GCSE TEACHERS' GUIDE
New Specifications:
for teaching from September 2009

Leisure and Tourism
(Single & Double Award)
# Contents

**GCSE Leisure and Tourism Teachers’ Guide**

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1. INTRODUCTION

The WJEC GCSE Leisure and Tourism specification will be available from September 2009. This is a new specification which follows the new GCSE criteria and formats, with two units comprising a Single Award qualification and four units required for a Double Award.

For both the Single Award and Double Award there will be a combination of assessment by external examination (40%) and controlled assessment (60%) which is internally assessed and externally moderated.

For the first availability of units, see page 2 of the specification. The specification is available to centres throughout the UK.

This guide is one of a number of ways in which WJEC provides assistance to teachers delivering the new specification. Also available are the specimen assessment materials (question papers and marking schemes) and professional development (INSET) conferences.

Contact points for GCSE Leisure and tourism are as follows:

michael.neale@wjec.co.uk
(Subject Officer)

clare.williams@wjec.co.uk
(Administrative Support Officer)

Subject page www.wjec.co.uk
INSET Section inset@wjec.co.uk
www.wjec.co.uk/professionaldevelopment

1.1 Rationale

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

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

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

The content of the specification is divided into four units and two awards are available:

- **Single Award.** This award consists of two units - Units 1 and 2.
- **Double Award.** This award consists of all four units.

### SUMMARY OF ASSESSMENT

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ASSESSMENT INSTRUMENT</th>
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<tr>
<td>UNIT 1</td>
<td>Controlled Assessment</td>
<td>60%</td>
<td>30%</td>
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<td>Leisure and Tourism Provision in a chosen area</td>
<td>Consisting of a choice of board prescribed tasks which should be completed in 6-8 supervised hours. Internally assessed and externally moderated</td>
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<td>UNIT 2</td>
<td>Written Paper (1 hour 30 minutes)</td>
<td>40%</td>
<td>20%</td>
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<td>Leisure and Tourism Destinations</td>
<td><strong>Section A</strong>, consisting of a series of compulsory short answer questions. <strong>Section B</strong>, consisting of a series of compulsory short answer and extended writing questions based on case studies</td>
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<tr>
<td>UNIT 3</td>
<td>Controlled Assessment</td>
<td>60%</td>
<td>30%</td>
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<tr>
<td>Leisure and Tourism Organisations</td>
<td>Consisting of a choice of board prescribed tasks which should be completed in 6-8 supervised hours. Internally assessed and externally moderated</td>
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<tr>
<td>UNIT 4</td>
<td>Written Paper (1 hour 30 minutes)</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Choice and Change in Leisure and Tourism</td>
<td><strong>Section A</strong>, consisting of a series of compulsory short answer questions. <strong>Section B</strong>, consisting of a series of short answer and extended writing questions based on case studies</td>
<td></td>
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1.3 Similarities and Changes to Previous Specification

Similarities

- Controlled assessment (previously portfolio coursework) remains 60%
- Theory remains 40%
- Many theoretical concepts are unchanged

Changes

- Controlled assessment replaces portfolio coursework
- Supervised completion of controlled assessment
- Opportunity for Single or Double Award
2. SUPPORT FOR TEACHERS

WJEC provides the following as part of its support for all specifications:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to specification and other key documents on main website
- Itemised feedback on outcomes for candidates at question level
- Regular INSET delivered by Chief Examiners
- Easy access to both the Subject Officer and to administrative sections

WJEC contact details, including those of the Subject Officer, are given on page 2 of this guide.

There are a number of recently produced generic textbooks that are more than adequate for complete delivery of the specification. Realistically, therefore, the specification can be delivered via current commercial materials targeted at the GCSE market.

Please Note: For teachers who wish to enhance their own subject knowledge, we have provided detailed lists of current reading. There is no obligation on either teachers or students to work their way through this material. Whilst some of the texts suggested might not be suitable for candidate use, they would be appropriate for teachers who are interested in refreshing or extending their knowledge.

The websites, by their nature, are generally appropriate for candidate use and guidance. However, whilst most of the sites are well established and have detailed topic guidance or invaluable links, they are dynamic and we cannot guarantee their content or their life span.

As more resources and materials suitable for teachers become available, this support booklet will be updated to take account of new ideas. Teachers may wish to bring their ideas and suggestions to Inset sessions so that they can be more widely disseminated to support colleagues.

We would be pleased to receive further suggestions and ideas in order to improve future editions of this guidance material.

Materials in both Welsh and English will be placed on the NGfl Cymru website. For detailed teacher guidance, support, schemes of work and many other resources, please see

www.ngfl-cymru.org.uk

For other enquiries or information, visit the Leisure and Tourism pages of

www.wjec.co.uk
2.1 Resources

With direct links from the Teachers Guide, an **E Book** has been produced that closely follows the specification. This innovative resource has been developed by senior examiners and is freely available. The E Book further develops the content as well as containing interactive tasks designed to enhance candidates' understanding. This invaluable resource is suitable for use on interactive whiteboards as a teaching aid and as a student resource.

In addition UK publishers produce textbooks for Leisure and Tourism, including:

- Butterworth-Heinemann
- Hodder and Stoughton
- Macmillan
- Pearson Education
- Routledge
- The Haworth Hospitality Press
- Thomson Publishing
- The World Tourism Organisation
- Longman
- Collins

Textbooks that might be of use to centres and which cover many aspects of the specification include:


This list is by no means intended to be definitive but might act as a useful starting point for candidates.

2.2 National Grid for Learning - Cymru

A particular source of resources and support for teachers of WJEC Leisure and Tourism has been created on the National Grid for Learning Cymru. [http://www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk)

Teachers will find a wide range of supporting materials.

Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own candidates and centres.

Please keep returning to this site to view new materials as may become available. It is hoped that teachers will be willing to contribute their own work and ideas to this site for the benefit of colleagues in other centres.
2.3 General Websites

The WJEC website [www.wjec.co.uk](http://www.wjec.co.uk) offers information on courses and INSETS as well as support for teachers, including access to past papers, mark schemes and examiners’ reports.

In addition, the following websites may be of use to teachers involved in the delivery of GCSE Leisure and Tourism.

The list represents only a fraction of the range of websites which could be accessed to support teaching and learning related to the specification.

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<thead>
<tr>
<th>Organisation</th>
<th>Website</th>
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<tbody>
<tr>
<td>Association of British Travel Agents</td>
<td><a href="http://www.abatnet.com">www.abatnet.com</a></td>
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<tr>
<td>Association of Leading Visitor Attractions</td>
<td><a href="http://www.alva.org.uk">www.alva.org.uk</a></td>
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<td>Blue Badge Guides</td>
<td><a href="http://www.blue-badge.org.uk">www.blue-badge.org.uk</a></td>
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<td>Brecon Beacon National Park</td>
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<td>Cardiff</td>
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<td>Council for National Parks</td>
<td><a href="http://www.cnp.org.uk">www.cnp.org.uk</a></td>
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<tr>
<td>Department for Media, Culture and sport</td>
<td><a href="http://www.culture.gov.uk">www.culture.gov.uk</a></td>
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<td>easyJet</td>
<td><a href="http://www.easyjet.com">www.easyjet.com</a></td>
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<td>Foreign and Commonwealth Office</td>
<td><a href="http://www.fco.gov.uk/travel">www.fco.gov.uk/travel</a></td>
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<td>National Museums of Wales</td>
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<td>Natural England</td>
<td><a href="http://www.naturalengland.org.uk">www.naturalengland.org.uk</a></td>
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<td>National Statistics Online</td>
<td><a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></td>
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<tr>
<td>Institute of Travel and Tourism</td>
<td><a href="http://www.itt.co.uk">www.itt.co.uk</a></td>
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<td>Pembrokeshire Coast National Park</td>
<td><a href="http://www.pcnpa.org.uk">www.pcnpa.org.uk</a></td>
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<td>Swansea Tourism</td>
<td><a href="http://www.visitswanseabay.com">www.visitswanseabay.com</a></td>
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<td>The National Trust</td>
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<td>The Tourism Society</td>
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<td>The Travel Foundation</td>
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<td>Tourism Offices Worldwide Directory</td>
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<td>Tourism Concern</td>
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<td>Visit Wales</td>
<td><a href="http://www.visitwales.com">www.visitwales.com</a></td>
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<td>World Tourism Organisation</td>
<td><a href="http://www.world-tourism.org">www.world-tourism.org</a></td>
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<tr>
<td>World Travel Guides/Atlas</td>
<td><a href="http://www.columbusguides.com">www.columbusguides.com</a></td>
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<tr>
<td>Youth Hostel Association Website addresses</td>
<td><a href="http://www.yha.org">www.yha.org</a></td>
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3. UNIT GUIDES

Unit 1

3.1 Leisure and Tourism provision in a chosen area

3.1.1 Introduction

In this unit candidates will need to study leisure and tourism provision in a chosen area and they will be assessed by a controlled assessment task which will be available early in the course.

Candidates will need to investigate facilities used for leisure purposes by people living in the chosen area as well as visitors to the chosen area.

The area chosen must contain a suitable range of leisure and tourism facilities, e.g.
- An area of countryside such as a National Park or an Area of Outstanding Natural Beauty.
- A seaside town such as Tenby, Brighton, Blackpool, Llandudno.
- An area within a large city such as Cardiff Bay, Maritime Liverpool, Central London, Central Bristol.

The precise area chosen should depend on the requirements of the controlled assessment tasks. Essentially, the area must have a sufficient range of leisure and tourism facilities and attractions. Very often it is not only leisure facilities being investigated but tourism facilities also.

Centres should ensure that all of the content of the unit is covered and that candidates are fully aware of the key terms and concepts before the controlled assessment task is attempted.

3.1.2 The leisure and tourism industry

Centres need to discuss with candidates the concept of leisure and tourism and to provide accepted definitions of each concept. Candidates need to be aware of the wide range of activities which people may chose to undertake in their spare (leisure) time. Candidates also need to be aware that people are tourists for many different reasons including leisure, business and visiting friends and relatives (VFR).

Click here for link to e-book (pages 1 - 9).
Centres will need to ensure that candidates develop an understanding of the **leisure and tourism** industry and that they are aware that there is a wide range of commercial and non-commercial organisations, which exist to provide leisure opportunities and tourist activities.

Candidates should be aware that commercial organisations provide leisure and tourism opportunities in order to make a profit by selling their products and services. It would be appropriate to illustrate this concept through mini-case studies of cinema chains, tour operators, fast food providers and hotel chains.

Candidates should also be aware that non-commercial organisations provide different leisure and tourism opportunities and are not profit-making. These organisations are funded by local or national government or may be voluntary organisations. These could be studied through mini-case studies of organisations such as local leisure centres, country parks, national parks, tourist boards, art centres and museums.

**Millennium Stadium case study available on NGfL**

**Click here for link to e-book (pages 10 - 22).**

Centres need to be aware that it is vitally important that candidates have a thorough and clear knowledge of the **components of the leisure industry**. They need to be aware of which component different organisations and facilities fit into and that some facilities and organisations can fit into more than one component. An understanding of the components is a key building block in the study of the leisure industry.

For the purpose of the controlled assessment candidates will need to have a clear understanding of how each component of the industry is represented in their chosen area. The components are

- **Sport and physical recreation** – including sports and leisure centres, health and fitness clubs, playing fields, cycle tracks, golf courses and all weather pitches.

- **Arts and entertainment** – including art galleries, museums, cinemas, nightclubs and casinos.

- **Countryside recreation** – including footpaths, cycle paths, fishing, sailing and other water based activities, climbing and abseiling, mountain biking (there is likely to be some overlap between the components of countryside recreation and sport and physical recreation).

- **Home-based leisure** – including TV / DVD entertainment, computer technology based activities, DIY, cooking for pleasure gardening, music. DVD hire shops and take away or home delivery food facilities can also be included in this component.
• Children’s play activities - including recreation play parks, holiday play schemes and children’s indoor activity centres.

• Attractions – attractions feature in both the leisure and tourism industries because local people can visit them in their leisure time and by tourists staying in the area. Attractions include natural attractions such as beaches and mountains; purpose built attractions including theme parks, zoos and ornamental gardens.

• Catering – including restaurants, pubs, fast food outlets, events and outside catering.

Click here for link to e-book (pages 23 - 63).

Centres need to be aware that it is vitally important that candidates have a thorough and clear knowledge of the components of the tourism industry. They need to be aware of which component different organisations and facilities fit into and that some facilities can fit into more than one component. An understanding of the components is a key building block in the study of the tourism industry.

For the purpose of the controlled assessment candidates will need to have a clear understanding of how each component of the industry is represented in their chosen area. The components are

• Travel agents – candidates need to be aware of the main role of travel agents which is to sell travel products such as, holidays, flights, travel insurance and currency to the public. Candidates should be able to identify high street travel agents.

• Tour operators – candidates need to be aware of the fact that there are inbound, outbound and domestic tour operators. Outbound tour operators provide holidays to overseas destinations, which are sold by travel agents. Inbound and domestic tour operators organise tours and holidays to different areas of the UK and may bring tourists to the chosen area of study. E.g. UK residents visiting Bournemouth or Tenby on a coach tour.

• Tourist information and guiding services – including Tourist Information Centres (TICs), Tourist Boards and local authorities, Guiding Services (Blue Badge Guide, Guide Friday).

• On-line travel services – including organisations such as Travelocity, LastMinute.com and Expedia, Airline websites such as easyJet and Ryanair; accommodation booking sites such as hotels.com and Tripadvisor.

• Accommodation and catering – Candidates need to be aware of the range of accommodation available for tourists including serviced accommodation (hotels), and non-serviced accommodation (campsites, caravan sites, holiday cottages).
• Attractions— attractions feature in both the leisure and tourism industries because local people can visit them in their leisure time and by tourists staying in the area. Attractions include – natural attractions such as beaches and mountains; purpose built attractions including theme parks, zoos and ornamental gardens.

• Transport – including air, sea, rail, road (bus car, coach, taxi).

**Click here for link to e-book (pages 64 - 104).**

Centres need to be aware that candidates need to develop an understanding of the links and inter-relationships between the components of the leisure and tourism industries. This might be best achieved by providing a range of examples such as the links between a hotel and a coach operator, which brings guests to the hotel. Other examples include tourist boards which promote the attractions within their area or people travelling outside of their home area for a sporting event.

**Click here for link to e-book (pages 105 - 109)**

The majority of leisure and tourism organisations operate as businesses, which may be profit making or non-commercial. Candidates need to develop some awareness of the business systems used by leisure and tourism organisations. Increasingly, these are computerised systems used for bookings, membership, accounting and other purposes.

Systems are used for storing, processing, retrieving and disseminating information. These systems are used to support the functions of the organisation.

Candidates should have some awareness of examples of systems commonly used in leisure and tourism organisations such as:

• Membership databases
• Staff details
• Health and safety information and procedures
• Financial systems for accounting purposes
• Marketing databases
• Client databases

It would be good practice to visit one or two leisure and tourism organisations to gain an understanding of the business systems they have in place and how they are used.

**Click here for link to e-book (pages 110 - 112)**
3.1.3 Leisure and tourism facilities

Centres need to discuss with candidates the concept of ‘products and services’ in terms of what is provided by the organisations and facilities listed in the specification. It is not always easy to differentiate between a ‘product’ and a ‘service’ within the leisure and tourism industry, since many of the products of the industry are ‘intangible’ and are not ‘goods’ which can be touched and taken away. Package holidays are a good example of the intangible products offered by the tourism industry.

Although centres may wish to differentiate between products and services, this is not as important as candidates understanding that the facilities and organisations mentioned provide a range of different products and services to different customers.

Click here for link to e-book (pages 113 - 120).

Candidates need to be aware of the differences between commercial and non-commercial leisure and tourism organisations. Candidates need to be aware of the fact that commercial organisations provide products and services in order to make a profit whereas non-commercial organisations are funded by different means and have different objectives. However, they may still need to make a charge to their customers.

It would be beneficial if candidates developed a clear understanding of which sector major leisure and tourism organisations belong to. It would be particularly beneficial to relate this to the area upon which the centre chooses to base the controlled assessment tasks.

Click here for link to e-book (pages 121 - 124).

Candidates should develop an appreciation of the fact that as businesses, leisure and tourism organisations have to abide by legislation relating to the health and safety of their customers and employees. These organisations also have to maintain appropriate records and be prepared for emergency situations as well as undertaking risk assessments.

Candidates will not be required to have any detailed knowledge of specific pieces of legislation, but they should appreciate that leisure and tourism organisations are subject to a range of legislation which ensures the health and safety of their customers and employees.

A visit to a leisure and tourism organisation to obtain an overview of the relevant health and safety legislation in place would be very beneficial.

Click here for link to e-book (pages 125 - 126).
3.1.4 Meeting people's needs

Candidates need to understand that leisure and tourism organisations become successful through meeting the needs of their customers. This will mean that commercial organisations make a profit and non-commercial organisations meet their objectives, whatever they may be.

Leisure and tourism organisations will become successful through developing products and services which meet the needs of their main groups of customers. Candidates will need to develop an understanding of how and why leisure and tourism organisations provide different products and services for different groups of customers.

Candidates also need to be aware that different leisure and tourism organisations group their customers in different ways and this will vary according to the nature of the organisation. The list in the specification is generic and is provided only as a guide. For example, a health club might group its customers into members and non-members and a football club might group its customers into home supporters and away supporters.

Click here for link to e-book (pages 127 - 140)

Centres should be aware that a detailed investigation of customer service is not required. The intention is that candidates should have some awareness of the concept of customer service and how good customer service helps to meet the needs of customers, enhances the reputation of the organisation and thus supports the future success of the organisation.

Click here for link to e-book (pages 141 - 150)

3.1.5 The range of employment opportunities within the leisure and tourism industries

Candidates need to have some awareness of the wide range of jobs available in the leisure and tourism industries. There are many ways of classifying the different types of jobs available within in the industries and in no way is it necessary or possible to cover all of these jobs.

However, candidates should be fully aware of the range of jobs within the industries found in the chosen area and understand how these relate to the nature of leisure and tourism organisations within the area.

The employment Fact File gives details of a number of jobs within leisure and tourism.

Equally important is the candidates’ understanding of the range of skills and qualities required for the various jobs.

Candidates should have an awareness of the skills identified in the specification and be able to identify how these can be applied to jobs within the leisure and tourism industries. In particular, candidates should be aware of how these skills are used by people working in leisure and tourism organisations operating within the chosen area.
Even more important is that candidates are aware of the particular qualities which are required for jobs within the industries. The importance of confidence in dealing with customers and being cool when working under pressure cannot be stressed enough.

As indicated above, it will be particularly important for candidates to gain an appreciation of the jobs found within leisure and tourism organisations within the chosen area and understand how people employed in these help to meet the needs of customers as well as making the organisations operate effectively.

3.1.6 Investigating leisure and tourism provision

Centres should be aware of the need to teach all of the key concepts and ensure that candidates have a full understanding of the unit content.

Centres should give very careful consideration to the choice of the chosen area of study for the controlled assessment task. It is recommended that the chosen area is familiar to all of the candidates.

It is possible to use the area in which the centre is located, or an area studied on a field visit. Ideally there should be a range of facilities from each of the key components for both leisure and tourism present within the area.

The precise chosen area does not have to be the same for each section of the controlled assessment task. So, each section of the controlled assessment task could be applied to a different chosen area. Candidates should clearly identify the chosen area at the start of each section of the controlled assessment task.

Candidates should be aware of the precise boundary and location of the chosen area, especially if it is part of a town or city. The chosen area should have a sufficient range of leisure and tourism facilities to allow candidates to achieve at the upper end of the mark range.

Research methods and resources which could be used by candidates in their preparation time include:

- Websites of leisure and tourism facilities, local authority websites and other relevant organisations.
- Digital images of leisure and tourism facilities within the chosen area, which could be stored in Virtual Learning Environments.
- Promotional materials, guide books and brochures.
- Inputs from key staff from relevant facilities.
- Notes made in class before the controlled assessment task.
- Visits to leisure and tourism facilities within the chosen area. These are strongly encouraged, but are not compulsory.
- Textbooks and other educational resources.

Much of the research during the preparation time should be undertaken as a class activity. However, candidates should also be encouraged to undertake additional individual research.
Unit 2

3.2 Leisure and Tourism destinations

3.2.1 Introduction

In this unit candidates will have to learn and understand about leisure and tourism destinations. They will need to know about the reasons, otherwise known as motivating factors, why people travel to leisure and tourism destinations.

Centres need to be aware that candidates will also need to have knowledge of the range of transport options which different groups of travellers have to get to their destination and the advantages and disadvantages of the different forms of transport they may choose.

There is a wide range of leisure and tourism destinations, centres should ensure that candidates develop an understanding of the main types of destination. They should be aware of the range of attractions and facilities available at different types of destination and be aware of how these add to the appeal of the destination.

Candidates should also be aware of the range of positive and negative impacts which tourism has on different destinations and should understand that there is an increasing need to develop strategies which support sustainable tourism in the future.

Centres will need to provide candidates with detailed case study knowledge of a range of leisure and tourism destinations within the UK as well as within Europe and at long haul destinations.

3.2.2 Why people travel

Centres need to ensure that candidates develop a clear understanding of the reasons why people travel. Although the principal motivational factors for travel (business, leisure and visiting friends and relatives) remain, other factors, such as education reasons and health reasons have been identified in recent years.

Centres should ensure that candidates are aware of and understand the various forms of leisure travel, including holidays, city breaks, short breaks and special interest holidays. Candidates should also be aware that day visits, where the tourist does not spend a night away from home, should also be included as leisure travel.

Centres should ensure that candidates appreciate the significance of business travel and the differences between business and leisure travel. Candidates should be aware of the different types of events for which business travel takes place including meetings, conferences, conventions and trade fairs.

Candidates need to understand that people travel for a wide range of reasons connected to visiting friends and relatives. This will include a number of family events and celebrations, which might vary according to the religion of the family involved. Also, people travel simply to visit friends for leisure purposes, this in still included in the visiting friends and relatives category.
Centres should ensure that candidates are aware that *new motivations* for travel have been identified in recent years. There has been a growth in health travel, either for operations overseas or for recuperation purposes. Similarly, education travel has grown with a range of facilities now provided at destinations for education groups.

Sports tourism has also seen a significant growth with major events attracting tens of thousands of spectators. People travel to European destinations to see football and rugby games on a regular basis and there is a great deal of tourism connected with domestic sport within the UK. Major events such as the Olympic Games and the Ryder Cup will also attract many tourists.

Also, many people travel to take part in sporting activities. Many rugby, football and hockey clubs take part in sports tours to play against teams in other regions or even other countries. Other people travel to enjoy individual sporting activities. Centres should ensure that candidates are aware of the range of sporting activities related to tourism.

Increasingly, tourist trips take place for more than one reason. For example, the business traveller might visit attractions at a destination he or she has not visited before. Likewise a person visiting relatives might spend time visiting a range of attractions and relaxing.

Centres should be sure that candidates are aware of the difference between the three terms, *in-bound, out-bound and domestic travel*. They should also understand that the patterns of these visits vary over time for a number of reasons.

Candidates need to be aware that the *length of tourist trips* varies for a number of reasons. Generally business tourists stay for a shorter amount of time because they only want to be away for as short a time as possible. The majority of business trips only last one or two nights. Some business travel might involve international trips to Paris, Rome and other cities with the traveller returning on the same day.

Leisure tourism generally tends to involve trips of a longer duration, with the traditional package holiday lasting one or two weeks. Self-packaged holidays tend to be of a more variable duration. A recent trend is towards short break and city break leisure tourism, with trips only lasting two or three nights.

Visiting friends and relatives involves trips lasting from one or two nights to several months. Many people travel for a family event are return home the same day or the next day but in some cultures it is common to visit relatives for an extended period of time.

Centres need to ensure that candidates have a clear understanding of the factors which influence a tourists *method of travel*. This will depend on the motivational factor for travel as well as a number of other variables.
Candidates need to understand that different forms of travel have **different booking patterns**. Leisure travel tends to be booked some time in advance with those involved in the trip discussing what destination they would like to visit and on what dates they would like to travel. Conversely, more business travel is booked at shorter notice as and when the visit becomes necessary. There are specialist travel agents which book travel on behalf of many large companies.

Most VFR travel is booked some way in advance but illness and bereavements may require people to travel at short notice.

Technological developments have impacted on booking patterns in many ways over the last decade with many tourists now able to book travel and check-in for flights online.

Centres need to ensure that candidates understand that different types of tourist have **different patterns of spending** on items such as accommodation, visiting attractions and entertainment.

Business travellers often, but by no means always, spend more on accommodation, especially if their company is paying the bill. These travellers will spend less on visiting attractions, usually because they are involved in work-related activities while they are away.

Leisure travellers would be more conscious of their spending on accommodation but will be prepared to spend more on attractions. Those visiting friends and relatives will, in most cases, not have to spend money on accommodation but will visit attractions.

Candidates will need to appreciate that spending on tourism varies from person to person for a number of reasons.

Centres need to ensure that candidates understand that there are a number of **different types of leisure travel** and that in recent years leisure tourists have had far more choice in terms of the type of holiday they take part in.

Candidates need to be aware of what constitutes a **package holiday**, the components of package holidays and the major organisations providing package holidays. They should be able to evaluate the advantages and disadvantages of taking package holidays, understand the reasons for their growth and understand why they are relatively less popular today than they were in the past.

Candidates need to understand that the growth in **self-packaged holidays** is a result of the availability of the internet facilitate online bookings as well as a dissatisfaction with packaged holidays. Candidates need to appreciate that a self-packaged holiday provides the tourist with far more choice regarding the dates of travel and the tourist is able to build their own itinerary.
Candidates need to appreciate the importance of **self-drive holidays**. These are taken by many families and couples to domestic and international destination in Europe. This type of holiday includes most camping and caravan trips. **Fly-drive** holidays involve flying to an airport and collecting a hire car. Both types of holiday provides the tourist with a great deal of choice of itinerary.

Candidates need to understand why **cruise holidays** have become popular in recent years and need to be aware of the main destinations for cruise holidays taken by UK residents. Candidates also need to be aware of the fact that there is now far more choice available to those wishing to take a cruise holiday.

Candidates need to be aware of what constitutes a **special interest holiday** and be aware of a number of suitable examples. They need to appreciate that the clients who take part in a special interest holiday tend to share the same interest and want to spend a significant amount of time during the holiday taking part in a particular activity. Candidates also need to be aware of the potential problems of special interest holidays in terms of the specific itineraries and requirements of the groups taking part.

Candidates need to understand that many people want to take part in exciting and **adventurous activities** when they are on holiday. These are referred to as ‘adrenaline junkies’. **Winter sports such as skiing and snowboarding** continue to increase in popularity with many UK residents. New activities such as skydiving, mountain biking and bungee jumping are now widely available, as well as traditional adventure activities such as rock climbing. Water sports, in particular windsurfing and scuba diving would also be classed as adventure activities.

Centres need to ensure that candidates are aware of the reasons for the growth in **short breaks and city breaks**. This growth is partly related to increased affluence with more people being able to afford a second or third holiday each year. It is also connected to the growth of budget airlines offering relatively cheap flights to a number of new destinations.

Also, some sectors of society have changed their work patterns so can take long weekends as opposed to the traditional one or two week holiday. In some case people are working longer hours so choose to take short breaks rather than a longer holiday.
Changing patterns of travel
Centres need to ensure that candidates fully appreciate the dynamic and ever-changing nature of travel and tourism and that there are ongoing changes in lifestyle, affluence, family structure and other factors which affect patterns of travel. These changes in turn impact on the destinations which people travel to.

People are now travelling later in their lives and changing family structures has led to the growth of singles holidays and companies specialising in holidays for single parent families.

At the same time developments in technology and transport have made far more destinations accessible and through the internet, more people are able to book travel directly with the provider.

3.2.3 Types of transport

Centres need to ensure that candidates are aware of the range of transport options tourists have to travel to destinations and of the variety of transport options available for travelling around the destination.

Candidates will need to be aware of the advantages and disadvantages of different types of transport. They will also need to be fully aware of factors such as:

- Cost
- Convenience
- Comfort
- Availability
- Frequency
- Accessibility
- Suitable routes

Candidates will need to understand how each of the factors above impact on a tourists choice of transport from their home to their destination. Very often tourists have to make use of more than one form of transport to reach their destination.

Candidates will also need to be aware of the choices of transport people have while staying at their destination. This could include public transport such as trains, buses and metro systems, hiring a car or booking organised excursions.
3.2.4 Types of tourist destination

Centres should ensure that candidates are aware of and understand that there are a range of different types of tourist destination which have been grouped into:

- Coastal areas
- Countryside areas
- Tourist towns and cities

Candidates should be aware of the tourist facilities, range of accommodation and attractions which tend to be found in each of the above types of destinations. They should be aware of the general characteristics of each category and be able to locate key destinations on a map.

Candidates should be aware of a range of coastal, countryside and city tourist destinations within the UK Europe and long haul destinations.

Candidates should be aware of the characteristics, attractions, facilities and range of accommodation provided by coastal resorts. They should have some awareness of the history of coastal resorts in the UK and be aware that many coastal resorts in Europe were significant in the development of package holidays.

Candidates should also be aware that many undeveloped coastal areas also are important tourist destinations with visitors drawn by the natural attractions of the areas. They should also be aware of the range of water-based activities which are available in coastal destinations.

Candidates should be aware that tourists are drawn to many countryside areas because of the natural beauty of the areas and the range of activities available. The human landscape of farms, small towns and villages also attract tourists. These areas include National Parks and Areas of Outstanding Natural Beauty as well as ranges of hills and mountains.

Candidates should have some understanding of the characteristics and purposes of National Parks and have some awareness of the location of UK National Parks.

Candidates should be aware of the reasons why tourists visit particular towns and cities. Such cities contain heritage and cultural attractions such as museums, galleries and ecclesiastical buildings as well as many purpose-built attractions. They also provide a variety of entertainment and night life options as well as a wide variety of cuisine on offer. Certain cities also draw tourists because of their sporting venues.

Many tourist cities are also capital cities with government buildings and may well function as important business destinations. Candidates should be aware of some of the most important tourist cities in the UK, Europe and other parts of the world.

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3.2.5 The appeal of tourist destinations

Centres should ensure that candidates are aware of the concept of appeal and understand how and why certain tourist destinations appeal to different groups of tourists. Successful destinations are those which appeal to a wide range of tourists and candidates should appreciate that different types of tourists would be attracted to different facilities and attractions within the destination. Candidates should be able to evaluate the appeal of destinations they have studied.

Additionally, candidates need to be provided with detailed case study knowledge of appropriate destinations within the UK, short haul destinations within Europe and world-wide long haul destinations. Candidates will need to be aware of each of the factors identify below.

Location and accessibility
Where is the destination located? What are the major transport routes to the destination and by what form of transport would most visitors arrive? How expensive is the destination to travel to and how convenient are the transport options? What transport options are available at the destination?

Natural attractions
What are the major natural attractions at the destination? Are there any particular well-known attractions? Are the natural attractions important to the appeal of the destination? Are the natural attractions associated with particular activities?

Built attractions
What are the major built attractions at the destination? Are there any particular well-known attractions? Are the built attractions important to the appeal of the destination? Are the built attractions associated with particular famous historic events or people?

Facilities
What major facilities are provided at the destination? What is the range of accommodation provided? What sports facilities are provided? What tourist information provision is available at the destination?

Climate
What is the type of climate at the destination? Is it cold, hot, wet or dry? When is the best time of the year for tourists to visit to get the best weather? What problems might be associated with the climate of the destination?

Culture and heritage
What is the language and religion of the destination? To what extent is the culture of the destination appealing to tourists? What are the traditional food and drinks associated with the destination? What famous people are associated with the destination?

Events and entertainment
What sporting events are held at the destination and how do these add to the appeal? What is the night life like? What major festivals are held at the destination and at what time of year?
The impact of tourism
What are the major positive and negative impacts of tourism on the destination? Are these impacts related to the environmental, economic or socio-cultural? Does any ecotourism take place within the destination?

Sustainable tourism
What measures have been taken to promote sustainable tourism at the destination? Do these relate to ecological, cultural or economic sustainability?

Destination marketing
What slogans, logos or images does the destination use in its marketing? Does it promote its natural attractions or built attractions? What are the main target markets for the destination?

Attitudes and cultures
To what extend is the culture of the destination different from the tourists which visit the destination? Does this create any conflict or problems at the destination?

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4. ASSESSMENT GUIDANCE

Some key terms used in examination questions

Account for
Explain the process or reason for something being the way it is.

Analyse
Explore the main ideas of the subject; show why they are important and how they are related.

Assess
To judge or decide the amount, value, quality or importance of something.

Comment on
Discuss the subject, explain it or give an opinion on it.

Compare
Show similarities and/or differences.

Conclude
Decide after reasoning.

Contrast
Show the differences.

Define
Give the meaning of.

Describe
Give a detailed account of.

Discuss
Explore the subject by looking at its advantages and disadvantages and arrive at a conclusion.

Evaluate
Give an opinion after assessed different points of view.

Explain
Describe giving reasons and causes.

Give reasons for
Explain how and why something is that way.

Identify
Recognise something.

Illustrate
Show by explaining and given examples.

Indicate
Point out, make something known.

Justify
Give good reasons for offering a conclusion.

List
An item-by-item record.

Outline
Concentrate on the main bits of the topic

Summarise
Give the main points of an idea or argument.
What are examiners looking for?

- Coherent well written work
- Knowledge of current issues in Leisure and Tourism
- The ability to apply, analyse and evaluate knowledge and understanding
- Consistent reference to the terms of the question

Supporting your candidates by

- Explaining the importance of grammar
- Ensuring an understanding of differences between describe, explain, discuss etc.
- Training in reading the question
- Encouraging discussion and debate
- Using past papers and mark schemes when preparing for the exam

Ensure candidates avoid

- Using bullet points, particularly in extended writing
- Descriptive answers that lack analysis and/or evaluation
5. CONTRIBUTOR TO THE TEACHERS' GUIDE

Thanks to Bob Holland, Educational Consultant and Chair of Examiners