then in groups, pairs</p>	<p>Extension directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment.</p>

<p>B1 Different types of gateways and transport hubs and their facilities</p> <p>B2 Potential advantages and disadvantages of travel routes and transport providers</p> <p>LA C - Travel planning, itineraries, costs and suitability matched to customer needs</p> <p>C1 - Travel planning and the potential advantages and disadvantages of transport options</p> <p>LA D - Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p> <p>D1 - Consumer trends affecting the appeal of global destination</p> <p>D2 - Motivating and enabling factors affecting the appeal of global destinations</p> <p>LA E - Factors affecting the popularity and appeal of destinations</p> <p>E1 - Political factors</p> <p>E2 - Economic climate</p> <p>E3 - Accessibility and availability</p> <p>E4 - Image and promotion</p> <p>E5 - Changing markets</p>	<p>and individually with the use of notes to support independence as confidence increases.</p> <p>Response and Feedback: Q & A, oral feedback to whole class and individuals, written feedback on coursework tasks, improvement tasks, extension tasks, peer improvement tasks, detailed marking of written tasks, next step marking.</p> <p>Challenge: use of relevant extension tasks, use of model answers and examples of past examination responses to challenge the students to evaluate the question so looking at evaluation and judgement. Independent research of tasks using online resources. Challenge tasks set in response and feedback if appropriate.</p> <p>Independence: Research homework tasks which include examination questions and case studies, coursework tasks for both the internally and externally assessed units, self and peer assessment.</p>	<p>Exam/revision booklets created to support independent learning.</p>
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<p>E6 - Natural disasters E7 - Climate and its influence on travel</p>		
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Lesson Sequencing	The High 5 lesson : to be used throughout year	Further learning opportunities
<p>Unit 9 Visitor Attractions</p> <p>LA A Investigate the nature, role and appeal of visitor attractions</p> <p>A1 Types of visitor attractions</p> <p>A2 Scale, scope and appeal of visitor attractions</p> <p>A3 Ways in which visitor attractions are funded</p> <p>A4 Importance of additional revenue generation strategies for visitor attractions</p> <p>LA B Examine how visitor attractions meet the diverse expectations of visitors</p> <p>B1 Different types of visitors and their diverse expectations</p> <p>B2 Products and services provided, including primary and secondary spend opportunities</p> <p>B3 Ways to meet and exceed visitor expectations</p> <p>B4 Use of technology and its importance for visitor attractions</p>	<p>Consolidation: Tasks to support prior learning including past exam questions, knowledge quizzes, mind maps, discussion tasks, assessment of exemplar answers with the use of peer and self-assessment.</p> <p>Modelling: With the use of past exam model answers use to develop knowledge, application, analysis and evaluation for the higher mark questions on the exam. The use of exemplar coursework task examples, exemplar answers and mark schemes for examination units. Teacher led to start with then in groups, pairs and individually with the use of notes to support independence as confidence increases.</p> <p>Response and Feedback: Q & A, oral feedback to whole class and individuals, written feedback on coursework tasks, improvement tasks, extension tasks, peer improvement tasks, detailed marking of written tasks, next step marking.</p> <p>Challenge: use of relevant extension tasks, use of model answers and examples of past examination responses to challenge the students to evaluate the</p>	<p>Extension directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment.</p> <p>Exam/revision booklets created to support independent learning.</p>

LA C Explore how visitor attractions respond to competition and measure their success and appeal

C1 Strategies for responding to competition

C2 Success and appeal, using data analysis to measure visitor trends and visitor numbers

question so looking at evaluation and judgement.

Independent research of tasks using online resources.

Challenge tasks set in response and feedback if appropriate.

Independence: Research homework tasks which include examination questions and case studies, coursework tasks for both the internally and externally assessed units, self and peer assessment.

