



Version 2
**This version confirms that there will be
no further January assessments.**

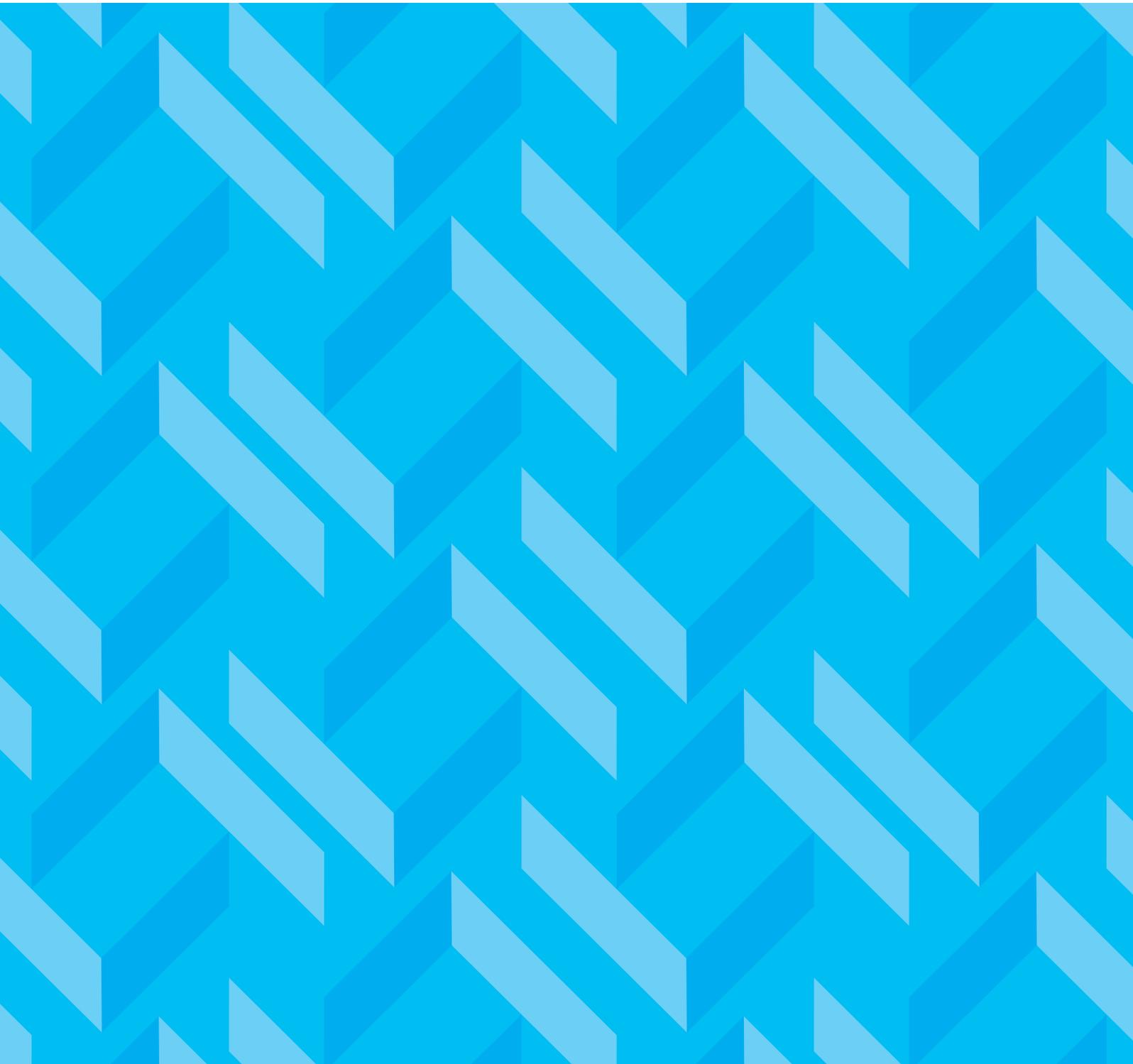
GCE

Examinations from 2009

First AS Award: Summer 2009

First A Level Award: Summer 2010

Travel and Tourism



Contents

**WJEC AS GCE in Travel and Tourism
WJEC A Level GCE in Travel and Tourism**

For first teaching from September 2008



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GCE Travel and Tourism

Subject/Option Entry Codes	
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	2681
<i>A Level (A)"Cash in" entry</i>	3681
<i>AS Double Award</i>	2682
<i>A Level Double Award</i>	3682
Unit T&T 1 : Introducing Travel and Tourism	1681
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When making entries, the codes listed should be prefixed with a '0' for English medium entries and with a 'W' for Welsh medium entries

Availability of Assessment Units			
Unit	January 2009	June 2009	June 2010 & each subsequent year
T&T1	✓	✓	✓
T&T3		✓	✓
T&T5			✓
T&T7			✓

Qualification Accreditation Numbers

**Advanced Subsidiary: 500/5087/4 (Single Award); 500/5088/6 (Double Award)
Advanced: 500/5084/9 (Single Award); 500/3828/X (Double Award)**

SUMMARY OF ASSESSMENT

This specification is divided into a total of 8 units. For a single A level award there are 2 AS units and 2 A2 units. For a double A level award, there are 4 AS units and 4 A2 units.

For a single AS award, candidates MUST complete unit 1 and choose between units 2 and 4. For a single A Level award, candidates MUST complete unit 5 and choose between units 6 and 8.

For a double AS award candidates must complete all AS units. To achieve a double A Level award must additionally complete all A2 units.

Weightings noted below are expressed in terms of the full double A level qualification.

AS - 4 Units

<p>T&T1 – Introducing Travel and Tourism - 1 ½ hour Written Paper 10%</p> <p>Introducing Travel and Tourism</p> <ul style="list-style-type: none"> - The nature of Travel and Tourism - The development of Travel and Tourism - Sectors of the Travel and Tourism industry and interdependence <p>Written paper of short and extended structured questions</p>
<p>T&T2 – Investigating Tourism Destinations - Portfolio Assessment 15%</p> <p>Investigating tourism destinations</p> <ul style="list-style-type: none"> - The characteristics of tourist destinations - Destination appeal - Trends in popularity - Tourist area life cycle
<p>T&T3 – Marketing in Travel and Tourism - 1 ½ hour Written Paper 10%</p> <p>Marketing in Travel and Tourism</p> <ul style="list-style-type: none"> - The marketing process - Marketing objectives - SWOT and PEST analyses - Market research techniques - The marketing mix <p>Written paper of short and extended structured questions</p>
<p>T&T4 – Working with Customers in Travel and Tourism – Portfolio Assessment 15%</p> <p>Working with customers in Travel and Tourism</p> <ul style="list-style-type: none"> - Customer service skills - The importance of customer service - Dealing with customers - Duties, training and personal qualities of staff

A2 – 4 Units

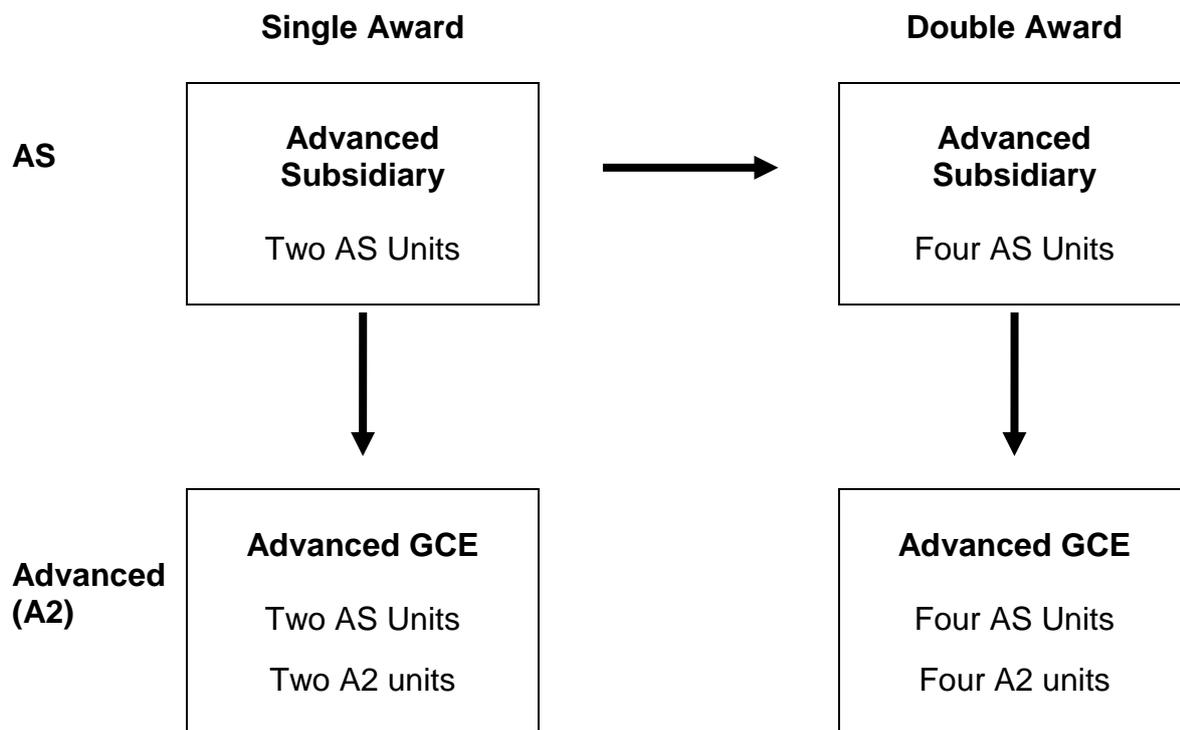
T&T5 – Tourism Impacts and Tourism Developments - 2 hour Written Paper 10%
Tourism impacts & tourism development <ul style="list-style-type: none">- Economic, environmental and socio-cultural impacts- Agents of tourism development- Responsible tourism- Sustainable tourism- Tourism development <p>Written paper of extended structured questions</p>
T&T6 –Trends and Issues in Travel and Tourism - Portfolio Assessment 15%
Trends and Issues in Travel and Tourism <ul style="list-style-type: none">- Technological change- Change in consumer expectations- Political change and security issues- Product development- Environmental change
T&T7 – Managing Travel and Tourism Organisations - 2 hours Written Paper 10%
Managing Travel and Tourism organisations <ul style="list-style-type: none">- Managing customer service- Health, safety and security- Target setting and selling skills- The roles and responsibilities of managers <p>Written paper of extended structured questions</p>
T&T8 –Event Management in Travel and Tourism – Portfolio Assessment 15%
Event management in Travel and Tourism <ul style="list-style-type: none">- Business planning- Team building- Decision making

TRAVEL AND TOURISM

1 INTRODUCTION

Qualifications Available

The diagram below shows the relationships between the Awards in this suite of GCE Applied Travel and Tourism qualifications.



1.1 Criteria for AS and A Level GCE

This specification has been designed to meet the general criteria for GCE Advanced Subsidiary (AS) and A level (A) and the subject criteria for AS/A Travel and Tourism as issued by DELLS/QCA [Date]. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

Both the AS and the A level qualifications will be reported on a six-grade scale of A*, A, B, C, D, and E. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full A level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the A level award. Single and double awards are available.

AS single award consists of two assessment units, consisting of T&T 1, which is an examined unit, and **either** T&T 2 **or** T&T 4 which are portfolio units. AS double award consists of four assessed units, T&T 3 in addition to T&T 1, plus both T&T 2 **and** T&T 4.

Single award A2 also consists of two units, T&T 5, which is an examined unit, and **either** T&T 6 **or** T&T 8. A2 double award consists of four assessed units, T&T 7 in addition to T&T 5, plus both T&T 6 **and** T&T 8.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

The specification and assessment materials are available in English and Welsh.

1.2 Prior learning

No specific prior learning is required for this course although GCSE English Language and Mathematics would be helpful. This course builds on aspects of the GCSE Leisure and Tourism course as well as other travel and tourism courses which are available at Level 2. GCSE Geography would also provide a suitable foundation for the course.

1.3 Progression

The structure of this specification (2 units for single AS, and an additional 2 for the full single A level) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full A level qualification.

This specification provides a suitable foundation for the study of Travel and Tourism or a related area through a range of higher education courses (e.g. Tourism Management); progression to the next level of vocational qualifications (HND in Travel & Tourism); or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.4 Rationale

The Travel and Tourism specification builds on the broad educational framework set out in the AS and Advanced GCE General and Subject Criteria developed by the Qualification and Curriculum Authority and is designed to allow candidates flexible progression routes.

The specification is suitable for candidates requiring a broad background in the subject of travel and tourism as well as an understanding of the travel and tourism industry. Thus, the specification will provide an opportunity for candidates to progress into employment, training or higher education.

The specification provides candidates with the opportunity to acquire a range of general and vocationally-related skills, knowledge and understanding.

1.5 The Wider Curriculum

Spiritual, moral, ethical, social and cultural dimension

Travel and tourism is a subject that by its nature requires candidates to consider spiritual, moral and cultural issues. The specification provides a framework for exploration of such issues and includes specific content that develops awareness of the impacts of tourism on different groups and of different values and attitudes in society. Candidates will also be able to develop an awareness of different groups, values and attitudes in society.

European Dimension

Candidates are encouraged to make use of comparative and historical examples from other societies throughout the content of the specification. For example, in Unit 2 – Tourism destinations, Unit 5 - Tourism Impacts and Tourism Developments, which is synoptic, candidates are encouraged to develop knowledge, understanding and some critical awareness of the importance of the tourism appeal of different regions and the cultural identity of these areas.

Environmental Education

The WJEC has taken into account the 1998 Resolution of the Council of the European Community - report *Environmental Responsibility; An agenda for further and higher education* (HMSO 1993) - in preparing this specification.

All units make reference to locale as a significant issue.

For example, in Unit 5, candidates are encouraged to develop an awareness and understanding of environmental issues in the study of socialisation and globalisation. Environmental issues are also explored.

1.6 Prohibited combinations and overlap

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables.

This specification does not overlap significantly with any other, although there will be elements of overlap, for example, with geography and business studies. There are no prohibited combinations.

1.7 Equality and Fair Assessment

This specification has been designed to offer fair access for all candidates and to minimise any later need to make reasonable adjustments for candidates who have particular requirements, while preserving the rigour of the qualification. Any potential barriers to access for particular groups of candidates which arise from criteria and objectives judged to be essential for demonstrating skills and understanding in the subject are identified below.

GCE Travel and Tourism requires the assessment of customer service skills such as listening and speaking to clients in a variety of real or simulated situations. Some candidates may have difficulty in accessing aspects of the assessments. Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments.

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. Copies of this document are available from the WJEC.

2

AIMS

The GCE in Travel and Tourism should provide a broad educational basis for further education or training in travel and tourism-related occupations. The specification should encourage candidates to develop broad skills, knowledge and understanding of Travel and Tourism and the travel and tourism industry.

In particular the aims of the GCE qualifications in Travel and Tourism are to encourage candidates to:

- develop and sustain a broad interest in travel and tourism and the issues affecting the development of the industry and its potential effects on employment opportunities
- develop an understanding of the scale and importance of the travel and tourism industry and the interdependence of its sectors
- appreciate the importance of the customer in the travel and tourism industry
- appreciate the importance of host communities and destinations to the travel and tourism industry and the importance of sustainable development
- appreciate the positive and negative impacts travel and tourism may have on environment, people and economy
- develop practical and technical skills relevant to the travel and tourism industry
- appreciate the global and dynamic nature of the travel and tourism industry, how people, environments and issues change, and how the industry responds to these changes.
- appreciate the impact of information and communications technology (ICT) on the development of the travel and tourism industry and the potential effects on its future activities
- appreciate the significance of the values and attitudes of key stakeholders in the travel and tourism industry
- develop their own values and attitudes in relation to travel and tourism issues
- apply their knowledge and understanding of travel and tourism and use skills of research, evaluation and problem solving in vocational contexts
- plan, prioritise and meet deadlines, work independently and within teams
- participate in visits to travel and tourism organisations and destinations.

3

ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

AO1 Demonstration of Knowledge, Understanding and Skills

Candidates demonstrate knowledge and understanding of the specified content, and of related skills, in vocationally related contexts

AO2 Application of Knowledge, Understanding and Skills

Candidates apply knowledge and understanding of the specified content, and of related skills, in vocationally related areas.

AO3 Research and Analysis

Candidates use appropriate research techniques to obtain information to analyse vocationally related issues.

AO4 Evaluation

Candidates evaluate information to make judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Weightings

Assessment objective weightings are shown below as % of the full **double** A level award.

AS Units

Unit Weighting	%	AO1%	AO2%	AO3%	AO4%
T&T1	20	10	6	0	4
T&T2*	30	4	8	10	8
T&T3**	20	10	6	0	4
T&T4*	30	4	8	10	8
Total	100	28	28	20	24

* Choice of these two units for AS Single award

** Double award only

A2 Units

Unit Weighting	%	AO1%	AO2%	AO3%	AO4%
T&T5	20	8	6	0	6
T&T6*	30	4	6	12	8
T&T7**	20	8	6	0	6
T&T8*	30	4	6	12	8
Total	100	24	24	24	28

* Choice of these two units for single award.

** Double award only

AS/A level Double Awards

Unit Weighting	%	AO1%	AO2%	AO3%	AO4%
T&T1	10	5	3	0	2
T&T2	15	2	4	5	4
T&T3	10	5	3	0	2
T&T4	15	2	4	5	4
T&T5	10	4	3	0	3
T&T6	15	2	3	6	4
T&T7	10	4	3	0	3
T&T8	15	2	3	6	4
Total	100	26	26	22	26

4

SPECIFICATION CONTENT

AS

T&T1 – INTRODUCING TRAVEL AND TOURISM

1.1 Introduction

This unit will provide candidates with an introduction to travel and tourism and the travel and tourism industry. Candidates will need to learn about the nature of travel and tourism and how the terms can be defined. Candidates will also need to learn about and understand the major developments in the industry since the mid-twentieth century, the sectors of the industry and their roles and their interdependence. Candidates will need to be able to interpret statistical information about the travel and tourism industry. Additionally, candidates will need to study appropriate case studies of tourism destinations and travel and tourism organisations.

1.2 The nature of travel and tourism

Candidates will need to learn and understand:

- the main types of tourism: domestic, inbound, outbound.
- the reasons why people travel; enabling and motivational factors.
- accepted definitions of the term 'tourism'.

1.3 The characteristics of travel and tourism

Candidates will need to learn and understand that:

- the industry is predominantly composed of private sector organisations, many of which are small or medium sized.
- private sector organisations are supported by and work alongside a range of public and voluntary sector bodies.
- the industry is vulnerable to external pressures.
- the industry makes extensive use of a range of technologies.
- many of the products of the travel and tourism industry are intangible, perishable and non-standardised.

1.4 The structure of the UK travel and tourism industry.

Candidates will need to learn about the different sectors of the UK travel and tourism industry which are:

- transport providers
- accommodation providers
- tour operators
- travel agents
- visitor attractions
- support services

Candidates will need to learn and understand about the roles and responsibilities of organisations within each sector and be aware of the interrelationships and interdependence between organisations in different sectors.

1.5 The development of the UK travel and tourism industry.

Candidates will need to learn and understand about the major developments and growth in the UK travel and tourism industry since the mid-Twentieth century.

- holiday camps
- the emergence of mass tourism
- package holidays
- activity holidays, including winter sports
- short break holidays
- the development of long haul destinations
- independent holidays and self packaging
- awareness of the impacts of tourism and sustainability

Candidates will also need to learn and understand how these developments were supported by the following factors:

- socio-economic factors
- technological factors
- product development and innovation
- changing customer needs, expectations and fashions.

T&T2 – INVESTIGATING TOURISM DESTINATIONS

2.1 Introduction

Candidates will need to acquire knowledge of locational geography and be able to identify major tourist generating and receiving areas within the UK and Europe. The candidate will learn about the significance of physical and human geography characteristics that affect tourism, and that each destination has key features that appeal to different types of tourist. Candidates will need to learn about the advantages and disadvantages of different types of travel for different types of customer.

The candidate will also be required to acquire research skills to be able to develop their knowledge of tourist destinations.

The candidate will be required to demonstrate their knowledge of tourist destinations and research skills by researching **two** destinations and providing information about the destinations for different types of customers.

2.2 The range of tourist destinations

Many people working in the travel and tourism industry need to be familiar with the geography of Europe. It is important that they fully understand the types of tourist destination and where they are situated. This knowledge will be important to the travel and tourism industry in a number of ways:

- advising visitors about tourism destinations.
- developing new tourism products.
- working with other travel and tourism organisations.

The candidate will need to know the types of tourist destination:

- coastal areas
- tourist towns and cities
- business destinations
- countryside areas
- historical and cultural destinations
- purpose-built.

2.3 Tourist appeal

For the UK and Europe the candidate will need to understand the features that attract different types of tourists to destinations. Features include:

- climate
- landscape
- natural attractions
- built attractions
- events and entertainment
- local culture
- cost of visiting and living
- transport and communication links
- business and conference facilities
- accommodation
- accessibility.

Different types of tourist include:

- families
- young people
- couples
- business visitors
- senior citizens
- visitors specific interests
- visitors with special needs groups.

2.4 Types of transport

Candidates will need to learn why transport is essential in the development of tourist destinations. The candidates will need to research various forms of transport that tourists may choose to travel. These include:

- sea
- air
- rail
- road.

Candidates will also be expected to analyse the factors that affect the tourist's choice of travel. These include:

- cost
- comfort, convenience and quality
- distance
- time
- safety and security
- purpose and duration of stay.

2.5 Trends and future popularity

Candidates will need to learn how to support their analysis of recent trends with appropriate statistics. The statistics include:

- domestic and inbound visitor numbers
- seasonal variations
- domestic and inbound spending
- number of trips
- purpose of visits
- number of tourism trips
- number of tourism days / nights.

The candidates will also need to evaluate the factors affecting the popularity and appeal of their chosen destinations. These factors include:

- accessibility
- promotion and media coverage
- attractions and facilities
- destination management
- cost of visiting
- political factors
- economic conditions
- natural disasters and pollution
- advances in technology
- major events
- exchange rates
- fashion.

T&T3 – MARKETING IN TRAVEL AND TOURISM

3.1 Introduction

This unit is designed to encourage candidates to demonstrate their knowledge and understanding of the marketing process. Candidates are expected to understand that marketing is a continuous process that involves anticipating and identifying customers' needs and then supplying products and services to meet those needs.

Candidates should conduct in-depth investigations into travel and tourism organisations to understand the role of marketing in the industry.

Candidates will learn and understand about:

- The marketing process
- Marketing objectives
- Market segmentation
- Market research techniques
- SWOT and PEST analysis
- The marketing mix

3.1 The Marketing process

Candidates will learn and understand how travel and tourism organisations apply the marketing process to their business and how the industry is characterised by competition and constantly changing customer needs and expectations.

Candidates will need to describe and explain the key stages of the marketing process that include:

- Marketing objectives
- Market segmentation
- Market research
- Analysing the internal and external business environment
- Marketing mix

3.2 Marketing objectives

Candidates will need to understand why organisations develop a marketing strategy with measurable objectives, and how these objectives may support the organisation's general aims. They also need to understand the use of SMART (Specific Measurable Agreed Realistic Time- constrained) criteria and mission statements.

3.3 Market segmentation

Candidates will learn different ways used to segment the market and how organisations group customers into key segments to identify their markets.

3.4 Market research

Candidates will learn the difference between primary and secondary research and the methods used for each approach. Candidates need to analyse these methods and explain their advantages and disadvantages for different types of travel and tourism organisations and situations.

Candidates will need to understand how market research can assist market segmentation in order to develop promotional activities and to determine the effectiveness of promotional activities that have been undertaken.

3.5 SWOT and PEST analysis

Candidates need to learn how internal and external influences on the business environment are analysed. The use of SWOT analysis to identify strengths, weaknesses, opportunities and threats. The use of PEST to analyse the external influences; political, economic, social and technological factors.

Candidates will need to know how to carry out detailed SWOT and PEST analyses of travel and tourism organisations.

3.6 The Marketing mix

The term "marketing mix" is used to describe the key elements that an organisation offers to meet customer needs and expectations. Candidates need to learn and understand about the elements of the marketing mix: product, place, price and promotion. Candidates need to know how each element of the marketing mix is developed and how they all interact.

Product

Product refers to the product or service that an organisation provides to its customers. Candidates need to understand and explain:

- Product characteristics
- Branding
- Unique Selling Points (USP's)
- The product life cycle
- Current marketing models that analyse products

Place

Place refers to how the product or service reaches the customer. Candidates need to understand and explain:

- Location
- Chain of distribution

Price

Candidates need to understand the range of pricing policies, how they are determined and why a particular policy is used for specific travel and tourism products.

Promotion

Promotion refers to all the methods an organisation uses to inform customers about, and persuade them to buy, its products and services.

Candidates need to understand why promotion is used: to stimulate demand, to inform customers of product benefits, to raise and maintain customer awareness, to provide incentives to purchase. Candidates need to understand and explain the following promotional techniques:

- Advertising
- Direct marketing
- Public relations
- Personal selling
- Sales promotion
- Sponsorship
- Displays

Candidates need to understand how the organisation's objectives will influence their marketing mix. Candidates will need to apply the marketing mix to a range of travel and tourism organisations and evaluate how the marketing mix is used to meet customer needs and expectations.

T&T4 - WORKING WITH CUSTOMERS IN TRAVEL and TOURISM

4.1 Introduction

Candidates will need to learn and understand about the importance of good customer service to travel and tourism organisations and to appreciate the range of skills required to deliver customer service effectively.

Candidates will also be expected to know about the importance of training and induction in the delivery of customer service and be aware of the duties and responsibilities of those people delivering customer service. Candidates will also be required to demonstrate their own customer service skills in role-play situations.

4.2 Customer Service Skills

A wide range of skills is required to provide effective customer service, in a variety of situations. Candidates will need to learn and understand the importance of:

- Body language
- Appropriate telephone number
- Listening skills
- Good written communication skills
- Self-confidence
- Diplomacy and sensitivity
- Knowing when to ask for assistance
- A calm manner
- Confidence with IT systems and equipment

Customer service skills will also be used in a selling situation. Candidates should be aware of the selling process and of the need to develop a rapport with the customer, presenting the products and services available for sale, and closing the sale.

Candidates will understand about the importance of personal presentation, attitude and personality in delivering effective customer service and how these qualities impact on customer satisfaction.

Candidates will learn and understand about the range of technical skills which may be used in travel and tourism organisations to assist customer service.

Candidates will also know and understand the importance of product knowledge in customer service situations.

4.3 The importance of induction and training

Candidates must learn about and understand the importance of induction and training in order to be able to undertake their duties and responsibilities and to deliver effective customer service.

Candidates should learn and understand the importance of training and induction programmes in relation to:

- understanding health and safety procedures
- the handling of equipment and machinery
- ICT systems used by the organisation
- the duties and responsibilities of different members of staff
- complaints procedures
- record keeping procedures.

4.4 The importance of customer service

Candidates need to learn and understand why high levels of customer service are seen as important to travel and tourism organisations and good customer service brings a range of benefits.

The benefits of providing good service to external customers are:

- more customers
- increased sales
- a better public image
- edge over the competition
- satisfied customers, customer loyalty and repeat business.

Candidates should also understand that providing good service to internal customers leads to a happier and more efficient workforce which in turn is likely to provide good service to external customers.

4.5 Dealing with customers

Candidates should learn and understand the significant differences between internal and external customers and the different needs and expectations of these two groups.

Candidates should also understand how and why travel and tourism organisations categorise their external customers into individuals and groups according to their different needs.

Candidates will need to develop customer service skills and will be required to demonstrate these skills in simulated customer service situations with a variety of customers in a variety of situations. They will be required to provide evidence of how they used customer service skills to deal with customers, including the handling of complex problems and complaints.

A Level

T&T5 – Unit 5 - Tourism Impacts and Tourism Developments

5.1 Introduction

Candidates will need to learn about the environmental, economic and socio-cultural impacts of tourism and the positive and negative impacts that tourism has on host destinations. Candidates will need to study a range of appropriate case studies taken from both the more developed and less developed world.

Candidates also need to learn about the process of tourism development, its objectives and its resulting impacts. Tourism development takes many forms and is carried out by a range of organisations, both commercial and non-commercial. These organisations are known as the agents of tourism development.

Candidates will also need to know about sustainable tourism, eco-tourism and responsible tourism.

Additionally, candidates will need to know and understand about the ways in which the values and attitudes of stakeholders affect tourism development.

5.2 Impacts of tourism

Candidates will need to know and understand about environmental impacts:

- The positive and negative impacts of tourism on the environment
- How a sustainable approach to tourism development can be used to manage and conserve the environment

Candidates will need to know and understand about economic impacts:

- The positive and negative economic impacts of tourism on destinations
- The impacts resulting from changing patterns of tourism generating and receiving areas

Candidates will need to know and understand about socio-cultural impacts:

- The impacts of tourism on societies and cultures
- The historical, cultural and religious factors which may cause conflict between tourists and the host community
- The use of sustainable tourism strategies to conserve traditional lifestyles

Candidates will be required to study a range of appropriate case studies from the Less Economically Developed World (LEDW) and the More Economically Developed World (MEDW).

5.3 Tourism Development

Agents of Tourism Development

Candidates need to learn and understand about the following types of organisations which are involved in the process of tourism development and their motives.

- Private sector organisations: hotel developers, landowners, development companies and similar enterprises.
- Public sector organisations: local authorities, national and local governments and agencies, national and regional tourist boards.
- Voluntary organisations: conservation and heritage organisations, pressure groups, and community groups.

Objectives of Tourism Development

Candidates need to learn and understand that the objectives of tourism development are wide-ranging. Most tourism development projects have a number of objectives which may be:

- Economic: employment creation, increased foreign earnings, contributing to the multiplier effect and regeneration of infrastructure to benefit local communities.
- Environmental: preservation of wildlife and fauna, conservation of natural and built environment, environmental education and stimulating environmental improvements.
- Socio-cultural: promoting understanding between tourists and the cultures of local people, improving the quality of life for host communities, revival of traditional activities, festivals and ceremonies.
- Political: enhancing the image of an area or creating a regional or national identity to encourage tourism.

Impacts of Tourism Development

Candidates need to learn and understand that tourism has impacts on the communities and the environment.

Economic impacts

- Positive: increased income and employment, improved infrastructure and resulting multiplier effect.
- Negative: decline in traditional employment, seasonal and often low-paid employment, leakages, increased cost of living and taxation.

Environmental

- Positive: improved landscape, conservation and regeneration.
- Negative: traffic congestion, air, noise and water pollution, destruction of natural wildlife systems and breeding patterns.

Socio-cultural

- Positive: preservation of customs and crafts and understanding of local culture of the host community.
- Negative: conflicts between tourists and the host community, social problems and loss of cultural identity.

T&T6 - TRENDS AND ISSUES IN TRAVEL AND TOURISM

6.1 Introduction

Candidates will learn about the issues which affect the travel and tourism industry over which the industry itself has no control. These issues may be as a result of socio-economic, political, environmental or technological factors. Candidates must understand that these changes may affect the industry as a whole, organisations within the industry, or they may affect particular destinations. Candidates should also be aware of the values and attitudes of stakeholders involved.

After studying a range of current issues in the travel and tourism industry, the candidate must select one current issue and carry out an in-depth investigation. In undertaking the investigation, candidates will need to be able to undertake extensive research and be able to analyse tourism data.

6.2 Socio-economic issues

Candidates will need to learn about:

- changing customer needs and expectations
- changing demographic structures leading to new markets such as single travellers, the youth market and holidays for older people
- changing economic circumstances.

6.3 Political issues

Candidates will need to learn about:

- changes in political power affect the popularity of a destination
- the increased threat of terrorism as a factor in making travel choices
- the policies of governments in relation to environmental issues
- the use of taxation on travel and other tourist activities.

6.4 Environmental issues

Candidates will need to learn about:

- the growth of a demand for eco-tourism and responsible tourism
- the growing awareness of the environmental impact of air travel
- the growing awareness of the potential impacts of global warming on destinations and patterns of travel.

6.5 Technological issues

Candidates will need to learn about:

- the increased use of ICT in the travel and tourism industry
- the changes to the ways in which travel and tourism products are purchased as a result of the increased availability of ICT
- the development of new transport systems.

6.6 Stakeholders

Candidates will need to learn and understand how the values and attitudes of stakeholders will have a bearing on the issues facing the travel and tourism industry. Stakeholder groups consist of:

- travel and tourism organisations
- tourists
- governments
- organisations not directly related to travel and tourism
- other individuals

6.7 Trends in Travel and Tourism

Candidates must be able to undertake research into trends in travel and tourism and be able to interpret statistical information.

T&T7 - MANAGING TRAVEL AND TOURISM ORGANISATIONS

7.1 Introduction

For this unit the candidate will learn about the management of travel and tourism organisations.

Organisations need to manage the customer service they provide which will include the monitoring and evaluation of their customer service procedures and practices.

Travel and tourism organisations also have a responsibility to ensure the health, safety and security of their customers and employees. In doing this, they need to comply with a variety of laws and regulations.

The organisational structure and the roles and responsibilities of managers are integral to the success of travel and tourism organisations.

Travel and tourism organisations operate under external influences and have to respond to situations over which they have no control.

7.2 Managing Customer Service

Travel and tourism managers need to manage the people who work for them to optimise the quality of customer service provided within their organisation. Successful travel and tourism organisation managers motivate their customer service staff, set quality standards to make sure that the level of service delivered is meeting the needs of its customers and prepare appropriate procedures to handle complaints and other serious situations. The candidates will need to know a range of approaches and techniques used by the industry, including:

Staff motivation techniques and approaches

- management styles
- clear organisational objectives
- good communication channels
- target setting
- flexible hours of work
- team working
- financial and other incentives
- pleasant working environment
- empowerment.

Customer service standards

- benchmarking
- technical data
- feedback - formal and informal
- suggestion boxes
- focus groups
- mystery shoppers
- observation.

Handling complaints and serious situations

- procedures for handling complaints – internal and external
- procedures for handling problems caused by delays, weather, technical failures or other situations
- emergency plans
- the compensation culture
- flexibility within procedures.

7.3 Health, safety and security

There are many laws governing what travel and tourism organisations must do to ensure the health and safety of their staff and customers. Candidates need to be aware of the main intentions and requirements of the laws and regulations affecting operational practices in travel and tourism organisations. These include:

- The Health and Safety at Work Act 1974.
- The Reporting of Injuries, Diseases and Danger Occurrences Regulations (RIDDOR) 1955.
- Consumer Protection Act 1987.
- Data Protection Act 1998.
- Licensing laws.
- Sex Discrimination Act 1975.
- Disability Discrimination Act 1995 and 2005.
- European Union directives on equipment safety, personal protective equipment, work place conditions and working hours.

Security management is concerned with affording protection to property and people. Candidates need to understand the main security hazards and any measures travel and tourism organisations take to identify and minimise them. The main security hazards include:

- violence to staff and customers
- fraud
- accidental damage to property
- terrorism and sabotage
- theft of property and information
- security of electronic information

T&T8 - EVENT MANAGEMENT IN TRAVEL AND TOURISM

8.1 About this unit

In this unit candidates will work as part of a team to plan and carry out a real travel and tourism project. The project involves organising either a travel excursion or a tourism event. Teachers may give advice and ideas to candidates.

Customers for the project must be real (not simulated), but may be from within the school or college. The project requires candidates to use what they have learnt in many of the other units and allows candidates to develop and use the essential skills which are an integral part of the travel and tourism industry.

Candidates will learn about:

- business planning
- teamwork
- carrying out the project
- evaluating the project.

8.2 Business planning

The feasibility of the chosen project can be investigated and presented in the form of a business plan. Candidates need to explain the following elements:

The aims and objectives of the project.

The customers identify

- internal and external customers groups for the project
- how the needs of internal and external customers are met.

Marketing

- identify target market segments specific to the project
- appropriate marketing techniques, such as, advertising and publicity, direct mail, public relations, press releases, the Internet. Candidates need to justify their selection
- examples of materials produced for the project with an explanation of their intended purpose and aims.

Physical resources

- equipment, including ICT equipment
- venue/premises
- materials.

Finance

- budget for the event
- start-up costs
- other expenditure
- income
- handling payments.

Candidates need to identify suitable methods for recording income and expenditure and they need to present financial information by using appropriate documents:

- Cash-flow
- Budget
- Final balance sheet
- Profit and loss account
- Documents used to record payments, e.g. receipts, invoices.

Staffing

- Roles of team members
- Additional staffing requirements.

Administration systems

- Paper based and electronic methods
- Bookings
- Record keeping.

Legal Aspects

- Health and safety
- Security
- Insurance.

Candidates also need to consider the relevant legal implications for their project, such as:

- Providing catering services
- Maintaining confidentiality of customers' information
- Capacity of venues
- Use of equipment.

Timescales

- Setting targets
- Meeting deadlines
- Time management.

Contingency plans and problem solving

- Anticipation of potential problems
- Problem solving.

8.3 Teamwork

This project will rely on effective teamwork and the development of this skill is an important part of this unit. Candidates need to consider a number of aspects about teamwork, including:

- The purpose of the team
- Team structure (formal, informal, ad hoc, sub-committees)
- Roles and responsibilities of team members
- Team building and interaction
- Factors which influenced the selection of roles to specific members of the team
- Factors that influence how well the team works (communication, leadership, personality clashes, access to resources, the working environment).

Candidates need to understand how the success of the project will be closely linked to the ability to work effectively as a team.

8.4 Carrying out the project

Candidates need to understand the skills required to carry out their project. The knowledge gained in Unit 4: *Working with customers in Travel and Tourism*, will be useful to the candidates.

Having investigated the feasibility of the chosen event, candidates will need to carry it out to the agreed plan and working as a member of the team. Candidates will be expected to take on their agreed roles and:

- Complete the tasks they have been allocated
- Support other team members
- Deal effectively with customers
- React quickly and confidently to any problems
- Keep to agreed deadlines
- Know when to get help and advice from others.

8.5 Evaluating the project

Once the project is completed, candidates will be required to evaluate what happened and decide if their objectives were met. Candidates need to consider a range of evaluation techniques.

Candidates need to consider suitable methods of obtaining information for reviewing the event and decide on the format in which this information will be gathered.

Candidates need to design suitable evaluation forms before carrying out the project. Candidates should gather feedback on their performance throughout the project in order to produce an effective and individual evaluation.

5 SCHEME OF ASSESSMENT

AS and A level qualifications are available to candidates following this specification. Details of the assessment arrangements for each unit are given in the Content section. The assessment structure for each qualification available through this specification can be summarised as follows:

AS

The AS is the first half of an A level course. It will contribute 50% of the total A level marks. Candidates must complete **two units** in order to gain a single AS qualification and **four units** to gain a double AS qualification.

Candidates seeking a single AS award must complete Unit 1 and either Unit 2 or Unit 4. Candidates seeking a double AS qualification must complete all four AS units.

		Weighting Within Single AS	Weighting Within Single A Level	Weighting Within Double AS	Weighting Within Double A Level
T&T 1	Introducing Travel and Tourism	40%	20%	20%	10%
T&T 2	Investigating Tourism destinations	60%	30%	30%	15%
T&T 3	Marketing in Travel and Tourism			20%	10%
T&T 4	Working with customers in Travel and Tourism	60%	30%	30%	15%

T&T1: - Written Paper (1 ½ hours)

Papers will consist of short answers testing specification knowledge and understanding as well as extended answers incorporating stimulus material testing application and analysis.

T&T2: - Portfolio

Portfolio based on **two** tourist destinations, one in the UK (preferably Wales for Welsh centres) and one in Europe.

T&T3: - Written paper (1 ½ hours)

Papers will consist of short answers testing specification knowledge and understanding as well as extended answers incorporating stimulus material testing application and analysis.

T&T4: - Portfolio

Portfolio based on customer service provision in two organisations working within the Travel and Tourism industry and providing service to customers.

A Level

The A level specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an A level qualification, or alternatively, both the AS and A2 may be taken at the same sitting. The A2 units will contribute 50% of the total A level marks.

Candidates must complete the AS units outlined above plus a further **two** units to complete a **single** A level in Travel and Tourism. Candidates must complete **four** A2 units to complete a **double** A level in Travel & Tourism.

		Weighting Within Single A2	Weighting Within Single A Level	Weighting Within Double A level
T&T5*	Tourism impacts and tourism development	40%	20%	10%
T&T6*	Trends and issues in Travel and Tourism	60%	30%	15%
T&T7*	Managing Travel and Tourism organisations			10%
T&T8*	Event Management in Travel and Tourism	60%	30%	15%

*Includes synoptic assessment

T&T5: - Written Paper (2 hours)

Extended answers with stimulus material.

T&T6: - Portfolio

Portfolio based on an in-depth study of one issue facing the Travel and Tourism industry.

T&T7: - Written Paper (2 hours)

Extended answers using case studies of Travel and Tourism organisations.

T&T8: - Portfolio

Portfolio based on the management of a Travel and Tourism project.

Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A level specifications. The criteria for assessment in units 5, 6, 7 and 8 require candidates to draw on their knowledge and understanding of the interrelationships between different aspects of travel and tourism which they studied as part of the AS single and double award specification.

Quality of Written Communication

Candidates will be required to demonstrate their competence in written communication in all assessment units where they are required to produce extended written material. In the case of this specification all units demand some extended writing. Mark schemes for these units include the following specific criteria for the assessment of written communication:

- legibility of text, accuracy of spelling, punctuation and grammar, clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently, use of specialist vocabulary where appropriate.

All assessment objectives assume the use of written communication. The use of appropriate language, punctuation and grammar is expected as the means by which ideas can be expressed and logical arguments shown in answers to questions. Mark schemes, therefore, will where appropriate, be constructed to allow for the presentation of coherent accounts, cogent argument, appropriate format and use of subject terminology.

The performance descriptions offer guidance to the expected quality of written communication required at A/B boundary compared to the E/U boundary. In addition, the assessment grids for internally assessed units indicate the quality of written work that is required within a particular band.

Awarding, Reporting and Re-sitting

The AS Single Award qualification will be graded on a five-grade scale: A, B, C, D and E.

The A level Single Award qualification will be graded on a six-grade scale: A*, A, B, C, D, E

The AS Double Award qualification will be graded on a nine-grade scale: AA, AB, BB, BC, CC, CD, DD, DE, EE

The A level Double Award qualification will be graded on an eleven-grade scale: A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE, EE

Candidates who fail to reach the minimum standard for a grade in the qualification will be recorded as U (Unclassified) and will not receive a qualification certificate.

Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. The grade equivalence for units will be reported as a lower case letter ((a) – (e)), but not on certificates.

	Max UMS	A	B	C	D	E
Units 1, 3, 5, 7	80	64	56	48	40	32
Units 2, 4, 6, 8	120	96	84	72	60	48
AS Single Award	200	160	140	120	100	80
AS Double Award	400	320	280	240	200	160
A Single Award	400	320	280	240	200	160
A Double Award	800	640	560	480	400	320

At A Level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A Level qualification and who have also achieved a minimum UMS score (to be specified) in A2 units

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

6

KEY SKILLS

Key Skills are integral to the study of AS/A level Travel and Tourism and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

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

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for [Travel and Tourism]', available on the WJEC website.

7 PERFORMANCE DESCRIPTIONS

The performance descriptions for AS travel and tourism indicate the level of attainment characteristic of the A/B and E/U boundary candidates. They should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. They give a general indication of the learning outcomes and levels of attainment likely to be shown by a representative candidate performing at each boundary. In practice, most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weakness or omissions elsewhere.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through all four assessment objectives.

AS	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4	Quality of written communication
Assessment objective	Candidates demonstrate knowledge and understanding of the specified content, and related skills, in vocationally related contexts.	Candidates apply knowledge and understanding of the specified content and of related skills in vocationally related contexts.	Candidates use appropriate research techniques to obtain information to analyse vocationally related issues and problems.	Candidates evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.	
A/B boundary performance description	Candidates demonstrate, with few omissions, sound knowledge and understanding of: (a) the specified content across a variety of vocationally related contexts (b) the vocationally related skills required in a variety of situations.	Candidates apply effectively: (a) knowledge and understanding of the specified content to familiar and some unfamiliar vocationally related situations (b) the relevant skills in familiar and some unfamiliar vocationally related situations.	Candidates use: (a) a range of research techniques effectively to obtain relevant information from a range of sources (b) this information to analyse a range of vocationally related issues and problems	Candidates: (a) evaluate the appropriateness of the information obtained through research (b) use the evidence to draw valid conclusions about vocationally related issues and problems (c) make reasoned judgements and recommendations about vocationally related issues and problems.	Candidates: (a) use written expression which: • conveys appropriate meaning • uses appropriate specialist vocabulary.
E/U boundary performance description	Candidates demonstrate a basic knowledge and understanding of: (a) the specified content in given vocationally related contexts; there may be significant omissions (b) the vocationally related skills required in given situations; there may be significant omissions.	Candidates apply: (a) some knowledge and understanding of the specified content to familiar vocationally related situations (b) some relevant skills to familiar vocationally related situations, with guidance.	Candidates: (a) use research techniques, with guidance, to obtain information (b) carry out some basic analysis of vocationally related issues and problems.	Candidates: (a) present information and draw basic conclusions about vocationally related issues and problems.	Candidates: (a) use written communication which: • is adequate to convey meaning • may be expressed in a non-specialist way.

The performance descriptions for A2 travel and tourism indicate the level of attainment characteristic of the A/B and E/U boundary candidates. They should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. They give a general indication of the learning outcomes and levels of attainment likely to be shown by a representative candidate performing at each boundary. In practice, most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weakness or omissions elsewhere.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through all four assessment objectives.

A2	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4	Quality of written communication
Assessment objective	Candidates demonstrate knowledge and understanding of the specified content, and related skills, in vocationally related contexts.	Candidates apply knowledge and understanding of the specified content and of related skills in vocationally related contexts.	Candidates use appropriate research techniques to obtain information to analyse vocationally related issues and problems.	Candidates evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.	
A/B boundary performance description	<p>candidates demonstrate in-depth knowledge and a thorough understanding of:</p> <p>(a) the specified content across a range of vocationally related contexts</p> <p>(b) the vocationally related skills required in a range of situations.</p>	<p>Candidates:</p> <p>(a) apply relevant knowledge and critical understanding of the specified content to familiar and unfamiliar vocationally related situations</p> <p>(b) effectively apply, with few exceptions, the relevant skills in familiar and unfamiliar vocationally related situations</p> <p>(c) demonstrate a good command of technical language; they select, organise and present relevant information in a clear, logical and appropriate form.</p>	<p>Candidates:</p> <p>(a) select and use a range of appropriate research techniques effectively to obtain relevant information from a range of sources</p> <p>(b) use this information to make a critical analysis of complex vocationally related issues and problems.</p>	<p>Candidates:</p> <p>(a) critically evaluate the appropriateness of the information obtained through research</p> <p>(b) use the evidence to draw valid and substantiated conclusions about vocationally related issues and problems</p> <p>(c) make well-reasoned judgements and recommendations about vocationally related issues and problems.</p>	<p>Candidates:</p> <p>(a) use written expression which:</p> <ul style="list-style-type: none"> • conveys appropriate meaning • uses appropriate specialist vocabulary.
E/U boundary performance description	<p>Candidates demonstrate some knowledge and understanding of:</p> <p>(a) the specified content in given vocationally related contexts; there may be significant omissions</p> <p>(b) the vocationally related skills required in given vocationally related situations; there may be significant omissions.</p>	<p>Candidates apply:</p> <p>(a) some knowledge and understanding of the specified content to some familiar and some unfamiliar vocationally related situations</p> <p>(b) relevant skills in some familiar and some unfamiliar vocationally related situations.</p>	<p>Candidates:</p> <p>(a) use research techniques with guidance to obtain relevant information from limited sources</p> <p>(b) make use of this information to carry out straightforward analysis of vocationally related issues and problems.</p>	<p>Candidates:</p> <p>(a) evaluate the appropriateness of some information obtained through research</p> <p>(b) use evidence to draw conclusions</p> <p>(c) make judgements about vocationally related issues and problems.</p>	<p>Candidates:</p> <p>(a) use written expression which:</p> <ul style="list-style-type: none"> • is adequate to convey meaning • which may be expressed in a non specialist way.

8

INTERNAL ASSESSMENT GUIDELINES

The schemes of internal assessment are designed to encourage candidates to develop a wide range of research methods and present in a variety of ways. They should be engaged in activities across all aspects of the specification, which lend themselves to this in a school/college or work based situation. Secondary sources, such as simulations and published data should also be used to give candidates experience of research that they could not obtain for themselves. The aim of internally assessed units is to assess whether candidates understand the mechanics of the Travel and Tourism industry.

8.2 Assessment of group work

- Candidates may need to work in groups to collect data in areas where safety considerations may preclude individual work. In such situations, it is important that the candidate produces a uniquely identifiable piece of work.
- It is recognised that there are instances where candidates are required to carry out tasks as part of a group and the group work skills are an integral part of the assessment requirements. In this case general guidance on group work is superseded by the specific requirements and instructions in the individual unit.

8.3 Supervision/Authentication

- Candidates' work for assessment must be undertaken under conditions that allow the teacher to supervise the work and enable it to be authenticated. Work may take place out of the centre, however sufficient work must be completed under supervision to allow for authentication of candidate's whole work to be completed with confidence.
- The teacher responsible for the supervision of the candidate's work will be required to certify, by completing the coversheet that the marks submitted were awarded in accordance with the specification and Instructions and Guidance for Teachers and that the work submitted is that of the candidate concerned. The type and degree of assistance given, should be noted in the comment column.
- Any material provided by the teacher, or researched from other sources, e.g. the internet, must be acknowledged in the candidates' submission. It is accepted that certain parts of a candidate's coursework may be taken from other sources where these are relevant and appropriate. This is perfectly acceptable as long as all such cases are clearly identified in the text and fully acknowledged.

8.4 Confidentiality

In completing work for units candidates may raise issues of confidentiality. The following advice and guidance is offered to candidates and teachers.

- Candidates must always seek the permission of individuals, preferably in writing, before interviewing them.
- Candidates must always make clear to individuals that the information they give may be read by others, e.g. teachers and moderators.
- Candidates must not pass on the information obtained to anyone else other than to those for whom it is intended.
- Candidates must preserve the anonymity of the individuals by using fictitious names both for the individuals themselves and for other individuals referred to, and, where appropriate by changing place names or any other names and facts which might help to identify the individuals.
- Candidates must not record information about individuals which might have legal implications.

8.5 Internal Standardisation

Where more than one teacher is involved in teaching and assessing work, centres are required to ensure that internal standardisation has taken place. This may take a number of forms: marking of common folders using exemplar material provided by WJEC or the centre's own archive material; cross-marking tasks or sections as they are produced; re-assessment of a sample of folders from each group at the end of the course.

While on-going discussion of task-setting and assessment criteria is important to establish a consistent approach within the centre, it is recommended that one teacher takes responsibility for checking the reliability of the centre's rank order. The moderator will welcome evidence of internal standardisation. The finally agreed mark(s) must be clearly indicated.

The centre is required to send the assessment sample sheet confirming that the marking of the work has been standardised. If only one teacher has undertaken the marking, this person must sign the form.

If a candidate suffers from a disability that may have affected his/her work or has been absent due to illness for a prolonged period a request for special consideration should be submitted to the Board at the appropriate time together with medical evidence

8.6 External Moderation

In view of the weighting of internally assessed units and each being individually certificated, consultative moderators will be available to advise and support new centres in preparing and marking assessments. Centres wishing to do this are advised to contact WJEC by 30 October in the year preceding submission. This is **not** a requirement but contact with the moderator will be encouraged to ensure that the standardising process proceeds smoothly.

Dates will be published for the submission of unit marks to WJEC and samples of work to the moderator. Internal deadlines will need to allow for the completion of any internal standardisation. The sample required for moderation should be chosen by the centre using the formula found in the WJEC Internal Assessment Manual. This is:

Total number of candidates	Work to be submitted (Numbers relate to rank order)
1 – 10	All
11 – 19	1 st and every second (1, 3, 5, 7 etc)
20 – 29	1 st and every third (1, 4, 7, 10 etc)
30 – 59	1 st and every fourth (1, 5, 9, 13 etc)

WJEC reserves the right to ask for further samples or for the work of the centre's whole entry. The moderation procedure may lead to some adjustment of the internally assessed marks for each candidate though not normally a change in rank order. The moderator will return the work directly to the centre as soon as possible after completing the moderation.

Each centre will be informed of the moderated marks awarded and receive a report from the moderator on each unit that covers the appropriateness of the tasks set, the application of criteria and marking standards and administration.

The candidates' work is returned to the centre after the examination, however centres are asked to keep the work under locked conditions until the time for any appeal has elapsed.

The WJEC provides teachers with the opportunity to have dialogue with the Principal Examiners and Moderators at INSET provision.

Unit 2 – Tourism destinations

The candidate must produce a portfolio of travel information for different types of customers travelling to **two** contrasting destinations: **one** in the UK (Wales for Welsh centres) and **one** in Europe.

The portfolio must include:

- AO1: Information about the range of tourist destinations, and the location of each type of destination in the UK and Europe.
- AO2: Fact files for each of the **two chosen** destinations, linking the climate, landscape features, tourist facilities and major attractions of the destination to different customer types.
- AO3: Research into, and analysis of the choice of methods of transport to each destination and transport option while at the destinations.
- AO4: An analysis of the recent trends in the changing popularity of your chosen destinations, and an evaluation of the factors affecting their future popularity.

	Mark Band 1	Mark Band 2	Mark Band 3
AO1	<p>A basic overview of some or all of the tourism destination types. Descriptions of locations will lack detail and any supporting maps will have little detail. Limited exemplification is present.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>A detailed overview of each type of tourism destination type. Descriptions of locations will be clear and supporting maps are produced, with some detail. Some exemplification is present.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>A developed, well structured overview of each destination type. Descriptions of locations are detailed; supporting maps are accurate and sufficient exemplification is present.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
14	1 - 5	6 - 10	11 - 14
AO2	<p>A basic fact file with limited knowledge and understanding of the chosen destination's factors which appeal to tourists.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>A detailed fact file showing clear knowledge and understanding of the chosen destination's factors which appeal to a range of tourist types.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>A developed, well structured fact file showing thorough knowledge and understanding of each of the chosen destination's factors which appeal to a wide range of tourist types.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
16	1 - 6	7 - 11	12 - 16

AO3	Limited research and analysis of types of transport to the destinations and within the destinations. Little or no consideration of the factors which affect tourists' choice of transport. Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.	A range of research techniques are used to produce a detailed analysis of the factors which affect a tourist's choice of transport to the destinations and within the destinations. Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.	A wide range of research techniques are used to produce a developed analysis of the factors which affect a tourist's choice of transport to the destinations and within the destinations. Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.
16	1 - 6	7 - 11	12 - 16
AO4	A basic analysis of the recent trends in the changing popularity of the chosen destinations. Little or no evaluation of the factors which will affect the destinations future popularity. Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.	A detailed analysis of the recent trends in the changing popularity of the chosen destinations. A detailed evaluation of the factors which will affect the destinations future popularity. Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.	A developed, well argued analysis of the recent trends in the changing popularity of the chosen destinations. An insightful evaluation of the factors which will affect the destinations future popularity. Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.
14	1 - 5	6 - 10	11 - 14
Total marks - 60			

T&T4 – working with Customers in Travel and Tourism			
Candidates must produce a portfolio based on a study of the customer service provision in Travel and Tourism organisations. Candidates must also provide evidence of providing real or simulated customer service to a range of customers in a variety of situations.			
The candidate will include evidence of the following:			
<ul style="list-style-type: none"> • AO1 An investigation into the induction and training procedures used by a selected travel and tourism organisation and the impact these procedures have on the level of customer service provided. • AO2 Demonstration of customer service skills in role-play situations, including handling complex problems and complaints. • AO3 Research into the ways in which a selected travel and tourism organisation meets the needs and expectations of different groups of internal and external customers. • AO4 An evaluation of the customer service provision by selected travel and tourism organisation. 			
	Mark Band 1	Mark Band 2	Mark Band 3
AO1	<p>Candidates will produce a simple investigation into the induction and training procedures provided by one travel and tourism organisation with limited detail. Candidates demonstrate no or limited knowledge of the impact these procedures have on the level of customer service provided.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates will describe in some detail the induction and training procedures provided. Candidates will demonstrate understanding of how these procedures have an impact on the level of customer service provided.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates will give a thorough and detailed account of the induction and training procedures provided. Candidates will demonstrate detailed knowledge and understanding of how these procedures impact on the level of customer service provided and how the organisation benefits as a result.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
14	1 - 5	6 - 10	11 - 14
AO2	<p>Candidates carry out simple customer service scenarios demonstrating basic customer service skills. Understanding of and responding to customer needs will be limited. Oral communications skills are basic.</p>	<p>Candidates are able to carry out a variety of customer service scenarios, including the handling of a complaint. The candidate demonstrates customer service skills in a variety of situations. The candidate responds clearly and appropriately. Responses to customer needs are generally clear and appropriate. Appropriate oral communication skills are demonstrated.</p>	<p>Candidates demonstrate the ability to deal with at least 4 real or simulated customer service situations relating to the travel and tourism industry including the handling of a serious complaint. The situations dealt with are complex. A range of customers are dealt with effectively and candidates confidently meet all of the different types of customers' needs. Oral communication skills are of a high standard.</p>
16	1 - 6	7 - 11	12 - 16

AO3	<p>Candidates produce basic research into the customer service needs of internal and external customers. Candidates demonstrate limited understanding of the different needs of internal and external customers. Candidates will use a limited range of research methods.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates produce detailed research into the different needs of internal and external groups of customers. Candidates draw valid conclusions relating to how the needs of internal and external customer needs are met using a range of research methods.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce thorough research into how the selected travel & tourism organisation meets the needs and expectations of different groups of internal and external customers. Reasoned conclusions are evident. Candidates will use a wide range of research methods.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
16	1 - 6	7 - 11	12 - 16
AO4	<p>The candidate produces a simple evaluation of the customer service provision in a travel & tourism organisation. Conclusions made are simple and straightforward.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>The candidate produces a detailed evaluation of customer service provision of the selected travel and tourism organisation. Some reasoned judgements are evident with some being substantiated. An attempt is made to justify conclusions.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a thorough and comprehensive evaluation of customer service provision by the travel and tourism organisation. Reasoned judgements and valid conclusions are clear throughout.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
14	1 - 5	6 - 10	11 - 14
Total marks - 60			

T&T6 – Trends and Issues in Travel and Tourism			
Candidates must produce a research project into one major current issue in travel and tourism. The completed project must include:			
<ul style="list-style-type: none"> • AO1: A research proposal which includes a description of the chosen issue, the methodology to be used and potential reference sources. • AO2: An account of the values and attitudes of stakeholders involved and an explanation of their actions. • AO3: An analysis of statistical data relating to the chosen issue and related trends in travel and tourism. • AO4: An evaluation of the current and likely future impacts of the issue, including the likely responses of stakeholders. 			
	Mark Band 1	Mark Band 2	Mark Band 3
A01	<p>Candidates will produce a research proposal which identifies a relevant issue but lacks detail and focus. The proposal will lack clarity and the aims will be unclear. Some appropriate research methodology will be included. Some appropriate reference sources will be identified.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a research proposal which has clear aims and describes in some detail the focus of the project and the research methodology to be used. A range of potential reference sources will be included.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a comprehensive research proposal which clearly identifies the scope and range of the issue in some detail. The aims of the project, as well as the research methodology to be used are clear, detailed and appropriate. A range of potential reference sources, with justification, is included with the proposal.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
12	1 – 4	5 - 8	9 - 12
A02	<p>Candidates identify some of the key stakeholders in the issue although detail may be lacking. Some values and attitudes of the stakeholder groups are identified although there will be limited or no analysis of the views.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates identify most of the key stakeholders in the issue in some detail and their values and attitudes are explained. The actions and responses of the stakeholders in the issue are discussed and explained.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates identify a comprehensive range of stakeholders in the issue and the values and attitudes of each stakeholder group are fully explained. There are well developed explanations and analysis of the likely actions of key stakeholders.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
12	1-4	5-8	9-12

A03	<p>Candidates produce simplistic data showing limited research with sources not being referenced. The data may only partially relate to the issue being investigated and trends in travel and tourism will be unclear. Analysis of the data will be simplistic with only basic conclusions being reached.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a range of relevant data from a number of sources which are referenced. The data will relate to the issue being investigated and trends in travel and tourism will be clearly presented. Analysis of the data will be present with some valid conclusions being developed.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a wide range of data which is well presented from a number of relevant sources, all of which are referenced. Trends in travel and tourism, relevant to the issue being discussed are clearly evident. A comprehensive analysis of the data and substantiated conclusions are present.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
18	1 - 6	7 - 12	13 - 18
A04	<p>Candidates produce a basic and simplistic evaluation of the current and likely future impacts of the issue. The evaluation may not be balanced. Some references to the likely responses of stakeholders will be present.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a clear and realistic evaluation of the current and likely future impacts of the issue showing some balance between the likely impacts and the responses of stakeholders. Reference is made to the likely responses of most stakeholder groups.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a comprehensive and detailed critical evaluation of the present and likely future impacts of the issue. A well considered balance between current and future impacts and responses is produced. The likely responses of all key stakeholder groups are considered in detail.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
18	1 - 6	7 - 12	13 - 18
Total marks - 60			

T&T8: Event Management in Travel and Tourism			
Candidates must produce a business plan for a travel and tourism group project and provide evidence of their involvement in carrying out the project. The evidence needs to include:			
<ul style="list-style-type: none"> • AO1: an individual presentation of a business plan of the travel and tourism group project. • AO2: a record of the candidates' involvement in the planning, preparation and running of the project, working as a member of a team. • AO3: an investigation of the feasibility of the project. • AO4: an evaluation of the success of the project, the candidate's and the team's performance, including recommendations for improvement. 			
	Mark Band 1	Mark Band 2	Mark Band 3
A01	<p>An individual presentation of a business plan which is lacking in clarity and depth. Some elements of the plan are not covered in the presentation. There may be evidence of poor preparation and the delivery of the presentation lacks confidence.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>An individual presentation of a business plan which covers all elements of the plan. There is evidence of adequate preparation and the delivery of the presentation shows some confidence.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>An individual presentation of a business plan which covers all elements of the plan in detail. There is evidence of thorough preparation and the delivery of the presentation shows a high level of confidence.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
12	1 - 4	5 - 8	9 - 12
A02	<p>Candidates produce a basic record of their involvement in the project. Participation to the group project is minimal and there is little evidence of teamwork. The work will have some inaccuracies and omissions.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a clear and detailed record of their involvement in the project. The candidate will demonstrate the application of most of the business plan elements and the ability to work as a team member. The work may include some inaccuracies and omissions.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a well developed record and commentary of their involvement in the project. A critical application of the full range of the business plan elements. Candidates will make a full and valuable contribution to the planning, preparation and running of the project. Candidates will deal effectively with complex problems, showing good interpersonal skills.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
12	1 - 4	5 - 8	9 - 12

AO3	<p>Candidates carry out some research from limited sources when assessing the feasibility of the project. The candidate may rely on other group members to obtain the information. The research may be irrelevant, but sufficient to enable the project to take place. Little evidence of contingency plans. An attempt is made to draw some conclusions.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates carry out sufficient research from different sources when assessing the feasibility of the project. The research will be relevant and will contribute to the effective planning and running of the project. The candidate provides some evidence of contingency plans and alternatives in case of problems. Valid conclusions are made.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates carry out thorough research using a broad range of sources when critically assessing the feasibility of the project. The research is relevant and will make a full contribution to the effective planning and running of the project. The candidate provides evidence of contingency plans and alternatives in case of problems. Valid and substantiated conclusions are made.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
18	1 - 6	7 - 12	13 - 18
AO4	<p>Candidates produce a limited evaluation of their performance, and the team's performance. Evidence may include simple facts, comments or statements. Some recommendations for improvement are made, these may be unrealistic. The candidate will show little understanding of the connections with other units. Candidates' written communication will lack detail in accuracy and content.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>	<p>Candidates produce an evaluation of their own performance and the team's performance. An appropriate balance between strengths and weaknesses is shown. Realistic recommendations are made. The work will show good understanding of the connections with other units. Candidates will use suitable terminology and their understanding is conveyed through the use of appropriate language.</p> <p>Information is well organised and ideas are expressed in a logical manner. There is a good use of specialist terms with some errors in spelling, punctuation and grammar.</p>	<p>Candidates produce a comprehensive and critical evaluation of their own performance and the team's performance at all stages of the project. Detailed and realistic recommendations are made. The work shows a full understanding of the connections with other units. Candidates will present work logically, showing use of appropriate terminology and the meaning is clear and accurately conveyed.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with a few, if any, errors in spelling, punctuation and grammar.</p>
18	1 - 6	7 - 12	13 - 18
Total marks - 60			