

WJEC Level 1/Level 2 VCSE Travel and Tourism

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



This Qualifications Wales regulated qualification
is not available to centres in England.

Made for Wales.
Ready for the world.

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

Qualification title	WJEC Level 1/Level 2 VCSE Travel and Tourism
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	5589Q0
QiW Number	C00/5270/5
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
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Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [VCSE Qualification Approval Criteria](#) which set out requirements for VCSE qualifications approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14–16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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Summary of assessment

Unit 1: Introduction to the Travel and Tourism Industry External assessment (sector test): 1 hour 20% of qualification	50 marks
Set and marked by WJEC Available in two formats: paper-based or onscreen Section A: multiple choice, objective test and short answer questions, 25 marks. Section B: multiple choice, objective test and short answer questions, based around applied situations, 25 marks.	
Unit 2: Tourist Destinations External non-examination assessment: 6 hours 20% of qualification	50 marks
Set and marked by WJEC. The assessment will feature three tasks based on an assignment brief. The brief will be available on Portal during June of the first year of study. The brief will be changed every year (two series).	
Unit 3: Travel and Tourism in Action Non-examination assessment: 15 hours 60% of qualification	90 marks
Set by WJEC, marked by the Centre and externally moderated by WJEC. The assessment will feature five tasks based on an assignment brief. The assessment will be available on Portal and will remain the same for the lifetime of the qualification.	

This is a unitised qualification. comprises **three mandatory** units.

Unit 1 is an introductory unit and is intended to be taught first. Beyond this, the order in which the remaining units are presented does not imply any hierarchy or prescribed teaching order.

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Unit 1 will be available in January 2028 and in every summer and January series thereafter.

Unit 2 will be available in summer 2028 and in every January and summer series thereafter.

Unit 3 will be available in January 2029 and in every summer and January series thereafter.

The first award of the qualification will be summer2029.

1. Introduction

1.1. Purpose and aims

WJEC Vocational Certificates of Secondary Education (VCSEs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

They offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, VCSE qualifications support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow Learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
 - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
 - the integral skills set out in the Curriculum for Wales
 - an understanding of sustainability in the world of work
- provide opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
 - local, national and international contexts
 - diversity
 - human rights
 - relationships and sexuality education (RSE)
- are aligned with the appropriate level(s) of the Credit and Qualification Framework for Wales (CQFW).

These aims align with the aims set out in Qualifications Wales' VCSE Approval Criteria.

The VCSE in Travel and Tourism aims to:

- promote understanding of the travel and tourism industry, including the sectors and their functions, job roles and the visitor economy in Wales
- embed essential knowledge of features and characteristics of local, national and international tourist destinations as well as motivations and factors influencing travel to develop tourist profiles
- foster understanding of the impact of travel and tourism and sustainable practices for the future
- develop practical skills relevant to travel and tourism, including using data to understand economic impacts, researching, marketing, communicating and evaluating
- enhance problem-solving and planning abilities through trip design, understanding and knowing how to meet visitor needs, budgeting, understanding feedback and making suggestions for improvement
- foster transferable employability skills such as planning and organisation, time management, communication within a travel and tourism context
- prepare learners for progression into further study, apprenticeships, or employment in travel and tourism.

1.2. Curriculum for Wales

This VCSE Travel and Tourism qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) in the Area of Learning and Experience for Humanities.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted after each unit; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The VCSE Travel and Tourism qualification supports the Curriculum for Wales by:

- supporting the Humanities statements of what matters¹ by giving learners the opportunity to:
 - gain a deeper understanding of the concepts underpinning travel and tourism, and their application in local, national and global contexts
 - interpret and synthesise information to draw conclusions about trends in and impacts of travel and tourism
 - learn how various worldviews and factors can influence their own and others' perceptions of tourist destinations and the impact of travel and tourism
 - identify what makes places or destinations and spaces distinct and develop an awareness of interconnections between humans and their environment
 - understand, as producers and consumers, their own and others' impact on the natural world
 - appreciate how the evolution of places or destinations is driven by the interplay between a range of factors, including environmental, economic, human actions and beliefs

¹ <https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/>
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- heighten their awareness of how the future sustainability of our world and climate change is influenced by the impact of human actions
- develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others' beliefs, values and attitudes.
- supporting the Humanities principles of progression² by encouraging learners to:
 - demonstrate greater independence in finding suitable information
 - increase their breadth and depth of knowledge and underlying concepts in travel and tourism
 - explore the world around them to develop an understanding of themselves in the world
 - show increasing ability to influence events by exercising informed and responsible citizenship
 - demonstrate a growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts, through practical tasks.

1.3. Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3–14. Learners may have completed a Work Related Foundation Qualification (WRFQ) in the subject prior to starting this course, which can further support their readiness and progression.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. It provides a suitable basis for progression to further study at Levels 2 and 3, such as Travel and Tourism at Level 3, and to apprenticeships in in Travel, Tourism and Leisure. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours (GLH) and Total Qualification Time (TQT)

VCSE Travel and Tourism has been designed to be delivered within 120–140 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Teachers have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	20%	24 hours
Unit 2	20%	24 hours
Unit 3	60%	72 hours
Totals	100%	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities.

² <https://hwb.gov.wales/curriculum-for-wales/humanities/principles-of-progression/>
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The total qualification time for this qualification has been calculated as 140-160 hours. This includes:

- 120-140 hours of guided learning and/or supervised assessment
- 20 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used will be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the travel and tourism sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
Resources required for assessment	Details the materials, equipment and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Opportunities for integrating learning experiences relating to the world of work	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the Guidance for Teaching. Experiences will not be directly assessed.

2.2. How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge to familiar or unfamiliar contexts, or to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3. Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

All content must be delivered unless otherwise indicated:

- the use of the word 'including' indicates that the specified content is mandatory and may be assessed. Centres may choose to incorporate additional content or examples beyond those listed
- the use of the words 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

Unit 1 Introduction to the Travel and Tourism Industry

GLH	24
Contribution to qualification grade	20%
Overview of unit	The tourism sector is vibrant and globally connected. It encompasses travel services, accommodation, attractions, and cultural experiences, playing a key role in economic growth and promoting understanding between different communities and cultures. This unit introduces learners to the global travel and tourism industry with a focus on its contribution to the Welsh economy. It aims to build knowledge of sector structures, roles and careers alongside organisational and economic considerations in Wales. The unit provides an essential knowledge base that underpins the content and practical work in the remaining units. It supports pathways into further study, apprenticeships and employment by fostering: • Understanding of industry sectors including the use of technology within them • Knowledge of job roles and career paths within travel and tourism • Understanding of the contribution of travel and tourism to the Welsh economy. Learners completing this unit will be prepared for further study or entry-level roles in travel and tourism, with a strong foundation of industry knowledge.
Topics	1.1 The sectors of the travel and tourism industry 1.2 Employment opportunities in travel and tourism 1.3 Visitor economy in Wales
Summary of assessment	External assessment (sector test): 1 hour Set and marked by WJEC Available in two formats: paper-based or onscreen 20% of qualification 50 marks Section A: multiple choice, objective question types, 25 marks Section B: short answer questions, some of which could be based around applied situations, 25 marks
Resources required for assessment	Paper-based: There are no specific requirements for assessment. Onscreen: Centres entering learners for on-screen assessment should refer to the WJEC website for information on any system requirements https://www.wjec.co.uk/home/administration/e-assessment/

**Links to other WJEC
units and qualifications**

The following Skills for Life and Work units may complement the delivery of this unit:

Skills for Work: Career Creativity
Skills for Work: Exploring Career Pathways
Skills for Work: Jobs of the Future
Skills for Work: Personal Development Planning
Skills for Work: Rights and Responsibilities in the Workplace
Skills for Work: Sustainable Economic Development
Skills for Work: Working in Wales

Content

1.1 The sectors of the travel and tourism industry

In this topic, learners will gain knowledge, understanding and skills in the following areas:

- 1.1.1 Sectors of the travel and tourism industry
- 1.1.2 Functions of sectors in the travel and tourism industry
- 1.1.3 Use of technology in travel and tourism

Section	Amplification
1.1.1 Sectors of the travel and tourism industry	Learners should know the sectors of the travel and tourism industry including: Transport • air • rail • road • sea Accommodation • serviced • non-serviced Attractions • natural • built Tour Operators • package holiday providers • specialist travel companies Travel agencies • high street • online Events • cultural • entertainment • social enterprises • sporting Ancillary services • car hire • currency exchange • insurance.

1.1.2 Functions of sectors in the travel and tourism industry	Learners should know the purpose and roles of sectors in the travel and tourism industry including: • transport – moving tourists from one destination to another • accommodation – providing a place for tourists to stay during their visit • attractions – providing tourists with activities which attract tourists to a destination • tour operators – organising package holidays or group trips for tourists • travel agencies – helping customers book holidays, travel and accommodation • events – hosting shows, concerts, festivals, or sports that attract tourists • ancillary services – providing extra services such as insurance, car hire or currency to support the tourists' experience.
1.1.3 Use of technology in travel and tourism	Learners should understand the use of technology in travel and tourism, including: • accommodation technology • airport technology • digital communication including social media • mobile applications • online bookings • virtual tours of experiences.

1.2 Employment opportunities in travel and tourism

In this topic, learners will gain knowledge, understanding and skills in the following areas:

- 1.2.1 Job roles in the travel and tourism industry
- 1.2.2 Core workplace behaviours and skills
- 1.2.3 Career routes within the travel and tourism industry

Section	Amplification
1.2.1 Job roles in the travel and tourism industry	Learners should know key job roles within the sectors of the travel and tourism industry, including: • Transport (air, rail, road, sea) • cabin crew • coach driver • ferry staff • rail ticket officer • Accommodation (serviced, non-serviced) • hotel receptionist • housekeeper/cleaner • security • Attractions • animal encounter staff • catering staff • gallery/museum assistant • ride operator • shop assistant • ticket office staff • tour guides • Tour Operators • airport check-in staff • booking support assistant • excursion staff • holiday representative • Travel Agencies • administration support • customer service adviser • sales support staff • travel consultant Learners should understand types of employment in the travel and tourism industry including: • full time • part time • seasonal • voluntary.

1.2.2 Core workplace behaviours and skills	Learners should understand how core behaviours and skills contribute to success in the travel and tourism industry including: • communication skills • customer service skills • flexibility • personal presentation • enthusiasm • positive workplace behaviour • teamwork • time management.
1.2.3 Career routes within the travel and tourism industry	Learners should understand that there are different opportunities for progression available in the travel and tourism industry: Routes into the industry, including: • apprenticeships • seasonal work • travel and tourism courses • volunteering/work experience. Career progression, including: • attractions supervisor • conservation officer • destination manager • event coordinator • guest service manager • hotel manager / visitor attraction manager • in-flight manager • lead tour guide • park ranger. • senior cabin crew • tourism development officer.

1.3 Visitor economy in Wales

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 1.3.1 Public, private and voluntary organisations working together
- 1.3.2 Services and facilities that support travel and tourism
- 1.3.3 Using data to understand the value of tourism to the Welsh economy

Section	Amplification
1.3.1 Public, private and voluntary organisations working together	Learners should understand that there are different types of organisations in the travel and tourism industry and why they might work together, including: • public – run by the government, for example: Visit Wales, local councils and National Museum Wales • private - profit-making business, for example: airlines, travel agencies, visitor attractions, accommodation providers (such as hotels, Bluestone resort) • voluntary – not-for-profit groups, for example: National Trust Wales, CADW. Working together to: • improve visitor experience • promote destinations • promote sustainability • run events.
1.3.2 Services and facilities that support travel and tourism	Learners should understand the services and facilities tourists need before and during visits including: • accessibility, for example: ramps, lifts, accessible toilets, quiet areas, priority seating, visual and audio support, braille signage and information • facilities, for example: baby changing areas, toilets, first aid, cafes, gift shops • information services, for example: maps, guided tours, help desks, event or destination information, Welsh language/bilingual information services • transport, for example: booking of transport, route planning using maps or websites, airport and station facilities, public transport such as Transport for Wales.
1.3.3 Using data to understand the value of tourism to the Welsh economy	Learners should understand that Wales has an extensive travel and tourism industry which has a range of impacts on the economy that are often linked with each other, including: • job creation • visitor numbers • visitor spending. Learners should understand how to: • identify patterns and trends in data relating to the Welsh travel and tourism industry

	• extract information on a range of data relating to the Welsh travel and tourism industry • make calculations using a range of data relating to the Welsh travel and tourism industry • use data to make connections with other impacts on the economy.
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Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- exploring the various career opportunities within the travel and tourism industry by talking to people in the industry
- exploring the various career opportunities within the travel and tourism industry by using industry generated resources such as [Work in hospitality and tourism | Working Wales](#), [Jobs in Tourism, Hospitality, Sport and Leisure | Future Jobs Wales](#) and [Careers in 360 - Wales](#)
- learning about different career pathways, training routes, and qualifications directly from travel and tourism employers and training providers
- gaining inspiration and motivation from hearing personal career journeys and success stories
- interacting with guest speakers from the travel and tourism industry to gain first-hand insight into real-world practices and expectations
- gaining insight into how the sectors and different organisations work together by inviting guest speakers in the industry.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 2 Tourist Destinations

GLH	24
Contribution to qualification grade	20%
Overview of unit	This unit develops learners' knowledge and understanding of local, national and international tourist destinations, their geographical features and characteristics, travel options, as well as tourist motivations and the impact of travel and tourism on destinations and their futures. It develops practical and transferable skills such as research, design and critical thinking skills. The unit provides a strong foundation for understanding the complexities of tourism and its role in global economies and communities. This unit supports progression in travel and tourism careers or study as it equips learners with the knowledge and skills to analyse destinations, understand visitor motivations, evaluate tourism impacts and explore tourism management strategies for the future. By completing this unit, learners will have essential knowledge and practical skills to support progression to further units, study or careers in the travel and tourism industry.
Topics	2.1 Geographical features and characteristics of tourist destinations 2.2 Motivations for travel 2.3 The impact of tourism on destinations and their futures 2.4 Using creative skills to provide information on a destination
Summary of assessment	Non-examination assessment: 6 hours Set and marked by WJEC 20% of qualification 50 marks
Resources required for assessment	Learners must have access to: IT, appropriate software and the internet to undertake research. The use of AI is not permitted.
Links to other WJEC units and qualifications	The following Skills for Life and Work units may complement the delivery of this unit: Skills for Life: Community Participation Skills for Life: Equality, Diversity and Inclusion Skills for Life: Ethical Choices Skills for Life: Faith and Belief in the Community Skills for Life: Skills in the Natural Environment Skills for Life: Sustainability in Action Skills for Life: Understanding Self and Others Skills for Life: Values for Life Skills for Work: Sustainable Economic Development

Content

2.1 Geographical features and characteristics of tourist destinations

In this topic, learners will gain knowledge, understanding and skills in the following areas:

2.1.1 Geographical features

2.1.2 Characteristics of tourist destinations

2.1.3 Travel options

Section	Amplification
2.1.1 Geographical features	Learners should be able to identify the physical geographical features of examples of local, national and international tourist destinations: - natural environment – for example: beaches (such as Llŷn Peninsula, Bournemouth Beach, Bondi Beach), mountains (such as Bannau Brycheiniog (Brecon Beacons), Pennines, Alps), rivers (such as River Wye, River Thames, River Nile), forests (such as Hafren Forest, Forest of Dean, Amazon Rainforest), coastlines (such as Gower Peninsula, Cornwall, Amalfi Coast), lakes and national parks (such as Eryri (Snowdonia), Lake District, Kruger (South Africa)), nature reserves and conservation areas (such as Skomer Island, Bempton Cliffs), national landscapes (such as Gower Peninsula, Cotswolds/White Cliffs of Dover, Grand Canyon) - built environment – for example: theme parks (such as Heatherton World of Activities, Legoland, Disneyworld), historical buildings (such as castles in Wales, UK and Germany), museums (such as Museum Wales, Natural History Museum, Louvre (France)), landmarks (such as Ponstcysyllte Aqueduct, Forth Bridge, Taj Mahal), shopping venues, sports venues, art galleries, theatres, concert and entertainment venues (such as Wales Millenium Centre, Wembley Stadium, West End theatres, Sydney Opera House).
2.1.2 Characteristics of tourist destinations	Learners should understand the characteristics of local, national and international tourist destinations, including: - attractions - climate information, including climate graphs and weather patterns - cultural features for example: language (such as Welsh, Cornish, Catalan), traditions (such as St David's Day, Bonfire Night, OktoberFest), festivals (such as Eisteddfod, Edinburgh Festival, Mardi Gras, Carnival), and food (such as Welsh cakes, fish and chips, pizza and baguettes).
2.1.3 Travel options	Learners should be able to locate and understand travel options for examples of local, national and international tourist destinations including: - air – airports, airport codes - rail hubs – stations, subway, trams - road – local transport, taxi, bus, car hire, sustainable transport (for example, bicycle hire) - sea – ports.

2.2 Motivations for travel

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.2.1 Motivators for travel

2.2.2 Factors influencing tourists

2.2.3 Tourist profiles

Section	Amplification
2.2.1 Motivators for travel	Learners should understand the different motivations for local, national and international travel: • business – for example: meetings, incentives, conference and events • educational – for example: field study visits, study exchange, learning new hobbies and training visits • leisure – for example: nature, culture, heritage, adventure, wellbeing • religious and spiritual – for example: pilgrimage, meditation retreats • visiting friends and relatives.
2.2.2 Factors influencing tourists	Learners should understand factors influencing tourists to visit destinations on a local, national and international scale, including: • accessibility • destination reputation • equality and diversity considerations • financial resources • health concerns – for example: disease break out • human rights considerations • safety and risk • sustainability • travel arrangements • visitor experience – for example: visitor reviews, social media • weather and global events.
2.2.3 Tourist profiles	Learners should understand examples of tourist profiles for local, national and international tourist destinations and be able to create a tourist profile, including: • demographic information • age • gender • income and occupation • nationality/culture • travel group • traveller interest – such as history, culture, local food and drink, art • motivators for travel using content from 2.2.1 • factors influencing tourists using content from 2.2.2.

2.3 The impact of tourism on destinations and their futures

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.3.1 Positive impacts

2.3.2 Negative impacts

2.3.3 Managing tourist destinations for the future

Section	Amplification
2.3.1 Positive impacts	Learners should understand on a local, national and international scale how tourism can have positive impacts on destinations including: • bringing communities together, supporting the development of positive relationships • cultural exchange and awareness, celebrating diversity and understanding of others and their beliefs (such as preservation of local languages and traditions) • economic benefits (for example: jobs (such as number of tourism related jobs in the local area or country), income, local businesses) • encouraging conservation and protected areas (such as entrance fees helping to fund environmental conservation) • infrastructure development (such as developing transport links) • promoting awareness of natural environment.
2.3.2 Negative impacts	Learners should understand on a local, national and international scale how tourism can have negative impacts on destinations, including: • cultural erosion – for example: loss of local traditions and cultural authenticity • economic dependency – for example: lack of entrepreneurship and innovation • environmental damage – for example: pollution, loss of biodiversity • over tourism – for example: pressure on services and environment, congestion, second homes • seasonality issues – for example: labour shortages, jobs/income/standard of living (such as rural and coastal communities where jobs are vulnerable to fluctuations in visitor numbers).
2.3.3 Managing tourist destinations for the future	Learners should understand methods to manage destinations for the future on a local, national and international scale, including: • Government and local initiatives and tools to manage visitor flows including: • codes of practice • Welsh Government's priorities for the visitor economy • Visit Wales key priorities and actions • responsible tourist behaviour and sustainable travel and tourism practices including the UN Sustainable Development Goals.

2.4 Using creative skills to provide information on a destination

In this topic learners will develop and apply the following skills:

2.4.1 Research skills

2.4.2 Digital skills

2.4.3 Creative presentation skills

Section	Amplification
2.4.1 Research skills	Learners should be able to use research skills to present accurate and reliable sources of information, including: • selecting appropriate sources of information • presenting accurate information based on research including: • maps • climate data • written communication • analysing and interpreting information.
2.4.2 Digital skills	Learners should be able to use a range of digital tools (such as presentation, desktop publishing, word processing or other relevant software and platforms) to present information on a destination.
2.4.3 Creative presentation skills	Learners should be able to demonstrate and apply creative skills to present information considering the following factors: • design • persuasive language • tailoring of content to audience.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interacting with guest speakers from the travel and tourism sector to gain first-hand insight into real-world practices and expectations
- asking questions and discussing current trends, challenges, and innovations in the sector with industry professionals
- developing networking skills by engaging with travel and tourism staff
- visiting local tourist destinations to understand the travel and tourism experience first-hand.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 3 Travel and Tourism in Action

GLH	72
Contribution to qualification grade	60%
Overview of unit	This unit develops practical skills and knowledge for researching, proposing and planning, communicating and reviewing a travel and tourism trip, with a focus on Wales. Learners will explore visitors to Wales and their needs and apply this information and research skills to generate ideas for a trip. Learners will gain hands-on experience in planning (including looking at costs), marketing, communicating and reviewing trip ideas. This unit supports progression into further study or careers in travel and tourism by fostering practical and transferable skills such as understanding and meeting visitor needs, planning and organising, marketing, communicating, and evaluating. By completing this unit, learners will have acquired knowledge and practical skills, including soft skills that are essential to careers in the travel and tourism industry.
Topics	3.1 Researching an appropriate trip for visitors in Wales 3.2 Planning and developing a trip 3.3 Marketing and communicating a trip 3.4 Reviewing the planning and communication of a trip
Summary of assessment	Non-examination assessment: 15 hours Marked by the centre, externally moderated by WJEC 60% of qualification 90 marks
Resources required for assessment	Learners must have access to: IT, appropriate software and the internet to undertake research. The use of AI is not permitted.
Links to other WJEC units and qualifications	The following Skills for Life and Work units may complement the delivery of this unit: Skills for Life: Equality, Diversity and Inclusion Skills for Life: Financial Literacy Skills for Life: Sustainability in Action Skills for Life: Understanding Self and Others Skills for Work: Business Finance Skills for Work: Customer Service Personal Project

Content

3.1 Researching an appropriate trip for visitors to Wales

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 3.1.1 Understanding the needs of visitors to Wales
- 3.1.2 Research skills
- 3.1.3 Researching tourist attractions in Wales
- 3.1.4 Researching facilities that support tourist destinations

Section	Amplification
3.1.1 Understanding the needs of visitors to Wales	Learners should understand: - categories of tourists attracted to Wales, including: - pre-nesters (aged 16-34 without children in household) - families (aged 16-64 with children in household) - older independents (aged 35-64 with no children in household) - retirement age (aged 65+) - the needs of visitors to Wales: - educational – such as activity venues, transport links, affordable accommodation - leisure – for example adventure (outdoor activities, equipment hire, safety information), culture (heritage sites, museums, festivals, bilingual signage), families (safe attractions, child-friendly facilities, affordable accommodation) - how to meet visitor needs: - how destinations can adapt services – such as family packages, accessible trails - accessibility and equality – such as facilities that cater to a range of needs and preferences - the importance of customer service and clear information - the use of marketing strategies for different visitor types.
3.1.2 Research skills	Learners should be able to apply research techniques to find information, including: - types of information sources, such as: - media: documentaries, promotional videos - online resources: Visit Wales website, tourism boards, travel blogs - primary sources: visitor reviews, interviews, social media posts - printed materials: brochures, guidebooks, maps - skills for identifying and using information, such as: - categorising information by destinations, facilities and visitors - comparing sources for accuracy and relevance - extracting key features (location, activities, facilities).

3.1.3 Researching tourist attractions in Wales	Learners should be able to research tourist attractions at destinations in Wales, including: • natural attractions, such as: • mountain ranges: for example, Eryri (Snowdonia), Cambrian Mountains • coastlines and beaches: for example, Pembrokeshire Coast, Gower Peninsula • rivers and lakes: for example, River Wye, Llyn Tegid/Bala Lake • national parks and Areas of Outstanding Natural Beauty (AONBs): for example, Bannau Brycheiniog (Brecon Beacons), Eryri (Snowdonia) • built attractions, such as: • major cities and towns: for example, Cardiff, Swansea, Bangor • cultural and historical sites: for example, St Fagans National Museum of History, Caernarfon Castle, Portmeirion • adventure and outdoor activities: for example, Zip World, BikePark Wales.
3.1.4 Researching facilities that support tourist destinations	Learners should be able to research facilities that support tourist destinations in Wales, including: • accommodation – such as hotels, resorts, self-catering accommodation, campsites and glamping, residential centres (Llangranog, Glan-Ilyn, Plas Gwynant Outdoor Education) • transport – such as rail, road networks, ports, air, sustainable transport options • visitor facilities – such as visitor information, catering, bilingual information • sustainability factors – such as recycling, Marine Clean Cymru involvement, using local produce, conserving energy, managing visitor numbers • accessibility facilities – such as accessible toilets, wheelchair friendly paths, hearing loops.

3.2 Planning and developing a trip

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.2.1 Developing a proposal for a trip

3.2.2 Planning a trip

Section	Amplification
3.2.1 Developing a proposal for a trip	Learners will be able to: - develop a proposal for a trip, including key components: - destination details: such as location, key attractions, reasons for selection - objectives: what the trip aims to achieve (such as educational, leisure, cultural) - target visitors: who the trip is designed for and why - duration and dates: such as start and end times, seasonal considerations - transport and accommodation: such as options, costs, accessibility - breakdown of activities - budget: such as estimated costs for travel, accommodation, meals, entry fees - health and safety considerations: such as risk awareness, emergency contacts, insurance - sustainability considerations: such as eco-friendly practices, local impact - present proposals using: - clear structure and layout - use of visuals (such as maps, photos, charts) - persuasive language to engage the audience.
3.2.2 Planning a trip	Learners should be able to plan a trip, including: - setting aims and objectives - sequencing activities in a logical order, for example: booking activities, transport, accommodation, setting a time and date, sending out key information, conducting meetings, confirming numbers - identifying resources needed, for example: transport, accommodation, budget (costs), booking technology - safety and legal requirements, including an accessibility plan - planning for contingency.

3.3 Marketing and communicating a trip

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.3.1 Producing marketing materials

3.3.2 Developing an itinerary

3.3.3 Gathering feedback

3.3.4 Presenting a trip

Section	Amplification
3.3.1 Producing marketing materials	Learners should be able to create marketing materials to promote a trip, including: - choosing a suitable method of marketing which is appropriate for the visitor group, for example: a social media post, a poster, a leaflet, online media marketing (website/emails) - making the method engaging - including key information, for example: trip time and date, location, purpose.
3.3.2 Developing an itinerary	Learners should be able to: - produce an itinerary for a trip that incorporates relevant visitor needs, including: - accommodation - activities - contact details - costing - schedule - route map or location highlights - transport - present an itinerary using: - clear structure and layout - visuals (such as maps, photos, charts).
3.3.3 Gathering feedback	Learners should be able to create a feedback tool (such as comment boxes, forums, surveys and questionnaires): - to gather feedback on marketing materials, the planned itinerary and communication about a trip - to collate responses - which includes relevant questions or prompts.
3.3.4 Presenting a trip	Learners should be able to communicate a trip and its itinerary, including: - an overview of the trip and its aims - key information, such as date, cost, accommodation and activities - responding to questions about the trip - using feedback tool effectively.

3.4 Reviewing the planning and communication of a trip

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.4.1 Reflecting on planning and communicating a trip

3.4.2 Evaluating personal performance

Section	Amplification
3.4.1 Reflecting on planning and communicating a trip	Learners should be able to use feedback to reflect on how they planned and communicated a trip, including: • how the plan aligned with the original proposal, with reasons for changes • the effectiveness of the marketing materials • how the itinerary met visitor needs • the effectiveness of the communication regarding the trip • any improvements for the trip.
3.4.2 Evaluating personal performance	Learners should be able to: • identify personal strengths and weaknesses relating to: • researching • planning • communicating • identify areas of personal improvement relating to their weaknesses.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interacting with guest speakers from the travel and tourism industry to gain first-hand insight into real-world practices and expectations
- asking questions and discussing current trends, challenges, and innovations in the sector with industry professionals
- developing networking skills by engaging with travel and tourism staff
- visiting attractions or facilities to understand the travel and tourism experience first-hand
- planing and carrying out a travel and tourism trip.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1. Assessment Objectives and Weightings

Below are the assessment objectives for this qualification. Learners must:

AO1

Demonstrate knowledge and understanding of travel and tourism.

AO2

Apply knowledge and understanding of travel and tourism.

AO3

Interpret and/or evaluate information, ideas, evidence or skills in travel and tourism.

AO4

Demonstrate and apply skills in travel and tourism contexts.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	-	-	20%
Unit 2	-	-	10%	10%	20%
Unit 3	-	-	10%	50%	60%
Overall weighting	10%	10%	20%	60%	100%

3.2. Assessment overview

Unit 1: Overview

This unit is assessed through an externally set and marked sector test available in the January and summer series. Learners are required to complete a short, one-hour sector test designed to assess underpinning knowledge and understanding (AO1 and AO2 only).

The test will be marked out of 50 and have two sections each worth 25 marks. Section A will assess AO1 and will include a range of objective question types, such as multiple choice, multiple response, fill-in-the-blank, drag-and-drop, and hot spot questions. Section B covers AO2 and includes short answer questions, some of which could be based on short industry scenarios.

The test must be taken under invigilated examination conditions in accordance with JCQ requirements (see <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>).

The first assessment will take place in January 2028. Centres may enter candidates for either a paper-based or an onscreen version of the test.

This test contributes 20% of the overall qualification grade and is externally set and marked by WJEC.

Unit 2: Overview

This unit is assessed through an externally set and marked non-examination assessment. Learners are required to complete a series of tasks based on an externally set brief. The brief will specify a country and learners will be able to choose a destination within that country. Learners will develop a comprehensive fact file on their chosen destination.

The brief will be released through Portal during the first week of June for use within that academic year. The assignment will change annually. Learners must not have access to the assignment or tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 20% of the overall qualification grade and is designed to take six hours to complete. A further two hours should be scheduled for research prior to the completion of tasks. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of 50 marks (25 marks for AO3 and 25 marks for AO4).

The assessment must be submitted digitally, either as scanned handwritten responses or completed digitally.

Unit 3: Overview

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief is available on Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification. It is the centre's responsibility to ensure that they are using the current version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 60% of the overall qualification grade and is designed to take approximately 15 hours to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learner needs and the length of the tasks. The assessment will be marked out of 90 marks (15 marks for AO3 and 75 marks for AO4).

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.3. Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examination assessment must adhere to the principles set out in [*JCQ's Instructions for Conducting Non-Examination Assessments \(Vocational and Technical Qualifications\)*](#) and the [*JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications*](#). Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examination assessment is guided by two phases:

- the research phase
- the NEA phase.

Learners may be asked to conduct research as part of the research phase, information about the research phase including research approach and referencing, can be found in the assessment pack.

During the NEA phase information about the assessment conditions, categorised as high, medium and low can be found in the assessment pack. Information about resources, categorised as none, specified and permitted can also be found in the assessment pack.

Further information on the research phase and the NEA phase, including information on the use of AI, can be found in *WJEC Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Teachers* and *Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Candidates*.

Other considerations when task taking, include:

- time: Each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate time across tasks as appropriate
- supervision and authentication: The assessment pack specifies the supervision requirements. In most cases, learners will be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Task Marking

For centre-marked non-examination assessment, all marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4. Resubmission of internal (centre marked) non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 4.4).

3.5. Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for VCSE Travel and Tourism.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult <https://www.icq.org.uk> the JCQ booklet Suspected Malpractice: Policies and Procedures.

4. Technical Information

4.1. Unit entries

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in the January and summer assessment periods each year, until the end of the life of the qualification.

Unit 1 will be available in January 2028 (and every summer and January series thereafter).

Unit 2 will be available in summer 2028 (and every January and summer series thereafter).

Unit 3 will be available in January 2029 (and every summer and January series thereafter).

Entry for individual units must be made by submitting the relevant unit shown below.

		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to the Travel and Tourism Industry (Onscreen sector test)	5589UA	5589NA
Unit 1	Introduction to the Travel and Tourism Industry (Paper sector test)	5589UB	5589NB
Unit 2	Tourist Destinations (External non-examination assessment)	5589U2	5589N2
Unit 3	Travel and Tourism in Action (Non-examination assessment)	5589U3	5589N3

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code	5589Q0	5589C0

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3. Grading and reporting

VCSE qualifications and the units within them are reported on a six point scale: Level 2 Distinction* (L2D*), Level 2 Distinction (L2D), Level 2 Merit (L2M), Level 2 Pass (L2P), Level 1 Merit (L1M), Level 1 Pass (L1P).

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

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Unit 1	60	54	48	42	36	30	24
Unit 2	60	54	48	42	36	30	24
Unit 3	180	162	144	126	108	90	72

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Qualification	300	270	240	210	180	150	120

Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

4.4. Resitting unit assessments

Candidates may resit each externally assessed (WJEC marked) unit assessments twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each internally assessed (centre marked) unit assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5. Retaking the qualification

If a candidate enters an external (WJEC marked) assessment for a fourth time or an internal (centre marked assessment) for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-cutting Themes			
Local, National & International Contexts	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2	All sections	3.1.1, 3.2.1, 3.2.2
Sustainability	1.1.3, 1.2.3, 1.3.1	2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3	3.1.3, 3.1.4, 3.2.1, 3.3.2, 3.4.1
Relationships and Sexuality Education	1.3.2	2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2	3.1.1
Human Rights Education	1.3.2	2.2.2, 2.3.1, 2.3.2, 2.3.3	3.1.1, 3.2.1, 3.2.2
Careers and Work-Related Experiences	1.2.1, 1.2.2, 1.2.3	2.2.3, 2.4	All sections
Cross-curricular Skills - Literacy			
Listening	All sections	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.4.1	All sections
Reading	All sections	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.4.1	All sections

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Speaking	All sections	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.3	All sections, particularly 3.3.4
Writing	All sections	All sections	All sections
Cross-curricular Skills - Numeracy			
Developing Mathematical Proficiency	1.3.3	2.3.1, 2.3.2, 2.3.3	3.1.1, 3.2.1, 3.2.2, 3.3.3
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.3.3	2.3.1, 2.3.2, 2.3.3	3.1.1, 3.1.2, 3.2.1, 3.4.1
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world			
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.3.3	2.3.1, 2.3.2, 2.3.3	3.1.1, 3.4.1

Digital Competence			
Citizenship	1.1.3, 1.3.3	2.3.1, 2.3.2, 2.3.3, 2.4.1	3.1.1, 3.1.2, 3.1.3, 3.1.4
Interacting and Collaborating	1.1.3, 1.2.3, 1.3.1, 1.3.3	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.4.1	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.3.1, 3.3.3, 3.4.1
Producing	1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	2.2.3, 2.4.1, 2.4.2, 2.4.3	3.2.1, 3.2.2, All 3.3, All 3.4
Data and Computational Thinking	1.3.3	2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3	All 3.1
Integral Skills			
Creativity and Innovation	1.2.3, 1.3.1, 1.3.2, 1.3.3	2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.3, 2.4.3	3.2.1, 3.3.1, 3.3.2, 3.3.3, 3.3.4
Critical Thinking and Problem Solving	1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.4.1	All sections
Planning and Organisation	1.2.2, 1.2.3, 1.3.1, 1.3.2	2.2.3, 2.3.3, 2.4.1, 2.4.2, 2.4.3	3.2.1, 3.2.2, 3.3.2
Personal Effectiveness	1.2.2, 1.2.3, 1.3.1	All sections	3.4.2



WJEC CBAC Ltd
245 Western Avenue, Cardiff, CF5 2YX

T: 029 2026 5465
E: info@wjec.co.uk
W: www.wjec.co.uk

Follow us on social media:

