

Contents

WJEC GCSE in Leisure and Tourism (SINGLE AND DOUBLE AWARD)

For Teaching from 2012 For Award from 2014



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This is a linear specification: all assessments must be taken at the end of the course.

LEISURE AND TOURISM

SUMMARY OF ASSESSMENT

CONTENT	ASSESSMENT INSTRUMENT	Weighting S Award (D Award)
UNIT 1 Leisure and Tourism Provision in a chosen area	Controlled Assessment A choice of board prescribed tasks which should be completed in 8-10 supervised hours Internally assessed and externally moderated. 60 marks (120 UMS)	60% (30%)
UNIT 2 Leisure and Tourism Destinations	Written Paper (1 hour 30 minutes) Section A: A series of compulsory short answer questions. Section B: A series of compulsory short answer and extended writing questions based on case studies. (90 marks (80 UMS))	40% (20%)
UNIT 3 Leisure and Tourism Organisations	Controlled Assessment A choice of board prescribed tasks which should be completed in 8-10 supervised hours. Internally assessed and externally moderated. 60 marks (120 UMS)	(30%)
UNIT 4 Choice and Change in Leisure and Tourism	Written Paper (1 hour 30 minutes) Section A: A series of compulsory short answer questions. Section B: A series of short answer and extended writing questions based on case studies. 90 marks (80 UMS)	(20%)

To obtain a single award candidates are required to study Unit 1 and Unit 2.

To obtain a double award candidates are required to study all **four** units.

The Double Award GCSE Leisure and Tourism allows candidates to develop further some of the aspects covered in the Single Award and to expand their knowledge and understanding of Leisure and Tourism. The Double Award is the equivalent of two GCSEs.

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2014 and each year thereafter
	Subject	Option*	
Unit 1	4761	01 or W1	✓
Unit 2	4762	01 or W1	✓
Unit 3	4763	01 or W1	✓
Unit 4	4764	01 or W1	✓
Single Award	4760	LA or UL	✓
Double Award	4768	LD or DL	✓

* Option Codes

English Medium 01, Welsh Medium W1 - for units
English Medium LA, Welsh Medium UL - for single award
English Medium LD, Welsh Medium DL - for double award

N.B. First certification of both Single and Double Award is Summer 2011.

Qualification Accreditation Number: 500/5086/2 (Single); 500/4636/6 (Double)

This is a linear specification: all assessments must be taken at the end of the course.

LEISURE AND TOURISM

1 INTRODUCTION

1.1 Rationale

Leisure and tourism activities are firmly based within the locality, region and country. This will encourage a student-centred approach to learning together with the opportunity to apply knowledge of leisure and tourism industries in a vocationally relevant way. The approach to learning followed in this programme will allow the candidate to contextualise the learning process in a meaningful way. This approach will provide centres with opportunities to forge links with leisure and tourism businesses, especially in the local area and region. As a result, centres will be able to develop cross-sector themes and approaches so that candidates can gain an insight into related sectors, such as business, marketing, customer service, retail and hospitality and catering.

The specification encourages an appreciation of how the knowledge, understanding and skills developed in one unit impact upon and are used in another, and awareness that these inter-relationships are what happens in the 'real' world.

The end result will be that students will develop their opportunities for progression into employment in the leisure and tourism industries or higher level qualifications in these or related sectors.

1.2 Aims and Learning Outcomes

Following a course in GCSE Leisure and Tourism should encourage students to:

- Actively engage in the study of leisure and tourism to develop as effective and independent learners and as critical and reflective 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.
- 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.
- Appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

1.3 Prior Learning and Progression

Students embarking on a GCSE in *Leisure and Tourism* should have achieved a general educational level equivalent to Level 3 of the National Curriculum or Entry Level 3 in the National Qualifications Framework. They would find the following learning, skills and aptitudes helpful:

- * basic proficiency in literacy
- * basic proficiency in numeracy
- * some aptitude for computers
- * some motivation to work independently

This specification may be followed by any candidate irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Equality and Fair Assessment

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

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. 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 groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

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

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

2

CONTENT

Unit 1

Investigating Leisure and Tourism Provision in a Chosen Area

2.1.1 Introduction

In this unit candidates will need to study and investigate the leisure and tourism provision in a chosen area. Candidates will need to investigate the facilities used for leisure purposes by people living within the chosen area as well as the facilities and attractions which appeal to people visiting the area as tourists.

The area chosen must contain a suitable range of leisure and tourism facilities.

2.1.2 The leisure and tourism industry

Candidates will need to know and understand definitions of *leisure* and *tourism* and the range of activities that people undertake in their spare time.

Candidates need to develop an understanding of the leisure and tourism industries which exist to provide facilities and opportunities for leisure and tourism activities.

Candidates will need to know the components of the leisure and tourism industry.

Leisure industry components:

- Sport and physical recreation
- Arts and entertainment
- Countryside recreation
- Home-based leisure
- Children's play activities
- Attractions
- Catering

Tourism industry components:

- Travel agents
- Tour operators
- Tourist information and guiding services
- On-line travel services
- Accommodation and catering
- Attractions
- Transport

Candidates need to know and understand and appreciate the nature of the links and inter-relationships which exist between the different components of the two industries.

Candidates will need to know and understand how the leisure and tourism industry makes use of up-to-date business systems including booking systems, financial systems and use of ICT.

2.1.3 Leisure and tourism facilities

Candidates will need to know and understand about the range of products and services provided by each of the following facilities and organisations.

- Leisure centres and health clubs
- Libraries
- DVD rental shops
- Cinemas and theatres
- Pubs, restaurants /take away restaurants
- Museums and galleries
- Sports venues
- Attractions, natural and purpose built
- National Parks
- Country parks
- Historic buildings
- Travel agencies
- Tour operators
- Tourist guiding services
- Tourist Information Centres
- A range of accommodation and catering providers
- Transport providers including airlines, airports, rail companies, ferry companies, coach operators.
- On-line travel services

Candidates will need to know and understand the difference between commercial and non-commercial leisure and tourism organisations. Candidates will need to know about the range of organisations that are classified as:

- Private sector - different types of ownership - sole trader, partnership, Plc
- Public sector
- Voluntary sector

Candidates will also need to know about Health and Safety provision including risk assessment, evacuation and first aid procedures, maintaining records and complying with key legislation.

Candidates will need to know and understand how private, public and voluntary organisations operate as a business, including their objectives, employment structures and sources of funding.

2.1.4 Meeting people's needs

Candidates will need to know and understand how the range of leisure and tourism provision meets the needs of different people who live locally or may be tourists visiting the chosen area. Candidates should be able to assess whether leisure and tourism provision meets the needs of various customers including:

- Individuals
- Couples
- Families
- Groups
- People of different ages
- People from different cultures
- People with specific needs
- Business people
- Special interest groups
- Sports tourists

An assessment of whether or not customer needs have been met should include, for example, an understanding of:

- what is meant by customer service;
- the importance of customer service to meet the needs of a variety of customers;
- the importance of customer service for the reputation and future success of the business;
- speed and quality of service;
- accessibility for all customers.

2.1.5 The range of employment opportunities within the leisure and tourism industries.

Candidates will need to know and understand the following range of employment opportunities within components of the leisure and tourism industries. Candidates should have an understanding of the main roles, skills and qualities that are required for these jobs.

Leisure industry components:

- Sport and physical recreation: instructors, sports organisers
- Arts and entertainment: performers, managers, box office
- Countryside recreation: outdoor activity instructors, winter sports
- Home-based leisure: employment at facilities providing for home-based leisure
- Children's play activities: entertainers, play-scheme organisers
- Attractions: relevant roles such as ride operators, curators
- Catering: Kitchen staff, service

Tourism industry components:

- Travel agents: travel counsellors, home workers
- Tour operators: resort representatives
- Tourist information and guiding services
- On-line travel services: web site developers and maintenance
- Accommodation and catering reception, housekeeping, conferences, restaurant and bars
- Attractions: relevant roles such as ride operators, curators
- Transport

The skills required for jobs in the leisure and tourism industry might include, for example:

- communication
- IT
- problem-solving
- personal

The qualities required for jobs in the leisure and tourism industry might include, for example:

- being cool under pressure;
- having confidence;
- being warm and friendly;
- having an outgoing personality.

2.1.6 Investigating leisure and tourism provision

Candidates will need to plan and carry out investigations and tasks in which they examine the provision of leisure and tourism within their chosen area. This will include gathering, recording and analysing relevant information and evidence relating to the leisure and tourism industries in their chosen area.

Candidates will be expected to evaluate evidence, make reasoned judgements and present conclusions about issues and problems within the leisure and tourism industries in their chosen area.

Unit 2

Leisure and Tourism Destinations

2.2.1 Introduction

Candidates will need to know and understand about the reasons why people travel to different types of destinations. They will need to know and understand about the different transport options available and the advantages and disadvantages of different methods of transport.

Candidates will need to know and understand about the different types of tourism destinations and the attractions and facilities available at these destinations and how tourism impacts on these destinations.

Candidates need to study appropriate tourism destinations in the UK as well as within Europe and long haul destinations.

2.2.2 Why people travel

Candidates will need to know and understand about the principal motivational factors for travel:

- Leisure travel: holidays, short breaks, city breaks, day visits, special interest holidays
- Business travel: meetings, conferences, conventions and trade fairs
- Visiting friends and relatives
- Other reasons – including health, education and sporting events

Candidates will need to understand the differences between in-bound, out-bound and domestic travel.

Candidates will need to know and understand the differences between the principal motivating factors and should be able to assess how these factors impact on customers travel.

- Length of stay
- Method of travel
- Purpose of visit
- Booking patterns
- Spending patterns: accommodation, visiting attractions, events and entertainment

Candidates will need to know and understand about the different types of leisure travel such as:

- package holidays - definition, description and evaluation of advantages and disadvantages
- self-packaged holidays - how this differs from package holidays
- fly-drive and self-drive - the difference between them
- cruises - their appeal, recent developments
- special interest - clients, appeal and potential problems
- sports tourism - examples and links to disposable income
- winter sports and other adventure holidays - the appeal
- short breaks and city breaks - growth and link to work patterns

Candidates will need to understand that changes in lifestyle such as increased affluence, environmental awareness, changing family structures, as well as changes in technology and transport, will have an influence on people's travel.

Candidates will need to understand that leisure and tourism is a dynamic industry that is consistently changing. Candidates should be aware of up-to-date developments and be able to assess how these changes impact on the customer.

2.2.3 Types of transport

Candidates will need to know and understand about the methods of transport used by people to travel to destinations and how they travel around the area they are visiting.

Candidates will need to know and understand about recent developments and the advantages and disadvantages of the following methods of transport:

- Air – short haul and long haul
- Rail
- Sea
- Road – bus, car, coach and taxi

Candidates will need to know and understand how factors such as cost, convenience, comfort, availability, frequency, accessibility and suitable routes impact on customers' choice of method of travel.

2.2.4 Types of tourism destinations

Candidates will need to know and understand about the range of tourism destinations found within the United Kingdom, short haul destinations in Europe and long haul destinations. These destinations can be grouped as:

- Coastal areas – seaside resorts and undeveloped coasts
- Countryside areas – National Parks, areas of outstanding natural beauty, mountain areas and other countryside areas
- Tourist towns and cities – including heritage and cultural destinations

2.2.5 The appeal of tourism destinations

Candidates will need to undertake detailed case studies to evaluate **one** tourism destination within the United Kingdom, **one** within Europe and **one** long haul destination.

For each destination the case study should include:

- How the destinations uses marketing (including informing, persuading, advertising) to promote the destination
- Location and accessibility – major transport routes, cost and convenience of travel, availability of public transport
- Natural attractions – including sea, lakes, mountains, beaches, forests, rivers
- Built attractions – galleries and museums, theme parks and water parks, shopping areas, historic and cultural sites
- Facilities – accommodation provision, sports facilities, indoor facilities, tourist information

- Climate – tourist season, rainfall and temperature patterns
- Culture and heritage – language, religion, famous people, food and drink
- Events and entertainment – festivals, night life, sporting events
- The impact of tourism on local communities and the environment - both positive and negative. Ecotourism.
- Sustainability - what steps have been taken to ensure there is long term economical, cultural and ecological (if appropriate) sustainability

Candidates should be able to discuss the importance of recognising similarities and differences of attitudes and cultures.

Unit 3

Leisure and Tourism Organisations

2.3.1 Introduction

Candidates will need to learn and understand about how leisure and tourism organisations operate as businesses.

Candidates will need to learn and understand about the products and services, business operations, marketing and customer service provided by a range of leisure and tourism organisations.

2.3.2 How leisure and tourism organisations operate

Leisure and tourism organisations provide products, services and facilities for a wide range of different people.

Candidates will need to know and understand:

- Different types of organisation – public, private and voluntary sectors.
- Size and scale of different leisure and tourism organisations – working at the local, national and international scales.
- Objectives of leisure and tourism organisations .
- Up-to-date business systems within leisure and tourism organisations – booking systems, financial systems, use of ICT.
- Employment structures within leisure and tourism organisations: organisational charts and job roles, managerial, supervisory, operational.
- Skills needed by people to work within leisure and tourism organisations.

2.3.3 What leisure and tourism organisations provide

Candidates will need to know and understand about how leisure and tourism organisations have developed their products and services to meet people's needs.

These include:

- The range of products and services offered by leisure and tourism organisations, for example a leisure centre might provide sports activities, lessons, functions, conferences, food and drink, purchase and hire of equipment.
- The different types of customers identified by: age, gender, social group, lifestyle, business, culture, special needs.
- How these products and services meet the needs of all their customers.
- Changing products and services over time to attract new customers and to meet the changing needs of existing customers.

The focus of this section should be on the development of products and services and how they constantly change and evolve.

2.3.4 Promotion and sales in leisure and tourism organisations

Leisure and tourism organisations need to market their products and services. Candidates will need to know and understand:

- the principles of marketing – informing customers, persuading customers, generating sales, promoting products, meeting customers' needs, product development.
- the marketing process – segmenting the market, researching the market, the marketing mix.
- the '4Ps' of the marketing mix – product, price, place, promotion.

product: product/service features, branding, product life cycle

price: pricing strategies, profitability

place: location, the types of facility

promotion: promotional techniques: advertising, direct marketing, public relations, personal selling, displays, sponsorship, demonstrations, sales promotions

promotional materials: advertisements, brochures and leaflets, DVDs, press releases, websites, merchandising, mailshots

- SWOT analysis: candidates need to be aware of how a SWOT analysis is carried out and used by leisure and tourism organisations.
- selling situations in leisure and tourism: face to face, telephone sales, online sales.

Candidates will need to know and understand that the marketing mix will differ for each leisure and tourism organisation, depending on their type, size and objectives.

Candidates will need to investigate how a variety of leisure and tourism organisations use this process to promote their products and services to increase sales.

2.3.5 Customer service in leisure and tourism organisations

Candidates will need to know and understand about how leisure and tourism organisations depend on customers to buy and use their goods and services. Candidates will need to know and understand:

- Principles of customer service – customer focus, high standards and benefits of good customer service.
- Situations in which customer service is provided – providing information, giving advice, receiving and passing on messages, keeping records, providing assistance, dealing with problems, dealing with dissatisfied customers, offering extra services.

- Needs of different types of customer – individuals, groups, age, culture, special needs and colleagues.
- The needs of internal as opposed to external customers.
- Health and safety provision: risk assessment, evacuation and first aid procedures, maintaining health and safety records, complying with key legislation.

2.3.6 Investigating leisure and tourism organisations

Candidates will need to plan and carry out investigations and tasks in which they examine the business operations of leisure and tourism organisations. This will include gathering, recording and analysing relevant information and evidence relating to leisure and tourism organisations investigated.

Candidates will be expected to evaluate evidence, make reasoned judgements and present conclusions about issues and problems within leisure and tourism organisations investigated.

Unit 4

Choice and Change in Leisure and Tourism

2.4.1 Introduction

Candidates will need to know and understand that the leisure and tourism industries are rapidly changing. In some cases these changes are in response to external factors, such as the changing attitude towards the environment or changes in lifestyle.

Leisure and tourism organisations are continually looking to provide new products and services to customers in order to remain competitive and profitable.

2.4.2 Factors affecting choice in leisure and tourism activities

Candidates will need to know and understand that there are a number of factors affecting a person's choice about the leisure and tourism activities in which they take part.

These factors include:

- Age group
- Culture
- Type of household
- Gender
- Influence of friends and family
- Trends and fashions
- Availability of transport
- The influence of media
- Special needs
- Availability of local facilities

Candidates should be able to assess how these factors might influence a person's choice of leisure and tourism activities. They should also be able to recognise that people need not be stereotyped into particular activities.

2.4.3 Changes in lifestyle

Candidates need to know and understand about the reasons why patterns of leisure and tourism activity are changing.

Reasons include:

- Increased affluence: increasing number of holidays taken, increasing expectations of quality.
- Increased awareness of the need for a healthy lifestyle.
- Changing tastes and fashions: range of cuisine available, fashionable sports.
- Changing family structure.
- Increased environmental awareness and understanding of the need to encourage sustainable development.
- Influence of media and celebrity.
- Increased range and availability of home-based entertainment and new media.
- Ageing population.
- Transport developments allowing greater access to a range of destinations and increased personal mobility.
- changes to holiday patterns: more short breaks rather than traditional two week holidays.

2.4.4 Impacts of technology

Candidates will need to know and understand about the nature of technological changes which have facilitated change in leisure and tourism and be able to evaluate the advantages and disadvantages and impacts of these changes.

These changes include:

- The development of overseas call centres and staff.
- The developments in media technology which have led to greater choice in home entertainment.
- Changes in transport technology which have enabled people to access a greater range of destinations.
- Developments in technology relating to exercise and fitness.
- Technology developments relating to the choice and booking of travel and tourism products as well as computerised records and databases.
- Impacts of technology on working patterns e.g. home working.
- Development of e-tickets/automated check-in.

2.4.5 Impacts of tourism

Candidates will need to know and understand about the positive and negative impacts of leisure and tourism on the communities and landscapes in which they take place.

These impacts may be:

- Economic - e.g. increased employment (positive)
- Social - e.g. loss of culture (negative)
- Environmental - e.g. conservation (positive), loss of habitats (negative)

Candidates will need to know and understand the concepts of ecotourism and the different forms of sustainable tourism including:

- Ecological sustainability - how fragile ecosystems are maintained.
- Economic sustainability - how local communities are able to enjoy financial benefits over a prolonged period.
- Cultural sustainability - how cultural identity is maintained.

Candidates will need to have a detailed knowledge of the positive and negative impacts of leisure and tourism activities on at least **two** destinations, **one** of which should be outside of the United Kingdom.

Candidates will need to have a detailed knowledge of **two** case studies of sustainable tourism projects, **one** taken from the United Kingdom and **one** taken from another destination.

3

ASSESSMENT

Assessment for GCSE Leisure and Tourism is untiered, i.e. all units cater for the full range of ability and allow access to grades A*-G or A*A*-GG for the single and double awards respectively.

3.1 Award Structure

To obtain a single award, candidates are required to study unit 1 **and** unit 2.

To obtain a double award candidates are required to study all **four** units.

3.2 Unit Assessments

The Assessment for each unit will be as follows:

UNIT 1 - Leisure and Tourism Provision in a chosen area:

Controlled Assessment (8-10 hours)

60 marks: 60% of Single Award, 30% of Double Award

UNIT 2 - Leisure and Tourism Destinations:

Written paper (1 hour 30 minutes)

90 marks: 40% of Single Award, 20% of Double Award

Candidates will need to undertake case studies to understand the appeal of one tourist destination within the UK, one within Europe and one long haul destination.

Section A, consisting of a series of compulsory short answer questions.

Section B, consisting of a series of compulsory short answer and extended writing questions based on case studies.

UNIT 3 - Leisure and Tourism Organisations:

Controlled Assessment (8-10 hours)

60 marks: 30% of Double Award

UNIT 4 - Choice and Change in Leisure and Tourism:

Written paper (1 hour 30 minutes)

90 marks: 20% of Double Award

Candidates will need to have a detailed knowledge of a range of case studies of sustainable tourism projects within the UK and other destinations.

Section A, consisting of a series of compulsory short answer questions.

Section B, consisting of a series of compulsory short answer and extended writing questions based on case studies.

3.3 Assessment Objectives

Candidates will be required to demonstrate their ability to:

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

The weighting of assessment objectives across units (Single Award is in brackets) is as follows:

	AO1	AO2	AO3	Total
Leisure and Tourism Provision in a chosen area	5% (10%)	15% (30%)	10% (20%)	30% (60%)
Leisure and tourism Destinations	10% (20%)	5% (10%)	5% (10%)	20% (40%)
Leisure and Tourism Organisations	5% (10%)	15% (30%)	10% (20%)	30% (60%)
Choice and Change in Leisure and tourism	10% (20%)	5% (10%)	5% (10%)	20% (40%)
Total Weighting	30%	40%	30%	100%

3.4 Quality of Written Communication

For units involving extended writing (units 1,2,3 and 4) candidates will be assessed on the quality of their written communication within the overall assessment of that unit.

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.

4 AWARDING, REPORTING AND RE-SITTING

The GCSE qualification in Leisure and Tourism can be gained as a Single or a Double Award.

This is a linear specification in which all assessments must be taken at the end of the course. Where units have already been used to aggregate a GCSE Single Award, those same units may be re-used to aggregate to a GCSE Double Award. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

GCSE Single Award qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. GCSE Double Award qualifications are reported on a fifteen point-grade scale (A*A*, A*A, AA etc – GG) where A*A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
UNIT 1	120	108	96	84	72	60	48	36	24
UNIT 2	80	72	64	56	48	40	32	24	16
UNIT 3	120	108	96	84	72	60	48	36	24
UNIT 4	80	72	64	56	48	40	32	24	16
QUALIFICATION									
SINGLE AWARD	200	180	160	140	120	100	80	60	40

QUALIFICATION – DOUBLE AWARD Maximum Mark 400

A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG
360	340	320	300	280	260	240	220	200	180	160	140	120	100	80

5

ADMINISTRATION OF CONTROLLED ASSESSMENT

The WJEC Leisure and Tourism specification meets all the regulations for controlled assessment as laid down by the regulatory authorities.

The controlled assessment tasks are worth 60% of the total marks.

LEVELS OF CONTROL

The regulation of controlled assessment is specified in three stages:

- Task setting
- Task taking
- Task marking

For each stage the regulatory authorities have indicated a certain level of control to ensure authenticity and reliability.

TASK SETTING

This has a **high** level of control.

Unit 1 – Controlled Assessment (60 marks)

An investigation of leisure and tourism provision in a chosen area.

Section A (15 marks)

Either

Investigate the provision of leisure facilities for children under the age of 11 within your chosen area.

Or

Investigate the provision of leisure facilities for people over 60 within your chosen area.

Section B (15 marks)

Either

Investigate the leisure and tourism facilities provided by private sector organisations within your chosen area. Explain why these facilities are provided.

Or

Investigate the leisure and tourism facilities provided by voluntary sector organisations within your chosen area. Explain why these facilities are provided.

Section C (15 marks)

Either

Plan a three day visit to your chosen area for a family with teenage children.

Or

Plan a three day visit to your chosen area for a group of six young adults.

Section D (15 marks)

Either

Assess the gaps in the provision of leisure and tourism facilities for tourists visiting your chosen area.

Or

Assess the gaps in the provision of leisure and tourism facilities for people living in the area.

Unit 3 - Controlled Assessment - EXEMPLAR

An investigation of leisure and tourism organisations.

At least 2 separate leisure and tourism organisations need to be used for the assessment.

Section A (15 marks)

Either

Investigate and evaluate how one leisure and tourism organisation meets the needs of its customers.

Or

Investigate and evaluate how one leisure and tourism organisation trains its staff to provide good customer service.

Section B (15 marks)

Either

Investigate the marketing activities of one leisure and tourism organisation.

Or

Investigate one promotional campaign used by a leisure and tourism organisation.

Section C (15 marks)

Either

Assess the use of ICT systems used by one leisure and tourism organisation.

Or

Assess the objectives and business systems used by one leisure and tourism organisation.

Section D (15 marks)

Either

Plan and carry out a SWOT analysis for a leisure organisation.

Or

Plan and carry out a SWOT analysis for a tourism organisation.

Guidance and Controlled Assessment

In preparing candidates for the controlled assessments for both units, centres should be aware of the need for candidates to plan and carry out investigations. Teachers are advised to support candidates in preparing for their investigations and gathering information.

Candidates are required to:

- Apply skills, knowledge and understanding in planning investigations
- Identify and record information and evidence from relevant sources
- Analyse and evaluate information
- Make reasoned judgements
- Present conclusions

Centres should give careful consideration as to how the research which has been undertaken could be used to complete the tasks and the range of research methods available which could include:

- Visits to organisations
- Interviews with industry personnel
- Survey work and the construction of questionnaires
- Maps of the area
- Web based research
- Local media
- Guide books
- Tourism and leisure statistics

The information should be collected by candidates in a portfolio and is available to them while they are completing the task under controlled conditions.

Guidance for Unit 1 Controlled Assessment

Section A

Centres should consider an area of an appropriate size which may be a rural area, a small town and surrounding area or a district within a city. Facilities in each component of the leisure and tourism industry should be investigated.

Section B

Centres should be aware of the need for candidates to have a clear understanding of the differences between the objective of public, private and voluntary organisations before embarking on the task. It should be noted that candidates are required to explain the provision to access upper levels.

Section C

Centres should ensure that candidates are aware of the principles of itinerary planning. Itineraries should be realistic for the chosen customer group. Centres could provide an arrival date for the beginning of the visit to assist candidates with their planning.

Section D

An assessment of the gaps in provision is required and some form of justification will be required to access the upper levels.

Guidance for Unit 3 Controlled Assessment

Section A

Centres should be aware of the need to ensure that the chosen organisation can provide all of the required information. It is acceptable for all candidates to choose the same organisation to investigate. Centres should also ensure that a **leisure and tourism** organisation is chosen. Centres should be aware that candidates have to provide an evaluation in order to access the higher levels.

Section B

Centres should ensure that candidates have an understanding of the principles of marketing, as set out in the specification, before embarking on the task. Centres should also ensure that a **leisure and tourism** organisation is chosen. Candidates may choose to investigate the same leisure and tourism organisation which they used in Section A, or they can investigate a different organisation.

Section C

Centres should be aware of the need to ensure that the chosen organisation can provide all of the required information and that candidates understand the principles and purposes of business systems used by the organisation. It is acceptable for all candidates to choose the same organisation to investigate. Centres should also ensure that a **leisure and tourism** organisation is chosen. Centres should be aware that candidates have to provide an evaluation in order to access the higher levels. Candidates can choose to study an organisation they have used for previous tasks, or a different organisation.

Section D

Centres should consider the appropriate range of research methods available in order to develop the SWOT analysis. Centres should also ensure that a **leisure and tourism** organisation is chosen. Candidates should provide evidence of how they planned and carried out the analysis. Candidates can choose to study an organisation they have used for previous tasks, or a different organisation.

Centres should note that the controlled assessment tasks will be reviewed every two years.

TASK TAKING

This has a **medium** level of control. The completed controlled assessment task must take the form of an extended piece of writing. Each section should be between approximately 1000 and 2000 words.

Centres will be given the task in the September preceding the Summer examination. The tasks can be completed as a whole or in Sections as long as conditions below are satisfied.

A/ Supervision

Research for the tasks can be carried out with **limited supervision**. It is permissible for preparatory work to be undertaken outside the lesson, although it is envisaged that some of the preparation will be done in class time. Field visits would be an expected method for preparing and researching for the Controlled Assessment .

Completion of the task will be undertaken during class time under **informal supervision**. Candidates may bring any resources that they have accessed or produced during their research for the tasks. However, if the task is not completed in one session all work, including research notes and completed work must **not** be taken out of the classroom by the candidates. This work should be given to the teacher for safe storage before being handed out at the beginning of the next session.

B/ Feedback

Teachers can offer **feedback** on the preparatory work and guide and assist in the normal way. However, some candidates will require more assistance than others. The extent of the support given should be recorded by teachers and should be borne in mind when marking the work.

During the completion of the controlled assessment teachers are allowed to clarify issues but not to offer solutions or suggestions.

C/ Time

The **time** taken for controlled assessment tasks should be as follows:

The **research and preparation** should take approximately 30 hours.

The **completion** of each task in class time should take between **8-10 hours** in total. This does not need to be in one block. It is suggested that candidates are allowed up to two and a half hours for the completion of **each section** of the task.

D/ Authenticity

During the preparatory phase, the work of candidates may be informed by working with others but they must ultimately produce an individual response during the controlled assessment. The teacher must be satisfied that the work is the candidates own. Candidates should be encouraged to reference work.

E/ Resources

The candidates' access to certain **resources** including textbooks, visits to leisure and tourism facilities, industry materials (e.g. business plans) and the presence of guest speakers may be determined by those available to the centre.

TASK MARKING

This has a medium level of control.

A/ Initial Marking

Teachers mark the controlled assessment tasks using the assessment criteria specified by WJEC. Annotation of the work can be written in the text or at the end of the work or a combination of both. Annotation must justify the mark awarded and should be addressed to the moderator.

B/ Internal Moderation

If work is marked by more than one teacher there should be **internal moderation** of the marking to ensure consistency across all groups/candidates. This must be done before a sample is chosen for external moderation. The results of any internal moderation should be clearly shown on the appropriate documentation when the sample is sent to the external moderator.

Authentication of Controlled Assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work is provided. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

C/ External Moderation

The external moderator will sample a selection of work based on the rank order of candidates.

WJEC's *Internal Assessment Manual* gives instructions about selecting and despatching samples of work to the moderator.

In addition, the following points should be considered in selecting the sample:

- (i) each teaching group should be represented;
- (ii) where there are several candidates on a particular mark these will count towards the total number in calculating the rank order, but normally only one candidate's work on a particular mark will be submitted;
- (iii) work submitted should where possible meet the full requirements of the specification, i.e. incomplete coursework should not be included, but be replaced by that of the nearest candidate (either higher or lower) with complete coursework;
- (iv) where appropriate, work in both English and Welsh should be submitted from bilingual centres.

Further samples of controlled assessment assignments may be requested if this is considered necessary. Where moderation identifies significant problems in the initial marking, all controlled assessment tasks of the centre concerned will be required for marking by the Principal moderator. In this event the Principal moderators marks will stand.

Controlled Assessment Criteria

UNIT 1

An investigation of leisure and tourism provision in a chosen area.

Section A

Either

Investigate the provision of leisure facilities for children under the age of 11 within your chosen area.

Or

Investigate the provision of leisure facilities for people over 60 within your chosen area.

Level / mark range	Assessment Criteria
Level 3 11–15 marks	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge of leisure and tourism provision in the selected area. ▪ Communication skills are well developed. ▪ Demonstrate extended skills in selecting and handling information. <p>The candidate will demonstrate a high level of ability to investigate the provision of leisure facilities for the chosen age group.</p> <p>The candidate will demonstrate a high level of ability to investigate the provision of leisure facilities for the chosen age group.</p> <p>All of the relevant facilities will be investigated 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 few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Demonstrate some knowledge of leisure and tourism provision in the selected area. ▪ Communication skills are undeveloped. ▪ Demonstrate some skills in selecting and handling information. <p>The candidate will show some ability to investigate the provision of leisure facilities for the chosen age group.</p> <p>There will be some understanding of the facilities available and the candidate will be able to communicate why the facilities are used by the chosen age group.</p> <p>Most of the relevant facilities will be investigated.</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Demonstrate limited knowledge of leisure and tourism provision in the selected area. ▪ Communication skills are limited. ▪ Demonstrate limited skills in selecting and handling information. <p>The candidate will show limited ability to describe the provision of leisure facilities for the chosen age group.</p> <p>There will be limited understanding of the facilities available and the candidate will have difficulty in communicating why the facilities are used by the chosen age group.</p> <p>Only some of the relevant facilities will be investigated.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

Section B

Either

Investigate the leisure and tourism facilities provided by private sector organisations within your chosen area. Explain why these are provided.

Or

Investigate the leisure and tourism facilities provided by voluntary sector organisations within your chosen area. Explain why these facilities are provided.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge of relevant organisations. ▪ Communication skills are well developed. ▪ Demonstrate extended skills in selecting and handling information. <p>The candidate will demonstrate a high level of ability to investigate the leisure and tourism facilities provided by the chosen sector.</p> <p>There will be thorough understanding of the leisure and tourism facilities provided and the candidate will be able to communicate in detail why the facilities are provided by the chosen sector.</p> <p>All of the relevant facilities / organisations will be covered 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 few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Demonstrate some knowledge of the relevant organisations. ▪ Communication skills are developed. ▪ Demonstrate some skills in selecting and handling information. <p>The candidate will show some ability to investigate the leisure and tourism facilities provided by the chosen sector.</p> <p>There will be some understanding of the leisure and tourism facilities provided and the candidate will be able to communicate why the facilities are provided by the chosen sector.</p> <p>Most of the relevant facilities / organisations will be covered.</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Demonstrate limited knowledge of relevant organisations. ▪ Communication skills are limited. ▪ Demonstrate limited skills in selecting and handling information. <p>The candidate will show limited ability to investigate the leisure and tourism facilities provided by the chosen sector.</p> <p>There will be limited understanding of the leisure and tourism facilities available and the candidate will have difficulty in communicating why the facilities are provided by the chosen sector.</p> <p>Not all of the facilities / organisations available will be covered.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

Section C**Either**

Plan a three-day visit to your chosen area for a family with teenage children.

Or

Plan a three-day visit to your chosen area for a group of six young adults.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge of the needs of the group selected, ▪ Communication skills are well developed. ▪ Demonstrate extended skills in selecting and handling information. <p>The candidate will be able to plan for the group selected having carried out a thorough assessment of the selected group's needs giving detailed explanations as to how such needs will be met.</p> <p>The candidate will demonstrate a high level of ability to assess and analyse the needs of the group selected.</p> <p>The candidate will produce a detailed and thorough itinerary for the selected group.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Demonstrate some knowledge of needs of the group selected. ▪ Communication skills are developed. ▪ Demonstrate some skills in selecting and handling information. <p>The candidate will show some ability to plan appropriately for the group selected, There will be some assessment of the group's needs and how such needs will be met.</p> <p>There will be some understanding of itinerary planning evident and the candidate will have be able to communicate why the itinerary is needed. A simple itinerary will be evident.</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Demonstrate limited knowledge of the needs of the group. ▪ Communication skills are limited. ▪ Demonstrate limited skills in selecting and handling information. <p>The candidate will show limited ability to plan for the group selected. There will be limited assessment of the group's needs and how such needs will be met.</p> <p>There will be limited understanding of itinerary planning evidence and the candidate will have difficulty in communicating why the itinerary is needed. A basic itinerary will be evident.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

Section D**Either**

Assess the gaps in the provision of leisure and tourism facilities for tourists visiting your chosen area.

Or

Assess the gaps in the provision of leisure and tourism facilities for people living in the area.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Detailed analysis of information. ▪ Thorough evaluation present. ▪ Extended reasoned judgement. ▪ Detailed conclusions present. <p>The candidate will provide a detailed assessment of the gaps in the provision of leisure and tourism facilities within the chosen area.</p> <p>All relevant gaps in provision are identified and justified.</p> <p>Candidates are fully aware as to how these gaps impact on leisure and tourism activities in the chosen area.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Some analysis of information. ▪ Some evaluation. ▪ Some reasoned judgement. ▪ Some conclusions present. <p>The candidate will provide some assessment of the gaps in the provision of leisure and tourism facilities within the chosen area.</p> <p>Some relevant gaps in provision are identified and justified.</p> <p>Candidates show some awareness as to how these gaps impact on leisure and tourism activities in the chosen area</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Little or no analysis of information. ▪ Little or no evaluation. ▪ Little or no reasoned judgement. ▪ Little or no conclusions present. <p>The candidate will provide little or no assessment of the gaps in the provision of leisure and tourism facilities within the chosen area.</p> <p>Few relevant gaps in provision are identified and justified.</p> <p>Candidates show little or no awareness as to how these gaps impact on leisure and tourism activities in the chosen area.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

Controlled Assessment Criteria

UNIT 3 – An investigation of leisure and tourism organisations.

At least two separate leisure and tourism organisations need to be used for the assessment.

Section A

Either

Investigate and evaluate how one leisure and tourism organisation meets the needs of its customers.

Or

Investigate and evaluate how one leisure and tourism organisation trains its staff to provide good customer service.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge of how a chosen organisation meets the needs of its customers. ▪ Communication skills are well developed. ▪ Demonstrate extended skills in selecting and handling information. <p>The candidate will demonstrate a high level of ability to describe how customer needs are met by the chosen organisation.</p> <p>There will be thorough understanding of how customer needs are met by the chosen organisation and the candidate will be able to communicate in detail how these meet the needs of the different customer types.</p> <p>All of the relevant type customers will be identified.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Demonstrate some knowledge of how a chosen organisation meets the needs of its customers. ▪ Communication skills are undeveloped. ▪ Demonstrate some skills in selecting and handling information. <p>The candidate will show some ability to describe how customer needs are met by the chosen organisation.</p> <p>There will be some understanding of how customer needs are met by the chosen organisation and the candidate will be able to communicate how these meet the needs of the different customer types.</p> <p>Most of the customer groups will be identified.</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Demonstrate limited knowledge of how a chosen organisation meets the needs of its customers. ▪ Communication skills are limited. ▪ Demonstrate limited skills in selecting and handling information. <p>The candidate will show limited ability to describe how customer needs are met by the chosen organisation.</p> <p>There will be limited understanding of how customer needs are met by the chosen organisation and the candidate will have difficulty in communicating how these meet the needs of the different customer types.</p> <p>Not all customer groups 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>

Section B**Either**

Investigate the marketing activities of one leisure and tourism organisation.

Or

Investigate one promotional campaign used by a leisure and tourism organisation.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge of the promotional campaign. ▪ Communication skills are well developed. ▪ Demonstrate extended skills in selecting and handling information. <p>The candidate will demonstrate a high level of ability to describe the promotional campaign of the chosen organisation.</p> <p>There will be thorough understanding of the promotional campaign of the chosen organisation and the candidate communicates in detail how the campaign targets the potential customers.</p> <p>All aspects of the campaign will be covered.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Demonstrate some knowledge of the promotional campaign. ▪ Communication skills are undeveloped. ▪ Demonstrate some skills in selecting and handling information. <p>The candidate will show some ability to describe the promotional campaign of the chosen organisation.</p> <p>There will be some understanding of the promotional campaign of the chosen organisation and the candidate will be able to communicate how the campaign targets the potential customers.</p> <p>Most aspects of the campaign will be covered.</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Demonstrate limited knowledge of the promotional campaign. ▪ Communication skills are limited. ▪ Demonstrate limited skills in selecting and handling information. <p>The candidate will show limited ability to describe the promotional campaign of the chosen organisation.</p> <p>There will be limited understanding of the promotional campaign of the chosen organisation and the candidate will have difficulty in communicating how the campaign targets the potential customers. Not all aspects of the campaign will be covered.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

Section C**Either**

Assess the use of ICT systems used by one leisure and tourism organisation.

Or

Assess the objectives and business systems used by one leisure and tourism organisation.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Detailed analysis of information. ▪ Thorough evaluation present. ▪ Extended reasoned judgement. ▪ Detailed conclusions present. <p>All relevant ICT systems are identified and justified.</p> <p>The candidate will provide a detailed assessment of the use of ICT systems used. Candidates are fully aware as to how ICT systems impact on the chosen organisation and their customers.</p> <p>There will be a thorough evaluation of the ICT systems used.</p> <p>Information is very well organised and arguments are presented clearly and coherently. There is very good use of specialist terms with few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Some analysis of information. ▪ Some evaluation. ▪ Some reasoned judgement. ▪ Some conclusions present. <p>Some relevant ICT systems are identified and justified.</p> <p>The candidate will provide some assessment of the use of ICT systems used. Candidates show some awareness as to how ICT systems impact on the chosen organisation and their customers.</p> <p>There will be some evaluation of the ICT systems used.</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>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Little or no analysis of information. ▪ Little or no evaluation. ▪ Little or no reasoned judgement. ▪ Little or no conclusions present. <p>Few ICT systems are identified and justified.</p> <p>The candidate will provide little or no assessment of the use of ICT systems used.</p> <p>Candidates show little or no awareness as to how ICT systems impact on the chosen organisation and their customers.</p> <p>There will be little or no evaluation of the ICT systems used.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

Section D

Either

Plan and carry out a SWOT analysis for a leisure organisation.

Or

Plan and carry out a SWOT analysis for a tourism organisation.

Level / mark range	Assessment Criteria
Level 3 11-15 marks	<ul style="list-style-type: none"> ▪ Demonstrate detailed knowledge of a SWOT analysis. ▪ Communication skills are well developed. ▪ Demonstrate extended skills in selecting and handling. <p>The candidate will show ability to produce a realistic and considered SWOT analysis for the chosen organisation.</p> <p>There will be clear understanding of the benefits of a SWOT analysis to the chosen organisation and the candidate will be able to communicate clearly how the SWOT analysis could be used by the chosen organisation.</p> <p>All elements of the SWOT will be covered 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 few errors in spelling, punctuation and grammar.</p>
Level 2 6-10 marks	<ul style="list-style-type: none"> ▪ Demonstrate some knowledge of SWOT analysis. ▪ Communication skills are undeveloped. ▪ Demonstrate some skills in selecting and handling information <p>The candidate will show ability to produce a realistic and considered SWOT analysis for the chosen organisation.</p> <p>There will be clear understanding of the benefits of a SWOT analysis to the chosen organisation and the candidate will be able to communicate clearly how the SWOT analysis could be used by the chosen organisation.</p> <p>The elements of the SWOT will be covered 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 few errors in spelling, punctuation and grammar.</p>
Level 1 0-5 marks	<ul style="list-style-type: none"> ▪ Demonstrate limited knowledge of SWOT analysis. ▪ Communication skills are limited. ▪ Demonstrate limited skills in selecting and handling information. <p>There will be limited understanding of the benefits of a SWOT analysis to the chosen organisation.</p> <p>Information is poorly organised. There is limited use of specialist terminology and frequent errors in spelling, punctuation and grammar.</p>

CONTROLLED ASSESSMENT
ASSESSMENT OBJECTIVE GRID

UNIT 1	AO1	AO2	AO3	TOTAL
SECTION A	10	5	0	15
SECTION B	5	5	5	15
SECTION C	0	10	5	15
SECTION D	0	10	5	15
TOTAL	15	30	15	60
UNIT 3				
SECTION A	5	5	5	15
SECTION B	10	5	0	15
SECTION C	0	10	5	15
SECTION D		10	5	15
TOTAL	15	30	15	60

6

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 will depend 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 A

Candidates recall, select and communicate detailed knowledge and thorough understanding of leisure and tourism.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.

They analyse and evaluate the evidence available. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of leisure and tourism.

They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of leisure and tourism.

They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks.

They review the evidence, make simple connections and draw basic conclusions.

7

THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE Leisure 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 levels 1 and 2:

- Communication
- 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', available on WJEC website.

Opportunities for use of technology

Candidates will have opportunities to use ICT in a variety of contexts in this specification.

Below are examples of how such opportunities may arise.

- Use of databases to analyse and evaluate marketing, customer service and other aspects of leisure and tourism.
- Use of video/digital camera analysis to develop customer service/communication skills.
- Use of spreadsheets to collect, analyse and interpret data.

Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual, moral, ethical, social and cultural issues may be explored whilst, for example, considering the social make up of different visitors to tourist attractions. Similarly, moral issues may be considered when discussing the concept of marketing of products/services. The producing of good customer service might contribute to the spiritual development of candidates.

Citizenship

The specification offers a range of opportunities for students to develop citizenship knowledge, skills and understanding. These opportunities are especially evident in the content of this specification with its emphasis on global issues, quality of life and consideration of the challenge of sustainable tourism.

Environmental Issues

Candidates carrying out activities which involve travelling to “natural” tourist destinations such as national parks must respect the environment and conduct their activities with strict adherence to the ethos and rules set out in the Country Code. Environmental concerns should be introduced whilst considering the notion of sustainability.

Health and Safety Consideration

Health and safety considerations are of paramount importance when preparing for and carrying out field trips. Before undertaking any visits a thorough risk assessment should be carried out. This is particularly important when planning a trip to “open” country such as national parks.

The European Dimension

The very nature of leisure and tourism ensures that European issues are necessarily considered when delivering the course. For example consideration of different transport routes and destinations will develop knowledge and understanding of the European dimension.