



WJEC Level 3 Applied Certificate and Diploma in Tourism

SAMPLE INTERNAL ASSESSMENT

For teaching from 2017

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LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN TOURISM

UNIT 2: WORLDWIDE TOURISM DESTINATIONS

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

To understand that:

- all tourism destinations have a range of attractions and facilities
- destinations acquire an image and reputation that affects the types of tourists to whom they appeal.

BRIEF

Away You Go Tours is a medium-sized tour operator providing package tours and independent travel options to UK tourists. The company has an on-line operation only and has no high street presence.

The company has built up a market by specialising in a relatively limited range of short haul and long haul destinations.

Short haul destinations offered by *Away you Go Tours* are the cities of Paris, Rome, Berlin and Barcelona as well as the Mediterranean Islands of Crete, Cyprus, Malta and Corsica.

Long haul destinations offered by *Away you Go Tours* are the American cities of Boston, Washington DC and Los Angeles as well as the Las Vegas & Grand Canyon region and central Florida. The city destinations of Singapore, Dubai, Melbourne and Beijing are also available.

These destinations have been carefully selected by *Away You Go Tours* because they all offer a variety of attractions and activities which appeal to a wide range of tourist types. Within each destination a range of accommodation and activity programmes are available. Customers can build their own itineraries within the destinations based on information supplied by the company.

Away You Go Tours has also prepared extensive dossiers on each of its chosen destination so that customers can have detailed information about their chosen destination. As well as information on attractions, activities and cultural events the dossiers provide advice about transport within the destination and information about the destination's climate.

The majority of the company's customers travel as couples or in small groups as well as family groups. Single travellers are also catered for.

The unique selling point (USP) of *Away You Go Tours* is that for a relatively limited number of destinations the company provides a wide range of travel options, backed up with detailed knowledge of each destination featured.

The company is considering developing its portfolio by adding **one** long haul and **one** short haul destination to those already offered.

You have been employed as a consultant to *Away You Go Tours* to provide background information on travel patterns and to make recommendations for new destinations to be offered by the company.

TASKS

Task 1

Prepare a document which outlines the factors which motivate people to travel and the types of holiday which are undertaken.

Task 2

Research and present information for **one** long haul and **one** short haul destination which could be offered by the company.

Task 3

- a) Plan a marketing campaign for **either** the long haul **or** the short haul destination you investigated in Task 2.
- b) Design and produce materials for the marketing campaign you planned in Task 3 a).

Task 4

Justify your choice of the marketing campaign used in Task 3.

SUMMARY

Task Number	Evidence	AC	Controls
1	Written document	<p>AC1.1 Explain the range of factors that can motivate tourists to travel to worldwide destinations</p> <p>AC1.2 Explain motivations of tourists to choose different types of holiday</p>	<p>Time 2 hours</p> <p>Resources access to class notes; no access to Internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>
2	Written document and graphical information	<p>AC2.1 Explain the appeal of long haul tourism destinations</p> <p>AC2.2 Evaluate transport options for tourists within long haul tourism destinations</p> <p>AC2.3 Describe transport methods to short haul destinations</p> <p>AC2.4 Explain changes in the accessibility of short haul tourism destinations</p> <p>AC2.5 Analyse climate data for short and long haul tourism destinations</p>	<p>Time 3 hours</p> <p>Resources access to class notes; no access to Internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>
3	Plan Sample campaign materials	<p>AC3.1 Plan a marketing campaign for tourism destinations</p> <p>AC3.2 Design and produce materials for use in marketing campaigns for tourism destinations</p>	<p>Time 2 hours</p> <p>Resources access to class notes; no access to Internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>

4	Written evidence	AC3.3 Justify a marketing campaign for tourism destinations	<p>Time 2 hour</p> <p>Resources access to class notes; no access to Internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>
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Total task time: 9 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Unit 2: Worldwide Tourism Destinations is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.

WJEC Level 3 qualifications in Tourism have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Task setting

WJEC have produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or scientific investigation. Further details are in the Rationale in Section 1.2 of the specification.
- The assignment can specify a number of tasks but tasks must be coherent i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all the marks available.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality-assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose. The context for the task is fictitious although it has been developed in conjunction with industry representatives to ensure it is credible and appropriate for the level. The assignment brief provides learners with opportunities to engage with real employers. All tasks are coherently related to the applied purpose. The summary table makes clear the evidence requirements.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and feedback.

Time

'Time' has limited control. There are **9** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. As the evidence for task 1 can be presented in any written format, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for all tasks but should not be allowed access to the Internet.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Feedback

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates **cannot** redraft based on feedback from an assessor.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the mark bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is forbidden

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and mark bands prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the assessment criteria and mark bands

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

For this assignment, any format is acceptable. If any task, or part of a task, is presented orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance. The content of the observation record should focus on the content and not the style of the oral communication.

Tasks

Only references to the context of the assignment brief can be changed in the tasks.

Purpose

No changes allowed.

Context

The context must be realistic and credible but can be fictitious. There must be reference to an organisation. The brief must make reference to more than one destination. The destination(s) must be from the content of the unit specification.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the task-taking: resource section of this Assessor Guidance. There can be no changes to these.

Collaboration

Group work is not allowed for this unit.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



WJEC LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN TOURISM
INTERNAL CONTROLLED ASSESSMENT TIMESHEET
UNIT 2: WORLDWIDE TOURISM DESTINATIONS

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

The total time allowed must not exceed 9 hours.

The timed, supervised hours took place as follows:

Task	Date	Time Allowed: 9 hours	
		Hour	Minutes
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<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>
Total		<input type="text"/>	<input type="text"/>

I certify that all candidates entered were informed of the above dates.

Supervisor's Signature: **Date:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Candidate's Signature: **Date:**

WJEC LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN TOURISM MARK RECORD SHEET

UNIT:

Centre name:	Centre no:
Candidate name:	Candidate no:

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.
If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Candidate Declaration

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance beyond that allowed.

Candidate's Signature: **Date:**

Declaration by Assessor:

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Assessor Name: (Please print) **Signature:** **Date:**

Lead Assessor Declaration:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Lead Assessor Name:(Please print) **Signature:** **Date:**

Overall marks awarded for this unit
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Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 1.1 Explain the range of factors that can motivate tourists to travel to worldwide destinations	Limited explanation of a limited range of factors that motivate people to travel to worldwide destinations. Response is mainly descriptive and incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 1.1 are evident.	Clear explanation of a range of factors that motivate people to travel to worldwide destinations. Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 1 AC 1.1 are evident.	Well-developed explanation of a range of factors that motivate people to travel to worldwide destinations. Well-reasoned judgements are evident. Well-developed synoptic links to appropriate theory in Unit 1 AC 1.1 are evident.		
Assessor Comments					
AC 1.2 Explain motivations of tourists to choose different types of holiday	Limited explanation of the motivation of tourists to choose different types of holiday. Response is mainly descriptive and incomplete.	Clear explanation of the motivation of tourists to choose different types of holiday. Response will include mainly appropriate judgements.			

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
Assessor Comments					
AC 2.1 Explain the appeal of long haul tourism destinations	Limited explanation of the appeal of long haul tourism destinations. Response is mainly descriptive and incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 1.2 are evident.	Clear explanation of the appeal of long haul tourism destinations. Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 1 AC 1.2 are evident.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 2.2 Evaluate transport options for tourists within long haul tourism destinations	Limited evaluation of transport options for tourists within long haul destinations. Response is mainly descriptive and incomplete.	Clear evaluation of transport options for tourists within long haul destinations. Response will include mainly appropriate judgements which consider some of the main transport options.	Well-developed evaluation of the main transport options available for tourists within long haul destinations. Well-reasoned judgements are evident which consider a range of transport options.	Excellent, detailed evaluation of the main transport options available for tourists within long haul destinations. Detailed evaluations are evident which consider a wide range of transport options.	
Assessor Comments					
AC 2.3 Describe transport methods to short haul destinations	A description of transport options to short haul destinations. 1-2 marks may only be a list and incomplete. 3-4 marks for a clear description.				

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
Assessor Comments					
AC 2.4 Explain changes in the accessibility of short haul tourism destinations	Limited explanation which may only mention changes or mention examples and is mainly descriptive and incomplete.	Clear explanation which includes clear and relevant examples. Response will include mainly appropriate judgements.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 2.5 Analyse climate data for short and long haul tourism destinations	Limited analysis of aspects of climate data for short and long haul tourism destinations and is mainly descriptive and incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 3.3 are evident.	Clear analysis of climate data for short and long haul tourism destinations. Response will include mainly appropriate judgements. Clear synoptic links to data analysis skills in Unit 1 AC 3.3 are evident.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 3.1 Plan marketing campaigns for tourism destinations	Limited plan for a marketing campaign. Some appropriate aims, markets, resources, timescales and impacts may briefly be outlined but are incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 2.3 are evident.	Clear plan for a marketing campaign shows clear evidence of appropriate aims, markets, resources, timescales and impacts in some detail. Clear synoptic links to appropriate theory in Unit 1 AC 2.3 are evident.			
Assessor Comments					
AC 3.2 Design and produce materials for use in marketing campaigns for tourism destination	Materials are limited in design. There is limited clarity of purpose for the materials and is incomplete.	Materials are designed with clear content which stimulates interest. Technical accuracy, persuasive language and clarity of purpose are evident.	Well-developed materials are designed with highly relevant content which stimulates interest. Language is accurate and highly persuasive with clarity of purpose evident.		

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
Assessor Comments					
AC 3.3 Justify marketing campaigns for tourism destinations	Limited justification of a marketing campaign. Response is mainly descriptive with few judgements and is incomplete.	Clear justification for a marketing campaign which shows reasoning. Response will include mainly appropriate judgements. Evidence to support the use of appropriate materials and information is present. Some persuasive language is present.	Well-developed justification for a marketing campaign. Well-reasoned judgements are evident to support the use of appropriate materials and information is present. Clear persuasive language is present.	Excellent detailed justification for a marketing campaign which is very well-reasoned. Detailed evidence to support the use of appropriate materials and information is present. Detailed, technical and persuasive language is present.	
Assessor Comments					