WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Changing trends in tourism
Unit Ref. No.	R/617/3311 Y/617/3312
Entry Code	6231/E2 6231/E3
Level	Entry 2/3
Credit Value	3
Unit aim	This unit aims to enable learners to know the features of tourism, how and why tourism is changing and the need to make tourism more sustainable. This unit is co-teachable with aspects of the WJEC GCSE Geography and Eduqas GCSE Geography A specification.

Learning outcomes	Assessment Criteria Entry 2	Assessment Criteria Entry 3
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know features of tourism and changing trends in UK tourism.	**AC1.1** Recognise some popular tourist destinations for UK residents at national, European and global scales. **AC1.2** Recognise some examples of the growth in UK tourism. **AC1.3** Identify reasons for UK residents taking more holidays	**AC1.1** Give a range of popular tourist destinations for UK residents at national, European and global scales. **AC1.2** Outline examples of the growth in UK tourism. **AC1.3** Give reasons why UK residents taking more holidays
LO2 Know about the impact of tourism	**AC2.1** List impacts of tourism (economic, environmental and cultural.) **AC2.2** State positive and negative impacts of tourism on people and the environment.	**AC2.1** Outline a range of impacts of tourism (economic, environmental and cultural.) **AC2.2** Outline positive and negative impacts of tourism on people and the environment.
LO3 Know how tourism can be made more sustainable in the future.	**AC3.1** Identify some features of sustainable tourism. **AC3.2** Identify some features of a sustainable tourism project in the UK. **AC3.3** Identify some features of a sustainable tourism project in an LEDC. **AC3.4** Identify ways in which people and governments can make a tourist destination more sustainable.	**AC3.1** Outline the key features of sustainable tourism. **AC3.2** Outline a range of features of a sustainable tourism project in the UK. **AC3.3** Outline a range of features of a sustainable tourism project in an LEDC. **AC3.4** Outline ways in which people and governments can make a tourist destination more sustainable.

2. SUGGESTED UNIT CONTENT

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- opportunities to co-teach with GCSE Geography
- providing opportunities for progression including studying a Humanities based subject to GCSE level

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. **The content and context chosen must be capable of delivering the learning outcomes associated with the unit.** The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

For schools in England, this unit can be co-taught with Eduqas Geography A Key Idea 8.2: Management of ecosystems

For schools in Wales, this unit can be co-taught with WJEC Geography Key Idea 8.2: Management of ecosystems

LO1: Know features of tourism and changing trends in UK tourism

The factors that learners must know about will include:

- tourism and tourists
- popular short and long haul destinations for UK residents
- popular tourist destinations for UK residents at national, European and global scales, e.g. British seaside resorts, Spanish Costas, Alps, Rockies, Florida, Caribbean, Greek islands, Australia, Thailand, Middle East, Africa etc
- features of popular tourist destinations for UK residents at national, European and global scales, e.g. British seaside resorts, Spanish Costas, Alps, Rockies, Florida, Caribbean, Greek islands, Australia, Thailand, Middle East, Africa etc
- categories of tourist destinations, e.g. beach/sun holidays, winter sports holidays, cultural holidays, historical holidays, adventure holidays etc.
- increasing number of holidays taken by UK residents
- changing patterns in tourism, e.g. number of holidays taken per year by UK residents, length of stay, distance travelled etc
- why UK residents take more holidays today, e.g. increased leisure time, higher life expectancy, internet, higher disposable income and greater affluence, increased mobility (i.e. higher car ownership), increased and cheaper air travel, improvements to transport infra-structure (e.g. Channel Tunnel and ferry ports), number of holiday programmes on T.V. and general holiday advertising etc

LO2: Know about the impact of tourism

The factors that learners must know about will include:

- economic impact of tourism, e.g. jobs, wealth creation, improved infrastructure (improved roads, transport links, public buildings, hospitals) etc
- environmental impact of tourism, e.g. protection of scenery, wildlife, historic buildings and monuments etc
- cultural impact of tourism, e.g. better understanding of different cultures, projects to preserve heritage and culture etc
- positive impacts of tourism on people (e.g. job creation, creation of wealth, improved facilities and infra-structure for locals (e.g. accommodation, shops, bars, restaurants, roads, transport etc) and the natural environment
- negative impacts of tourism on people (e.g. seasonal work, crime, destruction of local culture and traditional way of life, disease, over-crowding etc) and the natural environment (e.g. destruction of wild-life, habitats and vegetation cover, erection of ugly buildings, over-use of water supplies, pollution, traffic congestion

LO3: Know how tourism can be made more sustainable in the future.

The factors that learners must know about will include:

- features of sustainable tourism, e.g. taking care of the environment, respecting local people, culture and traditions, behaving appropriately, involving local people in decisions about tourism, ensuring local people get a fair share of the profits made from tourism, respecting the rights of local people etc
- a sustainable tourism project in the UK
- a sustainable tourism project in an LEDC
- individuals can contribute to making tourism more sustainable: e.g.
    - before you go
        - book the most sustainable transport option
        - get rid of unnecessary packaging and swap plastic for paper
        - take eco-friendly shampoos, sun creams, cosmetics etc
    - while you are away
        - spend money so locals can benefit
        - try local food and drinks instead of food and drinks that have to be imported, often over very long distances
    - in the hotel
        - do not waste energy, e.g. turn off lights and air conditioning when you leave your room
        - do not waste water
    - out and about
        - use public transport or hire a bike to get about
        - buy presents and souvenirs from local crafts people and pay a fair price
        - ask permission before taking photographs of people
        - dress appropriately. Do not offend local people.
- governments can make tourism more sustainable, e.g.
    - restrict construction of unsightly hotels and other buildings
    - ban unsustainable tourist practices (e.g. big game hunting, over-fishing etc)
    - limit access to threatened environments (e.g. coral reefs, rain forests, sand dunes, coastal or mountain pathways etc)
    - implement laws to bring about more sustainable tourism

3. DELIVERY

3.1 Planning Courses

This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **Changing trends in Tourism** are:

- Threatened ecosystems
- The changing population of the UK
- Responding to a major tectonic event
- Climate change

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, with a particular focus in the discipline of Geography. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

3.2 Resources

No specific resources have been written for this unit. Teachers and learners are advised to gather relevant information using general Geography textbooks for Key Stages 2, 3 and 4, websites, digital resources, magazines, television programmes and films. Examples of useful text books include:

GCSE Geography for WJEC A: Core – Andy Owen, Jo Pritchard, Colin Lancaster, Jacqui Owen & Dirk Sykes

GCSE Geography for WJEC A: Option Topics - Andy Owen, Jo Pritchard, Cathie Brooks, Andy Leeder & Dirk Sykes

GCSE Geography for WJEC B: - Andy Owen, Colin Lancaster, Andy Leeder & Dirk Sykes

The New Wider World (Foundation) - D Waugh (Nelson Thornes), Chapter 9

Geography GCSE - King, Hurst, Edwards, Stevens & Mayhew (OUP), Chapter 12

Geography for CCEA GCSE - Henderson, Roulston & Corr (Hodder) Unit 2 Theme C

Geography 3 - Gallagher & Parish (OUP), Chapter 3

Geography Matters 3 - Hopkin & Leeder (Hodder), Chapter 4

Key Geography Interactions, Waugh (Nelson Thornes), Chapter 3

Earthworks 2 - Widdowson (Hodder), Unit 5

One useful area of resources and support for teachers of Entry Pathways units is available on the WJEC website. Teachers will find a wide range of supporting materials here. Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own learners and centres. The site can be found here:

http://resources.wjec.co.uk

Other useful websites include:

http://www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/sustainable_tourism_rev1.shtml

http://www.rgs.org/NR/rdonlyres/1569F6E9-6317-485B-A43D-9FBDAAFCA317/0/SustainableTourism..

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2012-13/geography/dfes-01/dewisiadau-options/book2-contents-t04.html

4. ASSESSMENT

4.1 All Entry Pathways units are internally assessed and externally moderated.

The following principles apply to the assessment of each unit:

- all assessment criteria must be met for unit learning outcomes to be achieved
- for units provided for Entry 2 and Entry 3, assessment criteria must be met in full at each level
- tasks may be set by the centre or chosen from examples given by WJEC (see below).

Entry Pathways Humanities has no set tests or assessments. WJEC will provide some suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. It is hoped that teachers will build on some of these suggestions and develop activities of their own to provide assessments appropriate for their learners.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met:

General activity	Possible purpose
Posters	Outline features and characteristics of sustainable tourism
Written work	Outline features of some popular tourist destinations
Oral questions and answers	Ask about popular holiday destinations
Oral presentations	Talk about positive and negative effects of large numbers of tourists visiting places
Contributing to group discussions	Talk about ways of making tourism more sustainable
Digital presentations, e.g. power point	Outline the main features of a sustainable tourism project
Use of visual images such as photographs or cartoons	Give examples of different types of tourism
Storyboards	Outline features and characteristics of popular holiday destinations in the UK and world wide
Case studies	Outline some examples of tourism having an impact on the environment
Interviews	Ask about people's awareness of issues connected with tourism
Surveys and questionnaires	Use data to gather evidence about holiday destinations
Map work	Locate popular holiday destinations on maps of UK and the world
Audio / visual recordings	Talk about how tourism can be made more sustainable

4.2 Examples of tasks:

Examples of tasks that can be used with learners to show evidence of meeting the assessment criteria:

LO1:   Know features of tourism and changing trends in UK tourism.

At Entry 2, learners could:

- state what is meant by the terms 'tourism' and 'tourists'
- list popular short and long haul destinations for UK residents
- create a poster to show popular tourist destinations for UK residents
- sort a large selection of photographs of tourist destinations into the appropriate category, e.g. beach/sun holidays, winter sports holidays, cultural holidays, historical holidays, adventure holidays etc
- choose one popular UK tourist destination and use the internet to find out about it; state its location and attractions for different people of different ages
- complete a graph showing increasing number of holidays taken by UK residents
- find out how patterns in tourism have changed in UK, e.g. number of holidays taken per year, length of stay, distance travelled etc
- list reasons why UK residents take more holidays today, e.g. increased leisure time, higher life expectancy, internet, higher disposable income and greater affluence, increased mobility (i.e. higher car ownership), increased and cheaper air travel, improvements to transport infra-structure (e.g. Channel Tunnel and ferry ports), number of holiday programmes on T.V. and general holiday advertising etc

At Entry 3, learners could:

- define terms 'tourism' and 'tourists'
- locate popular tourist destinations for UK residents on a maps of UK, Europe and the World, e.g. British seaside resorts, Spanish Costas, Alps, Rockies, Florida, Caribbean, Greek islands, Australia, Thailand, Middle East, Africa etc
- create a presentation or poster to show popular tourist destinations for UK residents
- sort above destinations under headings: long haul; short haul
- research one popular UK tourist destination using the internet; outline its location and attractions for different people of different ages
- draw a graph showing increasing number of holidays taken by UK residents
- indicate trends shown by a graph
- outline how patterns in tourism have changed in UK, e.g. number of holidays taken per year, length of stay, distance travelled etc
- give reasons why UK residents take more holidays today, e.g. increased leisure time, higher life expectancy, internet, higher disposable income and greater affluence, increased mobility (i.e. higher car ownership), increased and cheaper air travel, improvements to transport infra-structure (e.g. Channel Tunnel and ferry ports), number of holiday programmes on T.V. and general holiday advertising etc

LO2: Know about the impact of tourism

At Entry 2, learners could:

- create a collage of photos showing the economic impact of tourism, e.g. jobs, wealth creation, improved infrastructure (improved roads, transport links, public buildings, hospitals) etc
- list the environmental impacts of tourism, e.g. litter, destruction of habitats, removal of woodland or coastal sand dunes, pollution etc
- identify the cultural impacts of tourism by selecting from a long list of all kinds of impacts
- complete a card sort to identify the positive and negative effects of tourism
- state personal opinion as to whether the impacts of tourism on the whole are positive or negative

At Entry 3, learners could:

- create a mind map to outline the economic, environmental and cultural impacts of tourism, e.g. jobs, wealth creation, improved infrastructure, improved roads, transport links, public buildings, hospitals, protection of scenery, wildlife, historic buildings and monument, better understanding of different cultures, projects to preserve heritage and culture
- give the positive impacts of tourism on people (e.g. job creation, creation of wealth, improved facilities and infra-structure for locals (e.g. accommodation, shops, bars, restaurants, roads, transport etc) and the natural environment
- use a selection of photos sourced from the internet to show the negative impacts of tourism on people (e.g. seasonal work, crime, destruction of local culture and traditional way of life, disease, over-crowding etc) and the natural environment (e.g. destruction of wild-life, habitats and vegetation cover, erection of ugly buildings, over-use of water supplies, pollution, traffic congestion etc)
- in your opinion, is the overall impact of tourism positive or negative?; give reasons to support your choice.

LO3: Know how tourism can be made more sustainable in the future

At Entry 2, learners could:

- identify the features of sustainable tourism, e.g. taking care of the environment, respecting local people, culture and traditions, behaving appropriately, involving local people in decisions about tourism, ensuring local people get a fair share of the profits made from tourism, respecting the rights of local people etc
- write a sentence stating what is meant by sustainable tourism.
- find out about a sustainable tourism project in the UK; state its location and key features
- using the internet, find out about a sustainable tourism project in an LEDC; create a poster to show its location and key features
- state, orally or in writing, the 'dos' and 'do nots' for individuals wishing to promote sustainable tourism
- from a list of options select what governments can do to make tourism more sustainable.

At Entry 3, learners could:

- write a simple charter outlining the key features of sustainable tourism, e.g. taking care of the environment, respecting local people, culture and traditions, behaving appropriately, involving local people in decisions about tourism, ensuring local people get a fair share of the profits made from tourism, respecting the rights of local people etc
- create a leaflet about one example of a sustainable tourism project in the UK
- using the internet, research a sustainable tourism project in an LEDC; create a presentation to show its location and key features
- write a code of conduct for individuals wishing to promote sustainable tourism
- complete a Diamond Nine exercise on what governments can do to make tourism more sustainable.

4.3 Recording

Assessment will be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be **differentiated** and must be met at the relevant level. All criteria must be met for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 11-14.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the **WJEC Entry Pathways specification,** which includes information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and Reporting
- Issue of Results
- Access Arrangements
- Post-Results Services.

Essential points to note with regard to administrative arrangements

- Submit all work by unit and not by candidate.

- Ensure that all candidate work submitted for moderation is fully marked and annotated.

- Annotate completed candidate work with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.

- Check that ALL assessment criteria have been met for each unit by each candidate. Do not submit work for moderation if all assessment criteria have not been clearly and fully met.

- Complete in full an Assessment Record Sheet for each unit for individual candidates, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

Changing trends in tourism - ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ **Candidate No.**_____

Centre Name _____ **Centre No.**_____

LO	Assessment Criteria	Met	Evidence
LO1	**AC1.1** Recognise some popular tourist destinations for UK residents at national, European and global scales. **AC1.2** Recognise some examples of the growth in UK tourism. **AC1.3** Identify reasons for UK residents taking more holidays.		
LO2	**AC2.1** List some impacts of tourism (economic, environmental and cultural.) **AC2.2** State positive and negative impacts of tourism on people and the environment.		
LO3	**AC3.1** Identify some key features of sustainable tourism. **AC3.2** Identify some features of a sustainable tourism project in the UK. **AC3.3** Identify some features of a sustainable tourism project in an LEDC. **AC3.4** Identify ways in which people and governments can make a tourist destination more sustainable.		

General Comments

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Teacher: _____ **Date:** _____

Moderator: _____ **Date:** _____

Changing trends in tourism - ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____   **Candidate No**._____

Centre Name _____   **Centre No**._____

LO	Assessment Criteria	Met	Evidence
LO1	**AC1.1** Give a range of popular tourist destinations for UK residents at national, European and global scales. **AC1.2** Outline examples of the growth in UK tourism. **AC1.3** Give reasons why UK residents taking more holidays.		
LO2	**AC2.1** Outline a range of impacts of tourism (economic, environmental and cultural.) **AC2.2** Outline positive and negative impacts of tourism on people and the environment.		
LO3	**AC3.1** Outline the key features of sustainable tourism. **AC3.2** Outline a range of features of a sustainable tourism project in the UK. **AC3.3** Outline a range of features of a sustainable tourism project in an LEDC. **AC3.4** Outline ways in which people and governments can make a tourist destination more sustainable.		

General Comments

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Teacher: _____   **Date:** _____

Moderator: _____   **Date:** _____

Sustainable Tourism/LG   23.08.2018