

Unit 3: The UK as a Destination

Unit code:	A/600/9485
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit enables learners to develop their skills in locating destinations in the United Kingdom and also gain an overview of the UK tourism product and how it attracts and meets the needs of domestic and inbound visitors. Learners will develop their understanding of the factors that affect tourism to and within the UK. The unit supports the development of research skills through the exploration of UK tourist destinations and their locations.

● Unit introduction

Knowledge of the UK as a destination is crucial for success in many travel and tourism organisations. Tourism in the UK supports a wealth of travel and tourism products and services and offers a multitude of career opportunities.

Learners will locate key destinations, gateways and geographical features. The location of a destination, its geographical features, its attractions and its transport links with other areas can be important factors in attracting tourism to that destination. The unit gives learners the opportunity to investigate the importance of these factors in a variety of UK destinations.

The UK as a destination has wide appeal to both inbound and domestic tourists. Understanding the needs of different visitors and the way in which the UK 'tourism product' can meet those needs is essential for anyone wishing to work in the tourism industry in the UK. Domestic tourism is becoming increasingly important to the UK as UK residents, in particular, are taking more short breaks and day trips within the UK itself. This unit will also increase learners' knowledge and understanding of what the UK can offer inbound tourists. Increasingly the industry is recognising that not all UK inbound tourists have the same needs and there may be important differences in the needs of travellers of different nationalities.

The travel and tourism sector is a volatile one, affected by both internal and external factors, events and worldwide trends. Learners will explore the impact of different factors on UK domestic and inbound tourism.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to locate UK gateways, tourist destinations and geographical features
- 2 Know the needs of inbound and domestic visitors to UK tourist destinations
- 3 Know the features and facilities that attract visitors to UK destinations
- 4 Understand how the UK inbound and domestic tourism is affected by internal and external factors
- 5 Be able to use reference sources to provide information on the UK as a destination.

Unit content

1 Be able to locate UK gateways, tourist destinations and geographical features

Gateways: UK airports (international, regional); identification of three-letter-codes; passenger seaports eg Dover, Larne, Holyhead; Channel Tunnel termini

Tourist destinations: capital cities (Belfast, Cardiff, Edinburgh, London); coastal resorts eg Brighton, Blackpool; cultural or historical towns and cities eg Bath, Liverpool; countryside areas eg Lake District, Snowdonia

Geographical features: rivers; mountain ranges and upland areas eg Pennines; islands eg Arran, Isle of Wight; bodies of water eg Loch Ness, Windermere; woodland areas and forests eg Epping Forest, Sherwood Forest

2 Know the needs of inbound and domestic visitors to UK tourist destinations

Inbound: different nationalities eg French, Chinese, UAE; differing motivations

Domestic: differing motivations; different types of visits eg for day trips, short breaks, longer stay holidays

Needs: access to information eg brochures, internet; accommodation range, cost and standards; transport eg rail, road, air gateways, car hire, ferries, local transport; accessibility eg mobility, families; customer service eg Welcome Host, Welcome All, language; value for money; activities eg sightseeing, cultural/heritage experiences, shopping, eating out, sport, educational, entertainment, nightlife, relaxation, walking, leisure pursuits, special interests; relating to differing ages; relating to differing cultures; relating to differing motivations

3 Know the features and facilities that attract visitors to UK destinations

UK destinations: eg capital cities, coastal resorts, cultural or historical towns and cities, countryside areas

Location: accessibility eg by road, rail, air, sea

Natural features: eg beaches, rivers, mountains, gorges, waterfalls

Built attractions: eg castles, museums, historic houses, theme parks, cathedrals

Facilities: range of accommodation; eating out; sport and leisure; entertainment; shopping; local transport within destination

Other features: eg themed destinations, media influences, famous people, royalty, events, novelty, local customs and traditions

Visitors: domestic; inbound; differing motivations eg history, culture, relaxation, sport, special occasion, educational, entertainment, business, special interest; differing ages; differing sizes or types of parties eg singles, couples, families, groups

4 Understand how the UK inbound and domestic tourism is affected by internal and external factors

Factors: internal and external eg health, safety and security within the UK, accessibility, marketing campaigns, availability of products and services, quality of goods and services, economic recession in UK and/or tourist generating countries, exchange rates, travel restrictions, emergence of new markets, competition from other destinations, weather

Effects: eg changes in visitor numbers, length of stay, volume and value of inbound and domestic tourism, frequency of visits, generating countries and regions

5 Be able to use reference sources to provide information on the UK as a destination

Reference sources: atlases; internet; brochures; statistical data; timetables; destination guides; other sources eg travel trade press, newspaper reports, TV programmes

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 locate gateways, tourist destinations and geographical features of the UK without the use of reference materials		
P2 describe the needs of inbound and domestic visitors to UK destinations P3 describe the features and facilities that attract visitors to three UK destinations [IE 2]	M1 analyse how one UK destination attracts inbound and domestic visitors and meets their needs	D1 evaluate the effectiveness of one UK destination in attracting and meeting the needs of inbound and domestic visitors, making recommendations for addressing gaps or weaknesses in provision
P4 explain how internal and external factors affect UK inbound and domestic tourism	M2 analyse how three factors are currently affecting UK inbound and domestic tourism.	D2 evaluate the potential impacts of two factors on the future of UK inbound and domestic tourism.
P5 use appropriate reference sources to provide information on the UK as a destination.		

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

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

Essential guidance for tutors

Delivery

This unit gives learners an overview of the UK tourism product, its customers and the factors that affect tourism to and within the UK. It supports the development of research skills through the exploration of travel destinations.

Tutors should ensure that learners use a wide variety of information sources in order to avoid over-reliance on one specific source. Learners should be guided to sources such as atlases, brochures, destination guides and websites and should be encouraged to read newspapers, especially the travel supplements, and to watch travel programmes.

A good starting point for the unit is to find out learners' experiences of tourism in the UK as these are often limited. Different types of destinations, gateways and geographical features may be identified in this way.

Knowledge of the geography of the UK forms the basis of this unit and it is essential for those learners intending to work in the travel and tourism industry. It is important that learners are able to locate the main gateways, tourist destinations and geographical features of the UK without access to reference material. Learners could locate the requisite geographical and other features on a series of maps with the help of sources of information such as atlases, but should then be tested on their knowledge without access to these sources. Tests and quizzes can be used periodically to support learning and to prepare for assessment. These can be set up in teams in a competitive way to encourage active participation. DVDs on different destinations should be shown regularly to add visual interest.

Visits will form an important part of this unit and should be facilitated where possible in the form of day trips and residential visits. Specific links can be made with *Unit 19: UK Visitor Attractions* and *Unit 23: Residential Study Visit in Travel and Tourism*. While visiting destinations they could undertake research to complete worksheets on facilities and features, and carry out surveys to find out about visitor motivations.

It is important that learners understand the meaning of both inbound and domestic tourism. Learners should also understand that different types of visitors have specific needs and different motivations when visiting a destination. To understand the needs of different types of visitor, learners could start by considering their own needs when on holiday in this country and when abroad. This could be followed by a group discussion, highlighting the similarities and differences in learners' needs. Learners could then discuss the needs of different types of domestic tourism markets, eg the elderly, families and groups when travelling for different motivations.

When considering UK inbound tourism, learners should understand that, as well as having certain needs in common, there are significant differences between different nationalities. This could be introduced by tutor input or by researching the profiles of different nationalities. Groups of learners could each be given a nationality to research and the groups could share this information with each other. The VisitBritain Industry website is an excellent source of information regarding the profiles of different nationalities and to identify their differing needs and expectations when they visit the UK.

The full range of 'needs' should be addressed in class, to highlight common needs, also differentiating between inbound and domestic visitors, and also where needs might be affected by length of stay or differing motivations.

Learners should be encouraged to use a wide range of reference materials in order to explore why certain UK destinations are able to attract various inbound and domestic visitors. Learners should understand that the location of a destination, its natural features, accessibility, facilities and attractions can all play a vital role in encouraging tourism to a destination. A case study of a particular destination could be investigated. All learners could study the same destination in class and use a variety of sources to determine how its location, natural features and facilities, accessibility and attractions could encourage tourism. Learners could then choose destinations of their own which may be submitted as evidence for assessment. If learners find it difficult to choose appropriate destinations, the tutor could supply a list of destinations from which learners can choose.

Identifying factors affecting UK domestic and inbound tourism should be an interesting area for investigation. This unit requires learners to use tourism statistics correctly in order to identify significant aspects of UK inbound and domestic tourism. Statistics used should be current, ie from within the last five years. The StarUK, VisitBritain and Office for National Statistics websites are useful sources of up-to-date statistics. It is important that learners not only identify relevant sources of data but are also able to interpret them accurately to find information such as the number of inbound and domestic tourists that the UK receives each year, the amount of income generated by inbound and domestic tourism, average length of stay, countries and regions of origin, and purpose of visit. This may mean that learners are required to have an input into how to analyse statistics or that they be given the opportunity to develop appropriate skills.

This unit also requires learners to investigate the external and internal factors affecting tourism to and within the UK today. Learners should have a clear understanding of the difference between internal (occurring in the UK) and external (occurring outside the UK) factors and the ways in which factors can encourage or discourage UK inbound and domestic tourism. This could be introduced by tutor input but learners should then be encouraged to read newspapers, travel trade publications and other media reports and note any significant factors which could affect the UK tourism industry. These factors can include the impact of the weather and how a dismal, rainy summer can impact on domestic tourism the following year, how good weather can stimulate domestic bookings and last minute breaks but will have less impact on inbound visitors. Inbound and domestic visitor numbers can be affected by changes in exchange rates, as holidaying in the UK can increase in popularity when the pound is weak. Other factors could include the effect of terrorist activities, growth of budget airlines and their subsequent increase in the carriage of inbound visitors from a wide range of destinations, and competition from other countries. These, and other topical factors, could form the basis for regular group discussions. Learners could compile individual portfolios of all the factors affecting UK tourism during delivery of the unit and could use this to aid their assessment. Comprehensive records should be kept of all sources used.

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 demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and assessment plan
How to make up a portfolio of newspaper features etc of topics relevant to factors affecting inbound and domestic tourism (Preparation for Assignment 3)
Discussion on knowledge of UK as a destination, places visited etc
Team quiz
Introduction to different sources of information, referencing work, bibliography etc. Worksheet to practise using different sources; link to P5
DVD on UK destinations
Introduction to Assignment 1
Paired work using resources to locate UK passenger ports and Channel Tunnel termini
Practice test to locate four UK passenger ports and two UK Channel Tunnel termini without using resources
Paired work using resources to locate international and regional airports, with 3 letter codes
Practice test to locate four international and regional airports, giving codes, without using resources
Small-group work to use holiday brochures and atlases to locate capitals, tourist destinations, gateways and geographical features in different regions
Display regional maps
Practice test to locate capital cities without using resources
Assignment 1: Around the UK (P1) – test (gateways, and capital cities, without using resources)
Feedback on assessment
Picture quiz – well-known coastal resorts, cultural towns/cities, countryside areas
Use class display map to locate
Word search – named geographical features
Use class display map to locate
Team quiz – Where am I?
Practice test to locate tourist destinations and geographical features without using resources
Assignment 1: Around the UK (tourist destinations and geographical features, without using resources – test for P1)
Feedback on assessment
Introduction to Assignment 2
Discussion on own needs on holiday
Small-group work to discuss the needs of different types of domestic tourist markets, eg the elderly, families, groups when travelling for different motivations
Share findings – link to unit content

Topic and suggested assignments/activities and/assessment

Working in pairs using VisitBritain reports to make up profile of different nationalities and their needs in the UK

Produce posters

Share with class

Discuss similarities and differences – link to unit content

Individual research for Assignment 2: part A

Assignment 2: Destination UK (P2, part P5)

Feedback on assessment

Prepare worksheet for visit to assist research into features and facilities of a local tourist destination – link to inbound and domestic visitor needs, different ages and motivations

Fact finding visit to a local tourist destination and/or guest speaker

Review visit and findings

Discuss different features and facilities and how they attract visitors

Identification of any gaps in provision

DVD on coastal destination

Working in pairs to research features and facilities of a coastal destination

Produce poster

Discussion and comparison of different coastal destinations and their appeal for different inbound and domestic visitors

Identification of any gaps in provision

DVD on countryside area

Working in small groups to research different countryside areas

Short presentations

Discussion and comparison of different countryside areas and their appeal for different inbound and domestic visitors

Identification of any gaps in provision

DVD on cultural/historical destinations

Pen portraits to select cultural/historical towns/cities to meet visitor needs

Compare findings in small groups

Liverpool case study

Discussion on good practices and gaps in provision

Selecting destinations for part B

Individual research for Assignment 2: part B

Assignment 2: Destination UK (P3, M1, D1, part P5)

Feedback on assessment

Introduction to Assignment 3

Accessing statistical data – worksheets based on StarUK and VisitBritain

Obtaining statistics on visitor numbers, length of stay, volume and value of inbound and domestic tourism

Discuss findings. Check understanding

Topic and suggested assignments/activities and/assessment

Review of marketing campaigns

Discuss impact on inbound and domestic tourism

Researching articles and sourcing information on different factors – individual work

Making short presentation to share findings

Research and debate on the impact of low-cost airlines on inbound and domestic tourism

Reviewing portfolio for materials for assessment

Additional research on selected factors

Assignment 3: Challenging Times (P4, M2, D2, part P5)

Feedback on assessment and unit review

Assessment

The assessment criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1; P2, P3, M1 and D1; P4, M2 and D2; P5. Where possible, learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learners to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1

For P1, a series of blank maps of the UK should be provided. Without access to reference materials learners must accurately locate:

- capital cities (London, Cardiff, Belfast and Edinburgh)
- six coastal resorts
- six historical or cultural towns or cities
- four countryside areas
- two examples each of different geographical features that attract tourists, ie rivers, mountain ranges or upland areas, islands, bodies of water, woodland areas or forests
- four UK passenger seaports.

None of the above locations can be duplicated for the purposes of the assessment.

Learners should also accurately locate:

- four international UK airports with their 3-letter codes
- two UK termini serving the Channel Tunnel.

P1 could be achieved through a series of short tests given at regular intervals throughout the delivery of the unit. Access to resources must not be available to the learner during the assessments. Evidence should be supported by witness statements, signed and dated by both assessor and learner to confirm that the assessment has been carried out independently without access to resources.

P2 – P3 – M1 – D1

For P2, learners must describe the needs of inbound and domestic visitors to UK destinations. For the purposes of assessment learners should select two inbound visitors of two different nationalities and two differing motivations, eg a couple from China who wish to visit all the capitals of the UK and a group of students from the USA who are attending a sporting event, plus two different types of domestic visitors with different motivations, eg a family with young children wanting a day visit to a theme park, and a retired couple who want a week's stay in a city. The full range from the unit content must be addressed for each type of visitor (ie four) in terms of access to information, accommodation range, cost and standards, transport, accessibility, customer service, value for money and activities. This can be a broad description but it must be supported by examples relating to destinations. It is recommended that tutors provide pen portraits of the types of visitors.

For P3, learners must select one coastal resort, one countryside area and one historical or cultural town or city. Learners should take care when selecting destinations to make sure one will be suitable for working towards M1 and D1. For each destination selected they must describe the location and accessibility, natural features, built attractions, facilities (range of accommodation, eating out, sport and leisure, entertainment, shopping, local transport options) and other features, eg local customs and traditions, in relation to how they attract different types of visitors. Some aspects such as built attractions might attract most types of visitors, but where particular features or facilities have specific appeal for a type of visitor, this should be stated. Both domestic and inbound visitors should be included for each destination. Differing motivations, ages and size or types of parties should be referred to across the evidence as a whole, ie across the three destinations.

To achieve M1, learners must now analyse how one of the destinations from P3 attracts inbound and domestic visitors and meets their needs. The selection of destination is important. For example, a city destination like Liverpool will allow scope to address its attraction for domestic visitors such as family groups, school groups, hen parties and stag groups, particularly on short breaks or day trips. It has cultural appeal as City of Culture in 2008 and would attract both inbound visitors and domestic visitors interested in musical culture including the Beatles, or maritime history etc. Learners may focus their analysis for M1 on at least four different types of visitors as long as this includes both inbound and domestic with differing needs – for example a UK family on budget short break, young Japanese tourists with an interest in shopping and music, older people on a day trip, American tourists interested in Liverpool's maritime history and culture.

For D1, learners must now make some judgements on the effectiveness of the selected destination in attracting inbound and domestic visitors and meeting their needs. Specific qualities of the destinations should be noted and recommendations for the future should be made to address any gaps or weaknesses in provision. This can be a progression from the analysis carried out for M1.

P4 – M2 – D2

For P4, learners must demonstrate their understanding of different factors that affect UK inbound and domestic tourism. The effects must be explained, for example how terrorist activities can result in disinclination to travel, cancelled holidays and consequently changes in visitor numbers. Learners should use hard evidence in the form of recent statistical data (ie over the last five years) to support their explanations of the effect of at least five different factors on inbound and/or domestic tourism. Both inbound and domestic tourism must be addressed within the evidence as a whole. Evidence could be presented as an informal report or presentation which includes an interpretation of statistical information given in various formats such as tables, graphs and pie charts.

Presentations must be supported by detailed observation records confirming exactly how specific criteria have been achieved. They should be further supported by notes, PowerPoint slides, handouts etc.

M2 requires learners to analyse how three factors are affecting UK inbound and domestic tourism today. Both inbound and domestic tourism markets must be addressed within the evidence as a whole, but not necessarily both markets for each factor. An interesting way of achieving M2 would be to build up a portfolio outlining the factors that affect the UK during the delivery of the unit. Information for the portfolio could be gained from a variety of sources, such as media reports, industry publications and relevant websites. The portfolio could then be used as the basis for analysing three key factors. Learners should choose the three factors carefully in order that two could be selected to support D2. It is not possible to give firm recommendations for the types of factors to include as these must be current for M2, ie within the last year.

For D2, learners are required to evaluate the potential impact of two factors on the future of UK inbound and domestic tourism. Learners must take a minimum of two of the three factors that formed the basis of analysis for M2 and evaluate the potential impact of these. One example of a response at this level might be to refer to the global economic crunch and evaluate the potential impacts of a slow rate of recovery either in the UK or in key inbound tourism markets.

P5

P5 will be evidenced through the unit assessments for learning outcomes 2, 3 and 4. Assessment evidence must include a varied range of relevant information sources including atlases, the internet, brochures, statistical data, timetables, destination guides and any other sources, eg trade press. In order to achieve P5, learners' work should be well sourced and bibliographies should be provided giving clear details of reference materials used, and making sure that the full range has been addressed across the unit as a whole.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and 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	Assignment 1: Around the UK	Working for an inbound and domestic tour operator. End of training test to accurately locate UK destinations, geographical features, gateways.	Test – map work without using resources
P2, P3, M1, D1 (part P5)	Assignment 2: Destination UK	Working for a UK based inbound and domestic tour operator. Review of the needs of inbound and domestic visitors and an illustrated report on the facilities and features that attract visitors to three destinations. Analysis of how one destination meets differing needs and identification of gaps in provision.	Written review and illustrated report Detailed bibliography

Criteria covered	Assignment title	Scenario	Assessment method
P4, M2 D2 (part P5)	Assignment 3: Challenging Times	Working for a UK based inbound and domestic tour operator – educational talk to college students; review of factors affecting UK inbound and domestic markets and potential impacts	Presentation to college students Detailed bibliography

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

This unit forms part of the BTEC travel and tourism sector suite. This unit has particular links with:

Level 2	Level 3
The Travellers' World	Investigating the Travel and Tourism Sector
UK Tourism Destinations	Marketing Travel and Tourism Products and Services
	Specialist Tourism
	Passenger Transport for Travel and Tourism
	Tourism in Rural Areas
	UK Visitor Attractions
	Residential Study Visit in Travel and Tourism

Essential resources

Learners should have access to a library/resource centre and the internet, as well as atlases and factual and promotional material produced by organisations involved in UK inbound and domestic tourism.

Employer engagement and vocational contexts

Visits to UK destinations and talks from tourism officers in destinations will support delivery of the unit.

Indicative reading for learners

Textbooks

BTEC First Travel Atlas UK and Europe Edition (Columbus Travel Publishing/Edexcel Ltd, 2006)
ISBN 1846900050

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 1* (Pearson, 2010) ISBN 9781846907272

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 2* (Pearson, 2010) ISBN 9781846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907296

James E, Thirlaway J and Woodhouse U – *BTEC National in Travel and Tourism* (Hodder Education, 2007)
ISBN 9780340945735

Websites

DCMS	www.culture.gov.uk
English Heritage	www.staruk.org.uk/www.english-heritage.org.uk
Enjoy England	www.enjoyengland.com
Examples of destination tourism sites	www.peakdistrictonline.co.uk www.skegness-resort.co.uk www.stratford-upon-avon.co.uk
Examples of regional tourist boards	www.visitsouthwest.co.uk www.yorkshire.com
Inbound tourism profiles	www.tourismtrade.org.uk
National Statistics Online	www.statistics.gov.uk
Northern Ireland Tourist Board	www.nitb.com
Star UK – statistics on tourism research	www.starUK.org.uk
The National Trust	www.nationaltrust.org.uk
The National Trust for Scotland	www.nts.org.uk
UK Experience (UK holiday brochures)	www.theukexperience.com
UK Inbound	www.ukinbound.co.uk
Visit Britain	www.visitbritain.co.uk
Visit Scotland	www.visitscotland.com
Visit Wales	www.VisitWales.co.uk

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	describing the features and facilities that attract visitors to three UK destinations [IE 2]

Although PLTS 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 ...
Team workers	working with others to research the features and facilities that attract visitors to three UK destinations
Self-managers	managing the assessment of the unit

Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the features and facilities that attract visitors to three UK destinations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the assessment of the unit
Manage information storage to enable efficient retrieval	researching the features and facilities that attract visitors to three UK destinations
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the features and facilities that attract visitors to three UK destinations
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching the features and facilities that attract visitors to three UK destinations
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	presenting the features and facilities that attract visitors to three UK destinations
Bring together information to suit content and purpose	presenting the features and facilities that attract visitors to three UK destinations
Present information in ways that are fit for purpose and audience	presenting the features and facilities that attract visitors to three UK destinations
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the features and facilities that attract visitors to three UK destinations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the features and facilities that attract visitors to three UK destinations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	describing the features and facilities that attract visitors to three UK destinations