

Unit 15: Understanding Countryside Tourism and Recreation

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| Unit code: | F/600/9178 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge used in countryside tourism and recreation, and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

As tourism in the countryside has increased, the need to manage the countryside to meet this requirement has grown in importance. Tourism is a vital part of the economy in many rural areas and is one of the largest and fastest growing industries in the world. The value of tourism to the UK continues to increase, through both domestic and overseas visitors. Those employed in countryside management need to have the knowledge and skills to understand the processes of tourism and their benefits and constraints.

The Countryside Management Association says: 'The role of the countryside manager is to balance the potentially conflicting demands of conservation, recreation and the needs of local communities. Our countryside is a major tourist destination and brings much-needed revenue into rural communities. However, it is essential that recreation and tourism are managed in a sustainable way to ensure that the very things people come to enjoy are not destroyed. Balancing these complex relationships is one of the key roles of countryside professionals'. (www.countryside-management.org.uk).

This unit focuses primarily on tourism in the UK, through both UK residents and overseas visitors, but learners should be encouraged to appreciate tourism in its international context. This unit is designed to develop learner awareness and understanding of the reasons for tourism, the factors that affect tourism, its advantages and disadvantages, and the organisations involved in its promotion.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand reasons for countryside tourism and recreation
- 2 Understand factors affecting countryside tourism and recreation
- 3 Understand tourism/recreation factors affecting the countryside
- 4 Know the roles of organisations involved in countryside tourism and recreation
- 5 Be able to monitor and report on environmental conditions of tourist/recreation sites.

Unit content

1 Understand reasons for countryside tourism and recreation

Reasons for visits: day trips by UK residents; weekend break by UK residents; vacation/'staycation' by UK residents; vacation in UK by overseas visitors

Support needs: transport; maps and directions; accommodation; information to make decisions; entertainment; equipment to take part in activities; attractions; food and drink; landscape/environment/scenery; services eg fuel, banks, shops

Tourist and recreational attractions: type of activity (formal, informal, active, passive); type of attraction (natural, historic, amenity, sporting, cultural, entertainment); activities carried out eg visits to attraction, walking/dog walking/rambling/hiking, barbecuing, picnicking, kite flying, orienteering; camping, caravanning, sporting activities eg running/jogging, cycling/mountain biking, angling, golf, equine activities eg pony trekking, hacking, wildlife studies; adventurous activities eg climbing, abseiling, potholing, watersports eg canoeing, kayaking, surfing, windsurfing, sailing, water-skiing, narrow boating, 'extreme' activities eg power-kiting, sand-yachting, hang-gliding, paragliding; motor vehicle-based activities eg quad-biking, green-laning, scrambling; shooting activities eg paintballing, clay pigeon

2 Understand factors affecting countryside tourism and recreation

Factors and changing demands: demographic factors (increase in leisure time, number of people retiring early, increase in life expectancy, flexibility in working time, larger urban populations); economic factors (need for rural areas to diversify to attract income from sources other than agriculture, increases in personal disposable income); developments in the tourist industry (increased availability and diversity of activities/services for tourists, increased availability of package holidays, growth of mass market for tourism, availability of specialist holidays eg city breaks, short breaks, activity, ecotourism), development/marketing of areas as tourist locations eg 'English Riviera', 'Constable Country'; current or relevant legislation affecting provision of access eg National Parks and Access to the Countryside Act 1949, Countryside and Rights of Way Act 2000, Natural England and Rural Communities Act 2006; transport factors (increased access to mass transport, increases in car ownership, improved provision of road network, signage of tourist attractions/facilities from road network brown signs); technological changes (increased access to information eg via internet, increased marketing of holidays, development of new recreational/leisure goods/activities); negative factors eg animal disease, war, terrorist threats, influence of exchange rates, falling costs of foreign holidays, UK climate, climate change

3 Understand tourism/recreation factors affecting the countryside

Advantages: to local community/economy eg creation of employment, generation of income, raised standards of living, improvements to infrastructure; services/attractions/facilities eg increased revenue for local services such as shops, pubs, accommodation, transport; to tourists eg rest and relaxation, access to scenery/attractions/entertainment, increased availability of activities/services; health benefits of recreation; creation and management of habitats; provision of volunteering opportunities

Disadvantages: environmental impacts eg pollution, site erosion, traffic congestion, effects on habitats and species, honey-potting, visual impact, demand on resources; social/cultural impacts eg problems caused by tourists/tourism, conflicts between tourists and residents, instability of employment; economic impacts eg instability of income due to climate, fluctuations in tourist numbers, holiday seasons, disease outbreaks

Measures to improve benefits/reduce problems posed by tourism: variations in type of tourism eg ecotourism, green tourism, sustainable tourism; physical solutions such as zoning, barriers; increased use of public transport; charging for facilities; rationing use of resources eg by tickets, permits, licences; planning and development control; education of tourists

4 Know the roles of organisations involved in countryside tourism and recreation

Roles of organisations: functions; mission/aims; objectives; responsibilities

Organisations involved in tourism and recreation: government organisations eg Natural England, The Forestry Commission, Environment Agency, Department for Environment, Food and Rural Affairs (Defra), British Waterways, Sport England, Association of National Park Authorities, local councils; charitable organisations eg English Heritage, National Trust, local wildlife trusts, local charitable organisations and volunteer groups; tourist boards (national and regional); trade associations; regulatory bodies eg Association of British Travel Agents (ABTA); organisations involved in conservation holidays eg BTCV; sport and leisure associations and national governing bodies eg British Horse Society, British Canoeing Union, British Mountaineering Council; organisations providing tourism or recreational activities eg visitor attractions, accommodation providers, transport operators

5 Be able to monitor and report on environmental conditions of tourist/recreation sites

Environmental conditions: flora; fauna; habitat

Monitoring indicators: frequency of species; number/range of species; habitat condition eg pollution, debris, erosion

Monitor and record data: review species numbers and types; monitor for signs of erosion and pollution; monitor human influence eg visitor counts and type, visitor behaviour, traffic flow and patterns

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 assess needs of countryside tourism and recreation visitors [IE] | M1 describe the tourism and recreation potential in a selected area | D1 analyse the feasibility of developing a specific countryside tourism or recreation activity in a given area |
| P2 explain tourist and recreational attractions the countryside [IE] | | |
| P3 explain factors that affect countryside tourism and recreation [IE] | | |
| P4 discuss the changing demand for tourism and recreation in the countryside [IE] | | |
| P5 evaluate advantages and disadvantages of countryside tourism and recreation [IE] | M2 discuss and justify benefits and disadvantages of countryside tourism and recreation for a selected area | D2 evaluate measures to improve the positive impacts and reduce problems of countryside tourism/ recreation at a selected site, and suggest improvements. |
| P6 explain the impact of countryside tourism and recreation for a given area [IE] | | |
| P7 describe the roles of organisations involved in countryside tourism and recreation [IE] | M3 explain how organisations affect countryside tourism and recreation | |
| P8 outline the relationship between organisations involved in countryside tourism and recreation [IE] | | |

| Assessment and grading criteria | | |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P9 select appropriate monitoring indicators [IE] | M4 explain how survey results can be used to improve the management and use of the selected tourism/recreation site. | |
| P10 safely monitor and record data for a given tourism/recreation site [TW] | | |
| P11 report monitoring findings and make recommendations. [TW] | | |

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

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| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable sites and facilities and will link to work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, case studies, surveys, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken so that naturally-occurring evidence can be collected at the time. For example, learners may have the opportunity to undertake a survey and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Whichever delivery methods are used, it is essential that tutors stress the importance of sound environmental management and the need to manage the resource using legal methods. Health and safety issues relating to undertaking surveys must be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

It is important to remember that this unit focuses on tourism in the British countryside, but learners should be encouraged to view the UK tourism industry in a broader context. As such, there is an important link between learning outcomes 1 and 2, which explore general trends in the growth of tourism.

Learners need to understand the different reasons why people visit the countryside and whether visits are for 'tourism' or 'recreation' reasons. They could look through travel supplements in newspapers, look on websites or conduct a survey into other people's tourist experiences. Learners should be introduced to the many activities that tourists might carry out and develop an understanding of their.

Learning outcome 2 explores the factors behind the growth in countryside tourism and recreation over the past 10 to 20 years. It is expected that most factors will be illustrated with examples from more recent periods. Learners could be given a budget and asked to find a holiday, either package or destination, in the British countryside based on internet or brochure research. For interest, this could be compared with a bargain foreign holiday to see how prices and facilities compare. This activity will help learners appreciate the difficulty UK tourist destinations have in competing with cheaper foreign locations and will provide an insight into some of the negative factors affecting UK tourism. Learners could also be asked to keep a selection of newspaper articles linked to current factors affecting UK tourism and recreation. This will help them to appreciate the dynamic nature of influencing factors.

Learners will need to be aware of how legislation affects countryside tourism, but they are not expected to study acts in detail. Whilst historical legislation is important, it is essential that learners understand the effects of the most recent legislation.

Learning outcome 3 covers the advantages and disadvantages of tourism, with reference to the UK countryside. An appreciation of the impacts on a global scale and in other countries could help learners in their understanding of the UK context. Visits or case studies would help to show how tourism might affect particular areas, either for better or worse.

Learners should be encouraged to develop a balanced view of tourism as both a positive and a negative force. The solutions to problems caused by tourism also need to be explored, particularly addressing different types of tourism such as ecotourism and green tourism. Conservation working holidays of the type offered by BTCV (Natural Breaks) and the National Trust (Acorn Camps) are examples of different types of tourism. Brochures and details for these types of holiday could be studied so learners can gain awareness of alternative tourist activities. A member of either of these organisations could be invited to speak about the activities, or learners could visit volunteers on a working holiday to find out what projects they have been involved in.

Delivery of learning outcome 4 needs to make learners aware of the roles of different organisations involved in tourism and recreation in the British countryside. They should understand that an organisation has a mission, aims, objectives, specific functions and responsibilities. Often these may overlap or compete with those of other organisations. The National Trust is an example of an organisation that manages an area where there are conflicts between tourists or visitors and locals. The BBC TV series about the work of the National Trust featured two episodes entitled *The Beach* which exemplified this very well. This would be an ideal resource for generating a discussion about the issues surrounding managing areas for tourism and visitors. The BBC TV series *Countryfile* also frequently features items about visitor and tourist pressures.

If speakers from these organisations are used for other areas of delivery, they could also be asked to provide information about their involvement in tourism. It is intended that studying organisations will enable learners to understand those which impact on countryside tourism and recreation, as well as those which provide tourism or recreational facilities. As the range of organisations is so wide, learners could research one and disseminate information to other learners through a verbal presentation, a poster, other written media or a 'television advert' for the organisation, recorded on video or digital media. Alternatively, they could prepare a list of questions for a representative of a suitable organisation and conduct an interview face to face or via the telephone.

Learning outcome 5 investigates the environmental conditions evident at recreation/tourism sites. Learners should be made aware of the various indicators which can be surveyed/investigated to establish whether environmental conditions are being affected. Learners should be involved in practical activities which aim to measure the impact of recreation or tourism on a site.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
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| Introduction and overview of the unit. |
| Assignment 1: Countryside Tourists – what they need and why are they there? (P1, P2, P3, P4, M1, D1) Introduction to brief. |
| Theory – reasons for visits; visitor needs. |
| Theory – types of activities, what users want/need, advantages and disadvantages of individual activities (1.5 hours per activity type). |
| Site visits to recreation sites. |
| Undertake assessment. |

Topic and suggested assignments/activities and/assessment

Assignment 2: Countryside Organisations (P7, P8, M3)

Introduction to brief.

Roles of organisations (include guest speaker).

Types of organisations.

Presentations on organisations (including preparation time).

Assignment 3: Monitoring and Reporting on Tourist and Recreation Sites (P9, P10, P11, M4)

Introduction to brief.

Environmental conditions.

Monitoring indicators.

Site survey including write-up and presentation.

Assignment 4: Countryside Tourism – the good, the bad and the ugly (P5, P6, M2, D2)

Introduction to brief.

Factors affecting tourism and recreation.

Tourism/recreation factors affecting the countryside – advantages, disadvantages and solutions.

Visits to see positive and negative impacts of tourism/recreation.

Undertake assessment for outcome.

Unit review.

Assessment

For P1 and P2, learners need to explain tourist and recreational attractions and assess the needs of those visiting them. The tourist and recreational attractions can be for a selected settlement, a specific region or a particular county. Although using the centre's immediate area may increase relevance, other locations may be studied if this is not suitable. Increased relevance will be through study of an area the learner is familiar with through visits etc. At least four different types of attraction should be included. Evidence may be a poster, annotated map, presentation, report or visitor information leaflet.

P3 and P4 require learners to explain factors that affect countryside tourism and recreation and discuss how these have contributed to changing demand. As a minimum, learners would be expected to include one factor from each of the seven categories listed in the unit content, explain why these have affected countryside recreation and tourism and how they have changed demand over the last 10-20 years. Learners could research these factors and present them in written or verbal form.

For P5, learners need to evaluate the advantages and disadvantages of countryside tourism and recreation. Evidence may be a broad overview of the positive and negative factors associated with recreation and tourism, and may use general examples from across the UK.

P6 requires learners to explain the impact of countryside tourism and recreation for a given area. Evidence should focus on at least one negative and one positive impact and on the details in a particular area. This may follow on from work for P5. For example, in P5, learners might have mentioned the economic benefits of tourism to the UK economy; P6 would focus on the economic benefits to a particular named region/county/area. Evidence for P5 and P6 could be a poster, verbal presentation or written report.

For P7, learners must describe the roles of organisations involved in countryside tourism and recreation. Tutors should identify the organisations or agree them through discussion with learners. As a minimum, learners should provide evidence covering three different organisations. Learners could be assessed via a verbal presentation, a poster, other written media or a 'television advert' for the organisation recorded on video or digital media. Evidence could include observation records and/or witness statements describing how

the criterion has been met, learner notes prepared for the presentation, video/tape/digital recording of the presentation, or records of conversations with organisational representatives.

P8 requires learners to outline the relationship between organisations involved in countryside tourism and recreation. This could be through charts or diagrams which show how different organisations relate – this could be the same three organisations covered for P7.

Evidence for P9, P10 and P11 should be linked and may take the form of observation records, a written up report of the completed survey or a presentation. For P9, learners need to select appropriate monitoring indicators suitable to the site being studied. This could be, for example, the amount of litter, incidents of dog fouling or presence/absence of particular species of plant/animal. Learners need to be able to say why the particular indicator has been chosen. P10 requires learners to safely monitor and record data for the selected tourist/recreation site. This could be carried out in a number of ways: findings recorded on a map, recorded on a pro forma survey form, recorded on a self-designed form, recorded on visual or audio recording media. For P11 learners must report monitoring findings from the survey and make recommendations.

For M1, learners need to describe the tourism potential in a selected area. Tutors should identify the area or agree it through discussion with learners. The evidence provided could link with that for P1 if learners can show how the area surveyed meets the various needs of tourists. Evidence could be in the form of a written survey that sets out the ideal requirements for a tourist area, and notes on whether the selected area meets these, a video with audio commentary by learners, or a selection of photographic images with notations made by learners. Evidence must refer to the reasons why tourists visit, the activities they may engage in and their needs.

For M2, learners must discuss and justify whether countryside tourism and recreation has a net beneficial or disadvantageous impact. Learners will need to discuss the positive and negative impacts, which may be an extension of P5 and P6, and conclude, with reasons, which have the greater impact. Evidence may take the form of notes from a discussion or annotations on work created for P5 and P6.

M3 requires learners to explain the impact of the organisations discussed in P7 and P8. The impact of at least three different types of organisation should be included, and evidence may be in the same format as for P7 and P8.

M4 builds on the survey completed for P9, P10 and P11 and requires learners to explain how the results may be used to improve the management and use of the site surveyed. Evidence may be presented in a verbal or written report.

For D1, learners should investigate the feasibility of developing a specific tourism or recreational activity in a given area. This could be linked to the activity for M1. Evidence presented for this must name a particular tourist activity that could potentially be carried out in a named area. The feasibility of this should then be analysed, ie is it possible in terms of likely costs, planning restrictions, impact on the area, construction required etc?

For D2, learners are required to evaluate measures to improve the beneficial impacts or reduce the problems of tourism at a selected site. They could evaluate green tourism or ecotourism, in the context of countryside tourism in the UK, as a solution to the problems caused by conventional tourism. Learners will need to show an awareness of the range of measures used and evaluate their effectiveness. A written report or verbal presentation may form the basis of evidence.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| P1, P2, P3, P4, M1, D1 | Countryside Tourists – what they need and why are they there? | You have been asked to produce a feature for BBC <i>Countryfile</i> looking at what countryside tourists want, what factors affect countryside tourism and how it has changed over the years. They are interested in a particular area, what it has now and how its tourist attractions could be improved. | Notes for use in television feature. |
| P7, P8, M3 | Countryside Organisations | You have been asked to give a talk to a visiting school group about three organisations involved in countryside recreation/tourism, the relationships between them and how they impact on tourism and recreation. | Verbal presentation and/or poster. |
| P9, P10, P11, M4 | Monitoring and Reporting on Tourist and Recreation Sites | You have been asked in your role as a countryside tourism officer to investigate a site and report on how it is being affected by tourism or recreation. Explain to the site owner how the survey results could help them to manage the site. | Records of site survey in any suitable format. |
| P5, P6, M2, D2 | Countryside Tourism – the good, the bad and the ugly | You have been asked to produce an article for a countryside magazine examining the advantages and disadvantages of countryside tourism, its impacts and issues it can create and how these might be solved. Include an example of a particular site and weigh up the benefits and disadvantages of tourism. Evaluate measures currently in place to improve the situation. | Magazine article. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|---------------------------------------------------|----------------------------------------------------------------------------------------------|
| Introduction to Countryside Access and Recreation | Element EC22.1 Monitor environmental change Element EC22.2 Report on environmental change |
| | Understanding Land Use and Environmental Issues |

Essential resources

Learners will need access to relevant publications and the internet. Access to information from relevant organisations is important, whether via the internet, visits or talks. Learners will need access to relevant sites, particularly to carry out the monitoring and recording of data required for learning outcome 4.

Employer engagement and vocational contexts

This unit focuses on practical and applied aspects of countryside tourism and recreation. Centres are encouraged to create and develop links with local tourist and recreational facilities and enterprises. This could be through visiting these sites and facilities or inviting speakers to the centre to talk to learners.

Indicative reading for learners

Textbooks

Broadhurst R – *Managing Environments for Leisure and Recreation* (Taylor and Francis, 2001)
ISBN 0415200989

Donnellan C – *The Impact of Tourism* (Independence Educational Publishers, 1997) ISBN 1861680341

Donnellan C – *The Tourism Issue* (Independence Educational Publishers, 2002) ISBN 1861682166

Nagle G – *Advanced Geography* (Oxford University Press, 2000) ISBN 0199134073

Nagle G – *Focus on Geography: Tourism, Leisure and Recreation* (Nelson Thornes, 1999) ISBN 0174447051

Page S and Dowling R – *Ecotourism* (Prentice Hall, 2000) ISBN 058235658X

Sharpley R – *Tourism, Tourists and Society, Third Edition* (ELM Publications, 2003) ISBN 1854501593

Websites

| | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------|
| www.bbc.co.uk/programmes/b006t0bv | Link to BBC Countryfile programme information |
| www.bta.org.uk | British Tourist Association |
| www.btcv.org.uk | BTCV |
| www.countryside recreation.org.uk | Countryside Recreation Network |
| www.naturenet.net | Naturenet |
| www.nationaltrust.org.uk | National Trust |
| www.statistics.gov.uk/hub/index.html | UK National Statistics hub |

Journals

Countryfile

Countryside Recreation published every four months by Countryside Recreation Network

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|------------------------------|----------------------------------------------------------------------------------------------|
| Independent enquirers | researching countryside tourism and recreation |
| Creative thinkers | producing ideas for the format of their assessment evidence producing the survey template |
| Reflective learners | selecting appropriate monitoring indicators carrying out the survey |
| Team workers | monitoring and recording data. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|------------------------------|-------------------------------------------------------------------------------|
| Independent enquirers | investigating the feasibility of other tourist activities in a given area |
| Creative thinkers | investigating the feasibility of other tourist activities in a given area |
| Reflective learners | evaluating measures taken to reduce the impacts of tourism at a selected site |
| Self-managers | working to deadlines. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | using the internet to research information on recreation and tourism |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | making a presentation about countryside organisations |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading and summarising information about countryside recreation and tourism |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | presenting information in a written form. |