

NOTE

CCEA will **NOT** be accepting entries from English centres for GCSE courses that begin in or after September 2012

CCEA GCSE Specification in Leisure and Tourism

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 0004

leisure and tourism *single award*

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Leisure and Tourism for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Leisure and Tourism;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Leisure and Tourism; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

The first assessment for the following unit will be available in summer 2010:

- Unit 1: Introduction to Leisure and Tourism.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Centres in England

CCEA will not be accepting entries from English centres for GCSE courses starting September 2012 onwards.

Final awarding for English centres currently following this specification will be in Summer 2013.

A final resit opportunity for candidates from English centres will be available in Summer 2014.

Subject Code	0004
QAN*	600/6471/7
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*Please note the QAN for candidates completing this course in Summer 2013 is
500/4534/9

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1 Introduction

This specification sets out the content and assessment details for our GCSE Leisure and Tourism course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It provides opportunities for students to develop as individuals and contributors to the economy, society and environment. As an applied GCSE, the specification has a strong focus on employment-related issues. This includes an outline of the range of employment opportunities in the leisure and tourism industry and relevant skills such as customer service.

1.1 Aims

This specification aims to help students:

- follow a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as business, retail and distribution, and hospitality and catering;
- make informed decisions about further learning opportunities and career choices;
- engage actively in the study of leisure and tourism to develop as effective and independent learners and as critical thinkers with enquiring minds;
- understand the nature of the leisure and tourism industry;
- develop an understanding of the contribution that leisure and tourism makes to society and the economy;
- develop an awareness that health and safety issues are integral to leisure and tourism;
- develop an awareness and understanding of sustainable development and environmental issues; and
- appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

1.2 Key features

The key features of the specification appear below:

- This is a unitised specification. This means that students have the opportunity to sit one unit in the first year of teaching.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- This specification gives students the opportunity to follow a vocationally-related course of study.
- This specification helps students progress directly into employment, to further learning opportunities in employment, or to further study.
- The specification is made up of four units:
 - Unit 1: Introduction to Leisure and Tourism;
 - Unit 2: Customer Service in the Leisure and Tourism Industry;
 - Unit 3: Marketing in the Leisure and Tourism Industry; and
 - Unit 4: Leisure and Tourism Destinations.
- One unit is externally assessed (Unit 1). It is available in January and summer. The other three units are assessed by controlled assessment (portfolio).

1.3 Prior attainment

Students do not require any prior attainment in Leisure and Tourism to follow this course. However students will find the following learning, skills and aptitudes helpful:

- basic proficiency in literacy;
- basic proficiency in numeracy;
- basic ICT skills; and
- some motivation to work independently.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 0004.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Introduction to Leisure and Tourism	Written examination paper 1 hour 30 minutes. This paper has short structured questions and may include resource materials, diagrams, etc.	40%	Every Summer (beginning in 2010) Every January (beginning in 2011)
Unit 2: Customer Service in the Leisure and Tourism Industry	Controlled assessment. We set the tasks. Students submit a portfolio.	20%	Summer only Terminal
Unit 3: Marketing in the Leisure and Tourism Industry	Controlled assessment. We set the tasks. Students submit a portfolio.	20%	Summer only Terminal
Unit 4: Leisure and Tourism Destinations	Controlled assessment. We set the tasks. Students submit a portfolio.	20%	Summer only Terminal

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

We have divided the course into four units. The content of each unit and its respective learning outcomes appears below.

3.1 Introduction to Leisure and Tourism

This unit helps students understand the important part that leisure and tourism plays in today's society. The leisure and tourism industry in the UK provides a variety of activities for people to enjoy in their leisure time. This unit introduces students to the facilities and organisations that make up the industry, from leisure centres and theatres to travel agents and airlines. Students also have the opportunity to study the range of employment opportunities available within the industry.

Content	Learning Outcomes
<p data-bbox="247 777 485 884">The Concepts of Leisure and Tourism</p> <p data-bbox="247 1527 517 1673">Components of the Leisure and Tourism Industry</p>	<p data-bbox="549 777 863 810">Students should be able to:</p> <ul style="list-style-type: none"><li data-bbox="549 835 1310 907">• define the term <i>leisure</i> and understand that leisure activities are many and varied; <li data-bbox="549 949 1299 1099">• classify leisure pursuits as:<ul style="list-style-type: none"><li data-bbox="580 994 1161 1028">– active, such as walking or playing a sport; or<li data-bbox="580 1032 1299 1099">– passive, such as reading or being a spectator at a sports event; <li data-bbox="549 1144 1337 1489">• define the term <i>tourism</i> and understand that an essential part of tourism is the traveller's intention to return home, and be aware that the purpose of visits includes:<ul style="list-style-type: none"><li data-bbox="580 1256 831 1290">– going on holiday;<li data-bbox="580 1294 756 1328">– sightseeing;<li data-bbox="580 1332 871 1366">– visiting an attraction;<li data-bbox="580 1370 946 1404">– visiting friends or relatives;<li data-bbox="580 1408 1331 1442">– going to a sports event as a spectator or a participant; and<li data-bbox="580 1447 715 1480">– business <li data-bbox="549 1532 1318 1603">• know and understand that the leisure and tourism industry consists of a wide range of different types of organisations.

Content	Learning Outcomes
<p>Components of the Leisure and Tourism Industry (cont.)</p> <p>Reasons Why People Use Leisure and Tourism Facilities</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the range of products, services and facilities provided: <ul style="list-style-type: none"> – arts and entertainment (for example museums, galleries, theatre, cinema, nightclubs and concert venues); – catering (for example pubs and bars, restaurants, cafés, fast-food outlets); – sports and physical recreation: (for example sports and recreation centres, sports clubs, health clubs and spas, countryside recreation centres and country parks); – visitor attractions (for example natural attractions, built attractions, amusement parks and themed parks such as zoos or aquariums); – cultural attractions (for example castles and stately homes); – home-based leisure (for example libraries, computer gaming and DVD/video rental shops); – accommodation (for example hotels, guest houses, bed and breakfasts (B&Bs), holiday cottages, holiday parks, caravan parks, campsites and conference centres); – tourism organisations (for example travel agents such as Thomson, tour operators such as Thomas Cook, and tourist information and guiding services such as Tourist Information Offices); and – transportation the main forms of travel used when participating in leisure and tourism: air (chartered and scheduled flights), rail, road (coach and car, including car hire) and sea (including ferries and cruise ships); • understand the links between leisure and tourism, for example accommodation and catering, attractions and transportation; • understand that both industries depend on each other for customers (for example a family day out at a visitor attraction is a leisure activity that also involves transportation); and • know and understand the reasons why people use leisure and tourism facilities: <ul style="list-style-type: none"> – for entertainment; – for recreational purposes, including special interest activities such as bird watching; – for relaxation; – for socialising and eating out; – for health reasons; and/or – for expertise of service or product (e.g. golf professional).

Content	Learning Outcomes
Types of Holiday	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand the main types of holiday: <ul style="list-style-type: none"> – package holidays; – all-inclusive holidays; – two centre holidays; – independent holidays; – camping/caravanning holidays; – cruise holidays; – guided tours; – special interest, for example sports, cultural, religious or adventure holidays; – fly drive holidays; and – short breaks;
Rapid Change in the Leisure and Tourism Industry	<ul style="list-style-type: none"> • know and understand the changes in leisure and tourism provision over the last 10 years: <ul style="list-style-type: none"> – the volume of visitor numbers (domestic and inbound); – spending by visitors (domestic and inbound); – the accommodation stock available and used (domestic and inbound); and – employment (opportunities and training); • analyse the factors that influence how the leisure and tourism industry has developed over the last 10 years: <ul style="list-style-type: none"> – income levels; – holiday entitlement (public and paid leave); – working hours; – retirement patterns; and – range of facilities; • know and understand the impact on the UK leisure and tourism industry of changing travel opportunities, such as the growth of budget airlines and changing holiday booking patterns, for example self-packaging (independent); and
The Different Types of Leisure and Tourism Organisations	<ul style="list-style-type: none"> • know and understand the different types of organisations and how they operate to meet their own and their customers' needs: <ul style="list-style-type: none"> – public; – private; – voluntary; and – partnerships.

Content	Learning Outcomes
<p>The Leisure and Tourism Industry as a Business</p> <p>Range and Nature of Employment Opportunities</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand that leisure and tourism organisations typically operate a three-tier organisation consisting of: <ul style="list-style-type: none"> – managerial level; – supervisory level; and – operational level; • identify types of jobs at each of the three levels and distinguish between levels of responsibility and accountability; • be aware of the range of employment opportunities within the leisure and tourism industry that involve a substantial degree of interaction with customers: <ul style="list-style-type: none"> – facility management (for example hotel manager or leisure centre manager); – administration (for example customer services assistant); – point of sale (for example receptionist); – information services (for example tour guide); – instructors (for example fitness instructor); and – entertainers (for example children’s representative); • study a range of employment opportunities at different levels and be able to: <ul style="list-style-type: none"> – outline the main duties; – explain the necessary skills and personal qualities; – identify the qualifications and training needs; – describe the pay and working conditions; and – discuss career prospects;
<p>Business Systems in the Leisure and Tourism Industry</p>	<ul style="list-style-type: none"> • appreciate the use of up-to-date business systems within the leisure and tourism industry, to include: <ul style="list-style-type: none"> – check-in/check-out procedures and associated paperwork (check-in form); – reservation systems and associated paperwork (booking form); – customer complaint systems and associated paperwork (customer complaints record); and – health and safety procedures and associated paperwork (accident report form); and
<p>Health and Safety Issues</p>	<ul style="list-style-type: none"> • know and understand the importance of health and safety within one selected leisure and tourism organisation.

Content	Learning Outcomes
Health and Safety Issues (cont.)	Students should be able to: <ul style="list-style-type: none">• be familiar with the following health and safety related procedures:<ul style="list-style-type: none">– evacuation procedures;– first aid;– child protection;– health and safety for employees and customers; and– disability legislation.

3.2 Customer Service in the Leisure and Tourism Industry

This unit explores why giving excellent customer service plays an important part in the leisure and tourism industry.

Students develop their knowledge and understanding of:

- the skills and qualities needed to work in the industry, including personal, professional and social skills;
- the importance of excellent customer service; and
- customer service provision.

Students also have the opportunity to practise the skills and techniques needed for giving customer service. They will understand how providing excellent customer service benefits organisations, their staff and customers.

This unit builds on the introductory work in Unit 1: Introduction to Leisure and Tourism. It links well with Unit 3: Marketing in the Leisure and Tourism Industry and Unit 4: Leisure and Tourism Destinations. The unit also links with industry training programmes such as Welcome Host. This unit would be enhanced by work experience in the leisure and tourism industry, but this is not essential.

Students must research an organisation in detail. Teachers must make sure that students select an appropriate organisation that can provide them with the information they need for their assessment.

Content	Learning Outcomes
The Importance of Excellent Customer Service	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand that excellent customer service means consistently exceeding the needs and expectations of customers, rather than just meeting them; • analyse the benefits of customer service: <ul style="list-style-type: none"> – increased levels of satisfaction; – increased sales; and – improved public image and an edge over competitors; and • understand that customer service must meet the needs of a variety of customers: <ul style="list-style-type: none"> – individuals and groups; – people of different ages; – people from different cultures; – non-English speakers; – people with specific needs, for example sight and hearing impaired, wheelchair users and families with young children or babies; and – business people.

Content	Learning Outcomes
<p>The Importance of Excellent Customer Service (cont.)</p> <p>Skills and Qualities Required</p> <p>Customer Service Provision</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand the nature and purpose of staff induction; • be aware of the customer service training programmes used by many leisure and tourism organisations (such as Welcome Host and NVQs); • know and understand the skills and qualities required to work in the leisure and tourism industry; • demonstrate personal skills, including: <ul style="list-style-type: none"> – personal presentation issues (piercings and body art); – personal hygiene; – personality; – attitude; and – behaviour; • demonstrate customer handling skills: <ul style="list-style-type: none"> – listening; – communication (telephone, email and letter); and – ICT skills; • know and understand the different situations in which customer service is provided (and be familiar with relevant documentation): <ul style="list-style-type: none"> – providing advice, information and/or assistance; – receiving and passing on messages; – dealing with dissatisfied customers; – dealing with an emergency, for example theft, illness or bereavement; and – offering extra services; • know and understand the different methods of providing customer service: <ul style="list-style-type: none"> – face-to-face; – telephone; – written communication; and – electronic communication; and • know and understand how to deal with complaints, appreciating the importance of remaining calm and listening carefully to the customer.

Content	Learning Outcomes
<p>Customer Service Provision (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know when to refer a customer to a more senior member of staff; • know and understand how to keep customer records: <ul style="list-style-type: none"> – the purpose of record keeping and the need for accuracy; – how to create customer records, find and change existing records; and – an ability to show accuracy and confidentiality when working with customer records; • demonstrate social skills and the use of appropriate language: <ul style="list-style-type: none"> – pitch and tone of voice; – pauses and silences; and – body language; and • demonstrate the skills and qualities needed to deal with a variety of customers in a variety of real or simulated situations, including challenging situations (handling a complaint and/or dealing with an emergency).

3.3 Marketing in the Leisure and Tourism Industry

The growing popularity of leisure and tourism activity is reflected in the large number of organisations that seek to meet that customer demand. Leisure and tourism is now a highly competitive industry, and organisations recognise that if they do not use marketing successfully, they will not survive.

This unit provides an opportunity for students to examine why leisure and tourism organisations provide such a wide and diverse range of products and services to their customers. Students are expected to consider the roles that products and services, promotional activity, pricing and location play in the increasingly competitive leisure and tourism market.

This unit also encourages students to evaluate promotional techniques and materials, market research techniques and target marketing strategies in the leisure and tourism industry today.

Content	Learning Outcomes
<p>The Marketing Concept</p> <p>Target Marketing</p> <p>Market Segmentation</p> <p>The Marketing Mix</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand that marketing is about getting the right product to the right people in the right place using the right promotion; • recognise that different customers have different needs and that target marketing is an effective way to offer the right products to the right people; • know and understand that markets can be segmented in a number of ways: <ul style="list-style-type: none"> – age; – gender; – social group; – lifestyle; and – ethnicity; and • know and understand the term ‘marketing mix’, which is generally referred to as the four Ps: <ul style="list-style-type: none"> – Product: the goods and services offered by an organisation; – Price: the cost customers pay for goods and services; – Place: the location of products and services; and – Promotion: how organisations encourage people to buy their products and services.

Content	Learning Outcomes
<p>The Marketing Mix (cont.)</p> <p>Product</p> <p>Price</p> <p>Place</p> <p>Promotion</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • recognise that leisure and tourism organisations constantly alter their marketing mix in order to achieve their organisational objectives; • know and understand the range of products and services provided in the leisure and tourism industry: <ul style="list-style-type: none"> – the main ancillary products and services; and – the tangible and intangible products and services; • describe the factors affecting pricing decisions in the leisure and tourism industry: <ul style="list-style-type: none"> – profitability; – peak and off-peak pricing; and – group and special discounts; • describe and justify the location of products and services; • describe the techniques and materials that leisure and tourism organisations use to communicate to their customers; students should know the differences between techniques and materials: <ul style="list-style-type: none"> – techniques include: advertising; direct marketing; public relations; personal selling; and sales promotion; – materials include: brochures and leaflets; internet sites; newspaper and other advertising; press releases; videos; merchandising material; demonstrations and displays; and sponsorship; and • understand that organisations use different marketing techniques depending on both the type of organisation and the type of product or service being promoted, and that some materials are more appropriate than others (for example, a local leisure centre may wish to use direct marketing before considering television advertising).

Content	Learning Outcomes
<p>Promotion (cont.)</p> <p>Organisational Objectives</p> <p>Promotional Activity</p> <p>Market Research</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • be aware that the effectiveness of these materials depends on a range of factors that includes design, the use of images and the use of appropriate language as well as the overall content and information; • recognise that different organisations will set different objectives, and organisations set new objectives as their competitive environment changes; • understand the use of a SWOT analysis to determine an organisation's position in relation to competitors and their success in the marketplace; • compare organisational objectives between the private, public and voluntary sectors; organisational objectives may be categorised as: <ul style="list-style-type: none"> – increasing profits; – increasing market share by targeting new customers; – retaining existing customers; – offering an extended range of products and services; and – raising awareness; • know and understand the steps that organisations need to take to ensure that promotional activity is effective: <ul style="list-style-type: none"> – careful planning; – clearly identified objectives; – recognition of the target market; – choice of promotional technique; – choice of promotional materials; and – how to monitor and evaluate the success of the promotional activity; • know and understand that market research gives organisations the opportunity to find out more about what their customers want or need from them; and • describe the range of methods used in market research: <ul style="list-style-type: none"> – postal surveys; – telephone questionnaires; – personal surveys; – observation; – focus groups; and – internet and email.

3.4 Leisure and Tourism Destinations

This unit gives students an insight into destinations for leisure and tourism. Students develop their knowledge and understanding of where people go in their leisure time and why they select those destinations. They also have the opportunity to explore how people travel to their destinations, both in terms of types of transport and why they use that particular form of transport. Students also gain an understanding of the different customer needs that form the basis for their selection.

The study of this unit also allows students to gain an insight into the impact of tourism on communities and environments. Students have the opportunity to consider why we need to develop leisure and tourism sustainably (including ecotourism).

Content	Learning Outcomes
<p>Leisure and Tourism Destinations in the UK and Internationally</p> <p>The destinations shown in brackets are for illustration purposes only; teachers may choose any example to illustrate each type from:</p> <ul style="list-style-type: none"> • within the UK; • within Europe; and • the rest of the world). 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of the different types of leisure and tourism destinations in the UK, within Europe (short haul) and throughout the rest of the world (long haul): <ul style="list-style-type: none"> – coastal areas, including seaside resorts (for example the North Antrim coast, the Amalfi coast and Blackpool); – countryside areas, including forests, mountains, lakes and Areas of Outstanding Natural Beauty (for example the Lake District and the Black Forest); – sporting venues, including winter and water-based sports (for example the Millennium Stadium, the Nou Camp and Alpine ski areas); – theme parks (for example Alton Towers, Europa Park and Disney World); – modern built attractions (for example Sydney Opera House and the Eden Project); – places of historic interest (for example Warwick Castle and the Egyptian pyramids); and – towns and cities (for example York, Paris and New York); and • show knowledge and understanding of the range and variety of leisure, recreational and cultural activities available at each destination, including: <ul style="list-style-type: none"> – festivals and events; – visitor attractions, including new types emerging such as shopping centres, disaster sites (for example Ground Zero), and sports venues, as appropriate; – sporting activities; and – shopping, food and drink.

Content	Learning Outcomes
<p>Leisure and Tourism Destinations in the UK and Internationally (cont.)</p> <p>Factors Influencing Choice of Destination</p> <p>How People Travel and the Factors that Influence Their Choice</p> <p>Recognising Similarities and Differences of Attitudes and Cultures</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • evaluate the suitability of each chosen destination for a range of different types of customer: <ul style="list-style-type: none"> – families with children; – groups travelling together; – different age groups (children, teenagers, adults, retired people); – different ethnic and cultural groups; and – people with special needs; • analyse the factors that influence the individual's or group's choice of destination: <ul style="list-style-type: none"> – location and accessibility; – disposable income; – time available; – demographic characteristics (size of group/family, age range, gender mix); – health; – seasonality; and – personal preference; • know and understand the comparative advantages and disadvantages of the main modes of transport used for different types of customers and different journeys: <ul style="list-style-type: none"> – road (car, bus, coach); – rail; – air (scheduled and charter flights); and – sea. • analyse the factors that influence choice of transport: <ul style="list-style-type: none"> – cost; – convenience and comfort; – accessibility; and – environmental impact; and • know and understand that an individual may experience different attitudes and cultures through travel (referring to specific places for illustration): <ul style="list-style-type: none"> – customs; – practices; – language; – religion; and – social attitudes.

Content	Learning Outcomes
<p>Recognising Similarities and Differences of Attitudes and Cultures (cont.)</p> <p>Itinerary Planning: Travel Arrangements</p> <p>The Impact of Tourism on Communities and Environments</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • appreciate the need for tourists to behave in a sensitive manner towards local populations who have different attitudes and cultures to their own; • show knowledge and understanding of the many different information materials provided by leisure and tourism organisations, for example: <ul style="list-style-type: none"> – brochures; – timetables and leaflets; – travel directories; – the internet, including websites available for planning itineraries for a range of destinations; and – reference materials (atlases, guidebooks and maps); • develop itineraries (destinations, timings, dates, transport, arrival and departure, cost of activities) to meet the needs of different types of customers: <ul style="list-style-type: none"> – families with children; – groups; – people with specific needs; – the ‘grey’ market (retired people); and – ‘DINKY’ (‘double income no kids yet’); • discuss, with reference to one example outside the UK, the relative costs and benefits of tourism in relation to: <ul style="list-style-type: none"> – the economy of the destination; – the culture, tradition and way of life of those who live at the destination; and – impacts on the environment in relation to: <ul style="list-style-type: none"> travel to the destination; provision of leisure and tourism facilities; and the activities of visitors at the destination; • understand the need to develop leisure and tourism sustainably both in the UK and internationally; and • know and understand the aims of ecotourism and evaluate one non-UK based example of ecotourism.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and controlled assessments, see Section 2 of this specification.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select and communicate their knowledge and understanding of a range of contexts (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions (AO3).

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting				Overall Weighting
	Paper 1	Controlled Assessment Unit 2	Controlled Assessment Unit 3	Controlled Assessment Unit 4	
AO1	12%	6%	6%	6%	30%
AO2	18%	8%	8%	8%	42%
AO3	10%	6%	6%	6%	28%
Total	40%	20%	20%	20%	100%

4.4 Quality of written communication

In GCSE Leisure and Tourism, candidates must demonstrate their quality of written communication. In particular, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to questions or tasks requiring extended writing. They assess quality of written communication within all assessment objectives and examination components in this specification.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*-G, with A* being the highest. If candidates fail to attain a grade G, we report their results as unclassified (U).

We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of leisure and tourism.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.</p> <p>They analyse and evaluate the evidence available. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of leisure and tourism.</p> <p>They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks.</p> <p>They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.</p>
F	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of leisure and tourism.</p> <p>They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks.</p> <p>They review the evidence, make simple connections and draw basic conclusions.</p>

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning investigations and/or tasks;
- carrying out investigations and/or tasks.

In addition, elements of all these skills may be assessed externally.

6.3 Level of control

Rules for controlled assessment in GCSE Leisure and Tourism are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

Candidates are required to complete a controlled assessment portfolio for each of the following units:

- Unit 2: Customer Service in the Leisure and Tourism Industry;
- Unit 3: Marketing in the Leisure and Tourism Industry; and
- Unit 4: Leisure and Tourism Destinations.

The level of control for the setting of the tasks is high. This means that we set the tasks.

The controlled assessment tasks provide opportunities for centres to contextualise the tasks to better suit their specific circumstances. This includes the availability of and access to resources.

Each controlled assessment unit includes more than one task. The assessment weighting for each task within the three controlled assessment units is detailed below; for more information on the assessment objectives, see Section 4.

Unit 2: Customer Service in the Leisure and Tourism Industry

Task	Assessment Weighting			Totals
	AO1	AO2	AO3	
The importance of customer service within a chosen leisure and tourism organisation	4%	1%	1%	6%
The provision of customer service in a chosen leisure and tourism organisation	2%	3%	3%	8%
Demonstrate the skills and qualities required to work in the leisure and tourism industry	---	4%	2%	6%
Totals	6%	8%	6%	20%

Unit 3: Marketing in the Leisure and Tourism Industry

Task	Assessment Weighting			Totals
	AO1	AO2	AO3	
The marketing mix as it applies to your chosen organisation	4%	1%	1%	6%
Development of promotional material	---	5%	3%	8%
An assessment of promotional techniques and materials	2%	2%	2%	6%
Totals	6%	8%	6%	20%

Unit 4: Leisure and Tourism Destinations

Task	Assessment Weighting			Totals
	AO1	AO2	AO3	
The appeal of national and international leisure and tourism destinations	4%	2%	---	6%
Impacts of leisure and tourism activities on the environment and on communities	---	2%	4%	6%
Planning holiday arrangements to meet different customer requirements	2%	4%	2%	8%
Totals	6%	8%	6%	20%

6.5 Task taking

The table below outlines the controls for the various elements of task taking. These details apply to all of the controlled assessment tasks.

Areas of Control	Detail of Control
Authenticity	<p>The candidates must carry out all work, with the exception of research, under the teacher's informal supervision. They may complete research under limited supervision.</p> <p>Candidates must record all sources they use (online or paper based) and show them as an appendix at the back of their work.</p> <p>Teachers must authenticate all work submitted for assessment by signing the declaration on the Candidate Record Sheet.</p>
Feedback	<p>Teachers should provide all candidates with the details of the tasks and may clarify any points.</p> <p>Teachers may advise candidates of appropriate sources or organisations.</p> <p>Teachers may review learners' work and may provide advice at a general level. Teachers must not provide detailed and specific guidance on how the draft could be improved to meet the assessment criteria.</p> <p>If teachers give any assistance beyond this, it must be recorded on the Candidate Record Sheet.</p>
Timing	<p>Each controlled assessment should require the candidate to do a minimum of 10 hours supervised work.</p>
Collaboration	<p>The work of individual candidates may be informed by working with others, but all candidates must provide an individual response.</p> <p>Each candidate must sign the Candidate Record Sheet to confirm that the work is their own.</p>
Resources	<p>The individual centres determine the candidates' access to resources.</p>

6.6 Task marking

Teachers mark the controlled assessment tasks using mark schemes or criteria that we provide.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

Centres must submit their marks and samples to us by 1 May.

6.8 Moderation

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission.

See Appendix 1 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers and mark schemes
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- portfolio clinics;
- agreement trials;
- student guides: Induction Booklet
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- exemplification of examination performance;
- exemplar portfolios for units 2, 3 and 4.

You can find our Annual Support Programme of events and materials for Leisure and Tourism on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment by:
 - studying materials, participating in various classwork activities; and
 - preparing controlled assessments for the three contexts listed in Section 3: Customer Service, Marketing and Destinations;

- develop awareness of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by:
 - studying the impact of leisure and tourism on communities and environments; and
 - developing an appreciation of how an individual may experience different attitudes and cultures through travel;
- develop an awareness and understanding of sustainable development and health and safety considerations by having opportunities to:
 - discuss the need to develop leisure and tourism sustainability; and
 - evaluate ecotourism as a response;
- gain an awareness of employment opportunities in the leisure and tourism industry by studying the main duties, the required skills, personal qualities, required qualifications, pay and conditions for a range of leisure and tourism-related jobs ranging from management to information services; and
- consider the effective use of technology, both in the leisure and tourism industry and in the submission of portfolio materials:
 - by studying recent changes in booking patterns with a shift towards self-packaging using the internet; and
 - by providing a range of opportunities for the completion of portfolios, including PowerPoint presentations.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number
- Communication
- Improving Own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the Ofqual website at www.ofqual.gov.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Officer with Subject Responsibility: Margaret McMullan
(telephone: (028) 9026 1200, email: mmcmullan@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking</p>
External assessment	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations.</p> <p>Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	12 June 2009	23	Bullet points replaced
Version 2	12 June 2009	25	The word formal changed to informal
Version 3	9 October 2009	7	Additions made under Learning Outcomes
Version 3	9 October 2009	12	Additional point added under Learning Outcomes
Version 3	9 October 2009	24	Amendments made to Assessment Weightings under Unit 2: Customer Service in the Leisure and Tourism Industry
Version 4	7 April 2011	7,8,10	Text added
Version 4	7 April 2011	25,27,31 -44	Text removed Sections removed 31-44
Version 4	7 April 2011	28	Appendix No. changed
Version 5	3 July 2012	Inner	New QAN added for courses starting Sept 2012
		Foreword	Statement added in relation to entries from English centres
		Throughout document	Removed references to England

Version 5	3 July 2012	25	Text added to clarify teacher's role in relation to feedback
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