Specification

Edexcel GCSE in Leisure and Tourism (2LT01)

Edexcel GCSE in Leisure and Tourism (Double Award) (2LT02)

For first certification 2014

Issue 2

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers Edexcel GCSE examinations.

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel GCSE in Leisure and Tourism and the Edexcel GCSE in Leisure and Tourism (Double Award) are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

The key features of the specification are:

- it is available as a Single or Double Award qualification providing maximum opportunity for centre flexibility

- qualification broken down into four manageable units, with detailed unit content

- Unit 1 and Unit 3 externally assessed through a one-hour single examination paper

- Unit 1 compulsory for the Single and Double Award

- Unit 2 and Unit 4 internally assessed under controlled conditions

- choice of internally assessed unit for the Single Award qualification, maximising centre flexibility

- clear assessment criteria for controlled assessment tasks in Units 2 and 4

- ongoing support for the qualification through training and materials

- centres can make use of existing textbooks and resources.

Key subject aims

The Edexcel GCSE in Leisure and Tourism and the Edexcel GCSE in Leisure and Tourism (Double Award) qualifications enable students to:

- actively engage in the study of leisure and tourism to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds

- understand the nature of the leisure and tourism industry

- develop an understanding of the contribution that leisure and tourism makes to society and the economy

- develop an awareness that health and safety issues are integral to leisure and tourism

- develop an awareness and understanding of sustainable development and environmental issues

- appreciate diversity and recognise similarities and differences of attitudes and cultures in society

- explore the functions of sales and promotion in the leisure and tourism industry.

Contents

Contents

Specification at a glance

The Edexcel GCSE in Leisure and Tourism comprises two units:

- Units 1 and 2

or

- Units 1 and 4.

The Edexcel GCSE in Leisure and Tourism (Double Award) comprises four units:

- Units 1, 2, 3 and 4.

Unit 1:	The Leisure and Tourism Industry	*Unit code: 5LT01

- Externally assessed
- Availability: June

40% of the total GCSE | **20% of the total GCSE Double Award**

Overview of content

- The nature of the leisure and tourism industry
- Introduction to business operations in leisure and tourism
- Factors influencing customer choice
- Introduction to destinations, impacts and sustainability

Overview of assessment

- This unit is assessed through a one-hour examination paper, set and marked by Edexcel.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics.
- The total number of raw marks available is 50.

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.*

Unit 2: **Sales, Promotion and Operations in Leisure and Tourism *Unit code: 5LT02**

- Internally assessed
- Availability: June series

| 60% of the total GCSE+ | 30% of the total GCSE Double Award |

Overview of content

- Sales in leisure and tourism contexts
- Promotion in leisure and tourism contexts
- Promotional techniques and materials in leisure and tourism
- Operations used in leisure and tourism organisations

Overview of assessment

- This unit is internally assessed under controlled conditions.
- A task covering the unit content will be set by Edexcel, and will be available on the Edexcel website from September each academic year. The task will be reviewed every two years.
- Centres will be able to contextualise the task through their choice of case studies.
- Marking of the tasks will be carried out by teachers using the assessment criteria provided in the specification, and moderated by Edexcel.
- The total number of raw marks available is 60.

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.

+Percentage of the total GCSE marks depends on which unit is taken for controlled assessment.

Specification at a glance

Unit 3:	The Leisure and Tourism Environment	*Unit code: 5LT03

- Externally assessed
- Availability: June series

20% of the total GCSE Double Award

Overview of content

- A dynamic industry
- UK tourist destinations
- The impacts of tourism
- The issue of sustainability

Overview of assessment

- This unit is assessed through a one-hour examination paper set and marked by Edexcel.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics.
- The total number of raw marks available is 50.

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.*

Unit 4: Customers and Employment in Leisure and Tourism *Unit code: 5LT04

- Internally assessed
- Availability: June series

60% of the total GCSE

30% of the total GCSE Double Award

Overview of content

- Visitor attractions, leisure facilities and tourist destinations
- Customer choice
- Providing service for differing customer types and needs
- Employment opportunities in leisure and tourism

Overview of assessment

- This unit is internally assessed under controlled conditions.
- A task covering the unit content will be set by Edexcel, and will be available on the Edexcel website from September each academic year. The task will be reviewed every two years.
- Centres will be able to contextualise the task through their choice of case studies.
- Marking of the tasks will be carried out by teachers using the assessment criteria provided in the specification, and moderated by Edexcel.
- The total number of raw marks available is 60.

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.

+Percentage of the total GCSE marks depends on which unit is taken for controlled assessment.

A Qualification content

Knowledge and understanding

The Edexcel GCSE in Leisure and Tourism and the Edexcel GCSE in Leisure and Tourism (Double Award) qualifications require students to demonstrate knowledge and understanding of the following.

The nature of the leisure and tourism industry:

- different types of leisure and tourism organisations

- the importance of sustainability, both in UK and international leisure and tourism

- the reasons why people use leisure and tourism facilities

- how leisure and tourism organisations operate as businesses

- the rapid pace of change in the UK leisure and tourism industry

- how promotion and sales operate in leisure and tourism

- employment opportunities in the leisure and tourism industry

- the importance of recognising similarities and differences of attitudes and cultures

- health and safety issues.

Leisure and tourism destinations:

- where people go in their leisure time and why they select their chosen destination(s)

- how people travel and why they select their chosen methods

- the impact of tourism on communities and environments, including ecotourism

- visitor attractions and activities, both in the UK and internationally.

Skills

The Edexcel GCSE in Leisure and Tourism and the Edexcel GCSE in Leisure and Tourism (Double Award) qualifications require students to:

- identify, gather and record relevant information and evidence

- analyse issues and problems

- analyse and evaluate evidence

- make reasoned judgements and present conclusions

- plan investigations and/or tasks

- carry out investigations and/or tasks.

List of unit contents

Unit 1   The Leisure and Tourism Industry

This unit is compulsory for the GCSE and GCSE (Double Award) qualifications.

Overview

Content overview

This unit explores the different types of leisure and tourism organisations in the UK, their facilities and the products/services they offer. Students will also gain an understanding of the variety of employment opportunities available in the leisure and tourism industry and the main duties of these roles.

Students will be introduced to the business operations of leisure and tourism organisations, including the main functional areas, aims and objectives, sales and marketing and rapid pace of change. Students will develop an awareness of the importance of health and safety to all aspects of the leisure and tourism industry.

Factors affecting customer choice will be examined including the reasons why people choose leisure facilities and why people travel. Students will gain an understanding of the different methods of transport available and the factors and considerations used to determine the most appropriate.

Finally, students will be introduced to different types of destination, and will begin to identify some of the impacts that tourism has on communities and environments.

Assessment overview

- This unit is assessed through a one-hour examination paper, set and marked by Edexcel.

- The paper will be a question and answer booklet and all questions are compulsory.

- The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics

- The total number of raw marks available is 50.

- The first examination will be in June 2014, and the paper will be available in each subsequent June examination series.

Detailed unit content

▪▬▪ Topic 1.1: The Nature of the Leisure and Tourism Industry

Students will gain an understanding of the key components of the leisure and tourism industry and will be able to give examples for each component, together with the products/services they offer. Students will gain an understanding of the range of jobs, and the main duties of employees, in these leisure and tourism components.

Students need to learn and be able to give examples of the following.

- Key components of the leisure industry:
  - ○ sport and physical recreation
  - ○ arts and entertainment
  - ○ countryside recreation
  - ○ home-based leisure
  - ○ play- and activity-based leisure.

- Key components of the tourism industry:
  - ○ travel agents
  - ○ tour operators
  - ○ tourist information
  - ○ online travel services
  - ○ accommodation and catering
  - ○ transportation.

- Visitor attractions:
  - ○ key component of both leisure and tourism industry
  - ○ natural
  - ○ built
  - ○ examples (UK and international).

- Products/services offered by leisure and tourism organisations, relating to:

leisure activities (including home-based leisure)

- reading
- sport (participating and spectating)
- cinema/home cinema
- dancing (classes or nightlife)
- walking
- watching TV/interactive TV
- listening to music
- eating out
- playing computer games
- socialising electronically
- visiting attractions

leisure facilities (where leisure activities take place)

- leisure centres/gyms/health clubs/beauty salons
- libraries/bookshops
- video/DVD rental shops
- cinemas, theatres, music and concert venues
- pubs, restaurants and takeaways
- community centres
- museums and art galleries
- sports venues
- theme parks
- adventure playgrounds
- country parks
- computer games shops
- craft shops

holiday types

- package
- independent
- domestic
- inbound
- outbound
- short haul
- long haul
- special interest
- short breaks.

- Range of jobs and the main duties in the leisure and tourism industry, for example:

leisure jobs

- leisure centre assistants
- fitness instructors
- lifeguards
- park rangers
- cinema staff

tourism jobs

- travel clerk
- coach driver/courier
- air cabin crew
- tourism call centre staff
- resort representatives
- tourist information centre staff
- guides.

Topic 1.2: Introduction to Business Operations in Leisure and Tourism

Students will develop an understanding of the main functional areas of leisure and tourism organisations and common aims and objectives. Students will understand the business operations of sales and marketing through the concept of the marketing mix, and the use of business systems and technology. Students should be able to identify and describe, with examples, the rapid pace of change in leisure and tourism, and the reasons organisations have to adapt to this. Students will also look at the health and safety legislation integral to leisure and tourism organisations. Students will not be expected to know specific details of the legislation/regulations, but should have a general awareness of the application and importance of health and safety to all aspects of the leisure and tourism industry.

Students need to learn the following.

- Functional areas of leisure and tourism organisations:
  - human resources (HR)
  - information technology (IT)
  - finance
  - sales and marketing
  - administration.

- Aims and objectives of leisure and tourism organisations, for example:
  - financial (for example increased sales)
  - not for profit (for example improving health).

- Introduction to sales and marketing:
  - marketing mix (product, price, place, promotion).

- How leisure and tourism organisations use up-to-date business systems and new technology, for example:
  - internet/ broadband/email
  - computerised records/electronic databases
  - mobile phones/WAP
  - electronic security/identification measures.

- The reasons why organisations need to adapt to the rapid pace of change in the UK leisure and tourism industry, for example:

  ○ keep existing customers

  ○ attract new customers

  ○ increasing competition

  ○ external influences (for example credit crunch, price of oil, terrorism).

- Health and safety legislation affecting:

  ○ employees

  ○ customers

  ○ property

  ○ health and hygiene.

Topic 1.3: Factors Influencing Customer Choice

Students will gain an understanding of why people use leisure facilities and why people travel. Students will also understand the different methods of transport available, and be able to assess the advantages and disadvantages of each. Students will understand factors influencing customer choice of travel method, as well as other considerations when choosing the most appropriate method of transport.

Students need to learn the following.

- Reasons why people use leisure facilities, for example:
  - health
  - fitness
  - relaxation
  - entertainment
  - spiritual wellbeing
  - challenge
  - social opportunities.

- Reasons why people travel, for example:
  - holidays
  - sightseeing
  - visiting tourist attractions
  - visiting friends and relatives (VFR)
  - business travel
  - educational purposes.

- Methods of travel, for example:
  - air
  - rail
  - sea
  - road (bus, coach, car, taxi).

- Factors, for example:
  - ○ cost/fares
  - ○ convenience
  - ○ availability
  - ○ frequency
  - ○ accessibility
  - ○ special offers/discounts
  - ○ suitable timetables
  - ○ destination routes.

- Other considerations, for example:
  - ○ health, diseases and precautions
  - ○ security (on public transport and at passenger transport terminals).

Topic 1.4: Introduction to Destinations, Impacts and Sustainability

Students will gain an understanding of the types of tourist destinations. They will need to describe the features of, and be able to give examples of, the different types of tourist destinations in the UK. They will also consider, and be able to identify, the impacts of tourism on communities and environments. Students will be introduced to the concepts of ecotourism and sustainability and their importance.

Students need to learn and be able to give examples of the following.

- The different types of tourist destinations in the UK:
  - seaside resorts
  - countryside areas, such as National Parks, Areas of Outstanding Natural Beauty (AONB), Heritage Coasts
  - tourist towns and cities
  - business travel destinations
  - purpose built destinations
  - historical and cultural destinations.

- Impacts of tourism on communities (for example employment).

- Impacts of tourism on environments (for example conservation, pollution).

- Definition of ecotourism.

- Definition of sustainable development.

- Importance of sustainable development in leisure and tourism to local communities and the environment (UK and international).

| **Unit 2** | **Sales, Promotion and Operations in Leisure and Tourism** |

This unit is optional for the GCSE qualification. Students must take either this unit or Unit 4.

This unit is compulsory for the GCSE (Double Award) qualification.

Overview

Content overview

Following on from an introduction to these areas in Unit 1, students will explore leisure and tourism organisations, their operations and how they promote and sell their products/services in detail by applying their knowledge and understanding.

Students will identify different selling situations and the departments within organisations that support sales. They will look at the aims and objectives of leisure and tourism organisations and how these affect the marketing mix.

Students will look in detail at promotional techniques and materials in leisure and tourism contexts, and how these are effective.

Finally, students will consider the impact of new technology and business systems on the operations of leisure and tourism organisations.

The controlled assessment element of the qualification focuses on encouraging students to research and investigate the content of Unit 2, and **to apply** this to real organisations from key components of the leisure and tourism industry.

Assessment overview

- This unit is internally assessed under controlled conditions.

- A task covering the unit content will be provided by Edexcel, and will be available on the Edexcel website from September each academic year. The task will be reviewed every two years.

- Centres will be able to contextualise the task through their choice of case studies.

- All work, with the exception of research and preparation, must be carried out under informal supervision.

- Research can be completed under limited supervision.

- Marking of the tasks will be carried out by teachers using the assessment criteria provided in this specification, and moderated by Edexcel.

- The total number of raw marks available is 60.

- The first submission of the controlled assessment task will be in June 2014, and will be available in each June series.

Delivery of the controlled assessment task

Teachers will be responsible for supervising students' research and also for supervising the writing up of the controlled assessment task, and the marking of the work.

It is suggested that the time allowed for planning and research is approximately **30 hours.** Visits to chosen examples can be undertaken in addition to this if appropriate/necessary. Appropriate time should be apportioned to the different areas depending on the extent of investigation and information gathering required. Research/data collection can be carried out under limited control. The results of the research and investigation carried out by students should be collected in research folders.

Students will be allowed to use their research folders in writing up the task. It will be the teacher's responsibility to keep the research folders securely between research sessions, and before the writing-up sessions. The folders will be given to students at the beginning of the writing-up sessions, which should be approximately **15 hours** in total. This can be organised in separate sessions spread throughout the year.

 Controlled conditions

The completion of the controlled assessment tasks must take place under controlled conditions.

- Research/data collection can be completed under limited supervisory control.

- The results of the research carried out by students should be collected in a research folder.

- Students can complete their controlled assessment task in a lesson only, and must be supervised by a teacher or invigilator at all times.

- Students will be able to use their research folders in writing up the set task. These should be submitted with their controlled assessment work.

- The controlled assessment task will be completed over several lessons, therefore students' work must be collected at the end of the lesson and handed back at the beginning of the next lesson.

- It is the teacher's responsibility to keep students' work and research folders securely between the allocated sessions.

- Students **must not** have access to either their research folders or controlled assessment task work outside of the allocated sessions.

- Students' controlled assessment task work must be produced individually.

Levels of control

Controlled assessment is a type of internal assessment, which has levels of control for task setting, task taking and task marking.

Task setting – high level of control

Tasks will be set by Edexcel and reviewed every two years. The tasks will be available on the Edexcel website from September each academic year. Research for the tasks can be contextualised through the case studies/ examples chosen by centres and/or students to best suit centre-specific circumstances, including the availability of, and access to, resources.

Task taking – medium level of control

All work, with the exception of research and preparation, must be carried out under informal supervision. Research and preparation can be completed under limited supervision.

Task marking – medium level of control

Marking of the tasks will be carried out by teachers and moderated by Edexcel.

Feedback control

Teachers will help guide students in finding appropriate examples to research and to base their investigation on. This allows the centre to contextualise the tasks set. Teachers can give students guidance on visits and appropriate research methodology in order to develop knowledge, understanding and skills and provide focus for the research activity.

Collaboration control

The work of the individual can be informed by working with others. However, students **must** provide an individual response to each task.

Resources

Student access to resources is determined by those available to the centre.

Quality of written communication (QWC)

QWC will be assessed throughout students' work. This will assess their ability to:

- present relevant information in a form that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing
- use specialist vocabulary when appropriate.

Detailed unit content

Topic 2.1: Sales in Leisure and Tourism Contexts

Students will need to identify different situations in which selling takes place and the departments within organisations that support sales.

Students will gain an understanding of aims and objectives of leisure and tourism organisations and how these affect the marketing mix. They will investigate how different products/services are priced and made available to customers. Promotion will be looked at in detail in *Topics 2.2* and *2.3*.

Students need to learn the following.

- Selling situations, for example:
  - o travel agent
  - o leisure centre reception
  - o telephone/online cinema booking systems.

- Departments that support sales, for example:
  - o administration
  - o finance
  - o human resources (HR)
  - o regional office.

- Aims and objectives of leisure and tourism organisations:
  - o financial
  - o mission statement
  - o others, for example 'green' issues.

- Marketing mix:

  Product

  ○ product/service features

  ○ branding/unique selling points (USP)

  Price

  ○ range of product/service prices

  ○ pricing strategies

  Place

  ○ location

  ○ transport links

  ○ availability of product/service

  Promotion

  (*covered in detail in Topics 2.2 and 2.3*).

Topic 2.2: Promotion in Leisure and Tourism Contexts

Students will look at the 'what', 'where' and 'how' of promotion in leisure and tourism. They will gain an understanding of how the leisure and tourism organisations promote their products/ services to different segments of the market. Students will also explore the effectiveness of promotional materials, and will have the opportunity to design their own promotional material.

Students need to learn the following.

- Market segmentation and target marketing:
  - ○ age
  - ○ gender
  - ○ social group
  - ○ lifestyle
  - ○ ethnicity
  - ○ geographical location.

- What makes promotional materials effective:
  - ○ design
  - ○ information provided
  - ○ suitability for target market.

Students must be able to:

- design effective promotional materials.

Topic 2.3: Promotional Techniques and Materials in Leisure and Tourism

Students will gain an understanding of the range of promotional techniques and promotional materials that leisure and tourism organisations can use.

Students will also investigate the advantages and disadvantages of these techniques and materials and the factors which influence the organisation's choice.

Students need to learn the following.

- Main promotional techniques used by leisure and tourism organisations, for example:
  - advertising
  - direct marketing
  - public relations (PR)
  - displays
  - sponsorship
  - demonstrations
  - sales promotions.

- Promotional materials used by leisure and tourism organisations, for example:
  - leaflets/brochures
  - advertisements, such as TV, radio, billboards, magazine/newspaper
  - websites/pop-ups
  - promotional DVDs
  - merchandising
  - direct mailshots
  - press releases
  - special offers.

- Advantages and disadvantages of promotional techniques and materials.

- Factors which affect the choice of the promotional techniques and materials used:
  - placement
  - cost/budget
  - target markets.

Topic 2.4: Operations Used in Leisure and Tourism Organisations

Students will look at the impact of new technology on the operations of leisure and tourism organisations. Students will gain an understanding of how leisure and tourism organisations have changed due to advances in technology and the use of up-to-date business systems.

Students need to learn the following.

- Impacts of changes on operations, for example:
  - overseas call centres and administration
  - home working
  - online reservation systems
  - online check-in
  - e-brochures/virtual tours.

- Impacts of new technology on organisations, for example:

  economic

  - profits
  - costs

  employment

  - change in employee numbers
  - location of staff, for example employed in cheaper countries
  - fewer staff required overall, more front line staff.
  - training staff to use new technology.

Assessment criteria

For these tasks teachers must mark students' work using the assessment criteria specified below. Teachers should check carefully that students' work is their own and that it is not copied from source material, without any attempt by students to put the material in their own words, or from each other.

The grids on *pages 30-33* should be used to mark the controlled assessment tasks released by Edexcel. Although the tasks will be reviewed every two years these grids will remain applicable to any subsequent controlled assessment task.

Assessment criteria – Activity 1 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 2 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6
c) Evaluate and suggest improvements	No improvements suggested.	0
	Some attempt at basic evaluation. Limited suggestions for improvement.	1-2
	Clear evaluation. Realistic suggestions for improvement.	3-4
	Comprehensive evaluation. Detailed, realistic and appropriate suggestions for improvement.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 3 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and design	No plan or design submitted.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales for the task. Simple design which identifies some understanding of the target market.	1-2
	A plan with some breakdown of activities and timescales for the task. Clearly presented design showing understanding of the target market.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Detailed, well-presented design showing full understanding of the target market.	5-6
b) Produce material	No outcome submitted.	0
	Basic product with minimal content. Needs support and guidance to carry out the task.	1-2
	A good product which meets most of the plan and design content. Some guidance needed.	3-4
	A professional product clearly meeting the plan and design content. High level of independent work shown.	5-6
c) Evaluate and suggest improvements	No improvements suggested.	0
	Some attempt at basic evaluation. Limited suggestions for improvement.	1-2
	Clear evaluation. Realistic suggestions for improvement.	3-4
	Comprehensive evaluation. Detailed, realistic and appropriate suggestions for improvement.	5-6

Assessment criteria – Activity 4 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Evaluate	No attempt at evaluation.	0
	Basic evaluation with limited supporting evidence.	1-2
	Clear evaluation with good supporting evidence.	3-4
	Thorough evaluation with detailed and appropriate supporting evidence.	5-6

Unit 3   The Leisure and Tourism Environment

This unit is not available to students working towards the GCSE qualification.

This unit is compulsory for the GCSE (Double Award) qualification.

Overview

■■■ Content overview

This unit explores the changing leisure and tourism environment and the factors shaping growth and development, as well as current issues and trends influencing the industry.

The unit examines the factors influencing change and how these factors influence the development of new products/services.

Students will gain an understanding of where popular tourist destinations in the UK are located, looking in detail at the appeal of different types of destinations and the reasons why people choose to visit them.

Students will explore the positive and negative impacts of tourism globally – in local communities and on the environment and examine how negative impacts are controlled. They will also investigate the growth of ecotourism.

Finally, the unit explores the importance of sustainability to the leisure and tourism industry, in both the UK and internationally.

■■■ Assessment overview

- This unit is assessed through a one-hour examination paper, set and marked by Edexcel.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics.
- The total number of raw marks available is 50.
- The first examination will be in January 2014, and the paper will be available in each subsequent June examination series.

Detailed unit content

Topic 3.1: A Dynamic Industry

Students will need to understand the factors that influence change and be able to explain these influences. They will be able to analyse how these factors have led to change in the industry and also analyse how they have led to the development of new products and services.

Students need to understand the following.

- Technological developments – how new technology influences the development of products/services in the leisure and tourism industry, for example:
  - home-based leisure, such as improved games technology, virtual-reality games (for example Wii)
  - growth in home cinemas, DVD writer technology, digital TV
  - use of Global Positioning System (GPS) technology, for example geocaching
  - use of MP3, such as audio trails
  - podcasts
  - ticketless travel/e-tickets
  - automated check-in
  - growth in home computer ownership such as online diaries, social networking sites, auction sites, online booking.

- Consumer trends – how consumer trends can influence the development of new products/services in the leisure and tourism industry, for example:

  o changing tastes (people are more environmentally aware, demand for higher standards, new experiences, culture and adventure, healthy living). Products/services such as growth of spas, 5-star hotels, extreme sports, wine tours, eco-friendly holidays

  o changing lifestyles (such as increase in home-based leisure, eating out more often, outdoor lifestyle). Products/services such as glamorous camping 'glamping', yurts, creation of barbeque areas

  o changes to holiday patterns (such as more short breaks rather than one two-week summer holiday). Products/services such as long-haul city breaks

  o growth of 'silver surfers' (likely to book online, increased wealth, seek adventure, socialising). Products/services such as keeping fit, over 60s adventure playgrounds

  o changes to family patterns. Products/services such as parent and toddler discos, ceramic cafes

  o changing appeal of cruising. Products/services such as low cost cruising, adventure cruises, new attractions on board cruise liners.

- Unforeseen and uncontrollable events – how these events may influence or bring about change in the leisure and tourism industry, for example:

  o global credit crunch/recession – price war, discounts, organisations go out of business/takeovers

  o impact of increased cost of fuel/inflation – closure, reduced sales

  o acts of terrorism – increased security measures

  o natural disasters – reduced visitor numbers, cancellations, compensation

  o changes in exchange rates – influence decisions on choice of tourist destination

  o accidents/injury to customers – bad publicity.

Topic 3.2: UK Tourist Destinations

Students should be able to locate the destinations listed below on an outline map of the UK and describe locations using geographical knowledge of the UK. They should be able to recognise which tourist board region is responsible for promoting each of the destinations listed. They will understand the role of tourist boards and tourism agencies in promoting features of destinations. They will understand why destinations appeal to different types of visitors and will be able to compare the features and appeal of different destinations. Additionally, for the destinations below which are emboldened, they will understand their **specific features and appeal**.

Students need to learn the following.

- The location of these popular tourist destinations in the UK:

  seaside resorts

  - Oban, Portrush, Llandudno, **Blackpool**, Whitby, Great Yarmouth, **Newquay**, Eastbourne

  countryside areas

  - Loch Lomond and the Trossachs, Antrim Coast and Glens, **Snowdonia**, Lake District, Yorkshire Dales, Cotswolds, Dartmoor, the **New Forest**

  tourist towns and cities

  - **Glasgow**, Bangor, Conwy, Liverpool, **York**, Warwick, Oxford, Cambridge

  business travel destinations

  - Edinburgh, **Belfast**, Cardiff, Manchester, Leeds, **Birmingham**, London, Brighton

  purpose built destinations

  - **Aviemore**, Galgorm Resort (NI), Celtic Manor Resort (Wales), Keldy Forest Holidays/Hoseasons, Centre Parcs – Sherwood Forest and Longleat Forest, **Alton Towers Resort**, Butlins – Bognor Regis

  historical and cultural destinations

  - St Andrews, Derry, St Davids, **Chester**, Lindisfarne, Stratford-upon-Avon, **Bath**, Canterbury.

- The organisations that promote UK tourist destinations to visitors and their role:
  - ○ Northern Ireland Tourist Board
  - ○ Scottish Tourist Board
  - ○ Welsh Tourist Board
  - ○ English Tourist board and its regions
    - – England's North Country
    - – Heart of England
    - – East Midlands
    - – London
    - – South East
    - – South West.
- The features and appeal of destinations:
  - ○ climate (rainfall, sunshine hours, prevailing winds)
  - ○ natural attractions (coastlines, moorlands, waterfalls, lakes, rivers, forests, fens and mountains)
  - ○ built attractions (ancient monuments, theme parks, indoor arenas)
  - ○ events (of local, national and regional significance)
  - ○ food, drink, entertainment (restaurants, bars, cafes, pubs and clubs)
  - ○ transport services and links
  - ○ types of accommodation (serviced – hotels, B&Bs, guesthouses, inns, youth hostels, farm accommodation; self-catering – cottages, caravan and camp sites, holiday centres, bunk barns).

- How features of destinations appeal to different types of visitors, for example:
  - families
  - groups (students, young people, special interest)
  - couples
  - families with young children
  - senior citizens
  - individuals
  - business travellers
  - visitors with specific needs.

Topic 3.3: The Impacts of Tourism

Students will understand and analyse the impacts of tourism at destinations. They will understand the methods used to control negative impacts and be able to evaluate the effectiveness of the methods used at a destination. They will understand ecotourism and be able to give examples of products/services. They will be able to analyse (advantages and disadvantages of) ecotourism, its products and services.

Students need to learn the following.

- Positive impacts on local communities, for example:
  - improvements to transport and essential facilities (infrastructure) for locals
  - access to facilities provided for tourists, such as swimming pool/health clubs (dual use facilities)
  - employment opportunities
  - improved quality of life
  - improved awareness of other cultures.

- Negative impacts on local communities, for example:
  - disruption to everyday life
  - crime
  - prostitution
  - loss of culture
  - westernisation
  - hostility and resentment
  - increased cost of living, house prices, food.

- Positive impacts on the local environment, for example:
  - regeneration – urban renewal, reuse of traditional buildings for new activities
  - conservation – protection of wildlife, creation of National Parks, nature reserves, protected areas
  - creation of more open spaces, parks
  - improved 'street furniture' (lighting, seating, use of floral displays).

- Negative impacts on the local environment, for example:
    - loss of habitats
    - loss of wildlife/threatened species
    - pollution (noise, air, water, visual)
    - overcrowding
    - traffic congestion.

- The methods used to reduce negative impacts of tourism and their effectiveness, for example:
    - planning and legislation
    - managing traffic
    - managing visitors
    - education.

- Ecotourism:
    - growth of ecotourism
    - ecotourism products/services
    - advantages and disadvantages of ecotourism.

Topic 3.4: The Issue of Sustainability

Students will explore the issue of sustainability, including sustainable developments in leisure and tourism, in the UK and internationally, and transport issues. Students will understand the importance of sustainability and the areas where sustainability can be introduced in leisure and tourism. They will understand measures that organisations can take to achieve sustainability. They will understand the main issues that affect the leisure and tourism industry. Students will examine how the trend for 'going green' may influence organisations in the leisure and tourism industry and will be able to evaluate sustainable projects/transport/award schemes and initiatives.

Students need to learn the following.

- About sustainable development:

    o sustainable development projects in the UK and internationally. UK – National Parks, eco villages/lodges; internationally – Red Sea resorts, Egypt

    o advantages and disadvantages of projects for local communities and the environment

    o support and involvement of national bodies and regional/local organisations, for example Department of Culture, Media and Sport (DCMS), Tourism South East.

- Transport issues:

    o identification of current issues, for example fuel prices, carbon footprint

    o impact of issues on customer choice of travel to tourist destinations, for example 'plane or train?'

    o advantages and disadvantages of local, regional and national initiatives (for example 'Give the Car a Holiday', 'My other car is a bus', 'Breathing Spaces') for leisure and tourism organisations and customers

    o growth of 'carbon off-set' programmes – air miles/tree planting.

- 'Going green':

    o how the trend for 'going green' may influence the leisure and tourism industry, for example 'Reduce, Reuse, Recycle' campaigns

    o advantages and disadvantages of award schemes (for example Green Tourism Business Scheme (GTBS), Europarc, green destinations) for leisure and tourism organisations and destinations.

Unit 4   Customers and Employment in Leisure and Tourism

This unit is optional for the GCSE qualification. Students must take either this unit or Unit 2.

This unit is compulsory for the GCSE (Double Award) qualification.

Overview

Content overview

Following on from an introduction to these areas in Unit 1, students will explore in detail the factors which influence peoples' leisure time and the ways visitor attractions, leisure facilities and tourist destinations meet their needs.

The unit explores visitor attractions, tourist destinations and leisure facilities in the UK and internationally.

Students will research, and gain an understanding of, the various factors which influence how people choose to spend their leisure time.

The unit explores the different types of leisure and tourism customer and the importance of leisure and tourism organisations meeting their needs. Students will also look at the importance of the health and safety of customers. Students will look at the products/services provided to meet different cultural and specific needs.

Finally, students will look in detail at employment opportunities and the skills, qualities and preparation required to work in the leisure and tourism industry.

The controlled assessment element of the qualification focuses on encouraging students to research and investigate the content of Unit 4, and **to apply** this to real visitor attractions, tourist destinations and/or leisure facilities in the UK and/or internationally.

Assessment overview

- This unit is internally assessed under controlled conditions.

- A task covering the unit content will be provided by Edexcel, and will be available on the Edexcel website from September each academic year. The task will be reviewed every two years.

- Centres will be able to contextualise the task through their choice of case studies.

- All work, with the exception of research and preparation, must be carried out under informal supervision.

- Research can be carried out under limited supervision.

- Marking of the tasks will be carried out by teachers using the assessment criteria provided in the specification, and moderated by Edexcel.

- The total number of raw marks available is 60.

- The first submission of the controlled assessment task will be in June 2010, and will be available in each June series.

Delivery of the controlled assessment task

Teachers will be responsible for supervising students' research and also for supervising the writing up of the controlled assessment task, and the marking of the work.

It is suggested that the time allowed for planning and research is approximately **30 hours.** Visits to chosen examples can be undertaken in addition to this if appropriate/necessary. Appropriate time should be apportioned to the different areas depending on the extent of investigation and information gathering required. Research/data collection can be carried out under limited control. The results of the research and investigation carried out by students should be collected in research folders.

Students will be allowed to use their research folders in writing up the task. It will be the teacher's responsibility to keep the research folders securely between research sessions, and before the writing-up sessions. The folders will be given to the students at the beginning of the writing-up sessions, which should be approximately **15 hours** in total. This can be organised in separate sessions spread throughout the year.

Controlled conditions

The completion of the controlled assessment tasks must take place under controlled conditions.

- Research/data collection can be completed under limited supervisory control.

- The results of the research carried out by students should be collected in a research folder.

- Students can complete their controlled assessment task in a lesson only, and must be supervised by a teacher or invigilator at all times.

- Students will be able to use their research folders in writing up the set task. These should be submitted with their controlled assessment work.

- The controlled assessment task will be completed over several lessons, therefore students' work must be collected at the end of the lesson and handed back at the beginning of the next lesson.

- It is the teacher's responsibility to keep the students' work and research folders securely between the allocated sessions.

- Students **must not** have access to either their research folders or controlled assessment task work outside of the allocated sessions.

- Students' controlled assessment task work must be produced individually.

Levels of control

Controlled assessment is a type of internal assessment, which has levels of control for task setting, task taking and task marking.

Task setting – high level of control

Tasks will be set by Edexcel and reviewed every two years. The tasks will be available on the Edexcel website from September each academic year. Research for the tasks can be contextualised through the case studies/ examples chosen by centres and/or students to best suit centre-specific circumstances, including the availability of, and access to, resources.

Task taking – medium level of control

All work, with the exception of research and preparation, must be carried out under informal supervision. Research and preparation can be completed under limited supervision.

Task marking – medium level of control

Marking of the tasks will be carried out by teachers and moderated by Edexcel.

Feedback control

Teachers will help guide students in finding appropriate examples to research and to base their investigation on. This allows the centre to contextualise the tasks set. Teachers can give students guidance on visits and appropriate research methodology in order to develop knowledge, understanding and skills and provide focus for the research activity.

Collaboration control

The work of the individual can be informed by working with others. However, students **must** provide an individual response to each task.

Resources

Students' access to resources is determined by those available to the centre.

Quality of written communication (QWC)

QWC will be assessed throughout students' work. This will assess their ability to:

- present relevant information in a form that suits its purpose

- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear

- use a suitable structure and style of writing

- use specialist vocabulary when appropriate.

Detailed unit content

Topic 4.1: Visitor Attractions, Leisure Facilities and Tourist Destinations

Students will explore visitor attractions, leisure facilities and tourist destinations both in the UK and overseas. They will gain an understanding of the different types and their products and services. Students will learn how trends, appeal and popularity can be monitored.

Students need to learn the following.

- Examples (UK and international) of:
  - visitor attractions
  - leisure facilities
  - tourist destinations.

- Products/services offered by visitor attractions, leisure facilities and tourist destinations.

- Trends, appeal and popularity of visitor attractions, leisure facilities and tourist destinations.

◼◼◼ **Topic 4.2: Customer Choice**

Students will research the various factors which influence how people choose to spend their leisure time. Students will gain an understanding of what is meant by leisure time and what influences people's choices and decisions about what to do in their leisure time.

Students will gain an understanding of the reasons why people use leisure and tourism facilities, and the factors influencing their choices.

Students need to learn the following.

- What is meant by leisure time.

- Factors which influence what people may do in their leisure time.

- Factors which influence where people may go in their leisure time.

- Personal factors, for example:

  ○ age

  ○ culture

  ○ gender

  ○ household type (such as families, single people, couples)

  ○ social group

  ○ specific needs

  ○ disposable income/finance.

- External factors, for example:

  ○ availability of facility (location)

  ○ availability of transport to facility (accessibility)

  ○ current interests, fashion and trends

  ○ media influences (including advertising)

  ○ influence of others, for example family, friends

  ○ time/work commitment.

Topic 4.3: Providing Service for Differing Customer Types and Needs

Students will gain an understanding of the different types of leisure and tourism customers and their differing needs. Students will investigate the importance of the health and safety of customers to leisure and tourism facilities. Students will also gain an understanding of the importance of good customer service to visitor attractions, tourist destinations and leisure facilities in meeting customers' needs.

Students will gain an awareness of cultural diversity. They will understand how leisure and tourism organisations develop products/services to provide for different cultural and specific needs.

Students need to learn about the following.

- Customer types, for example:
  - individuals
  - groups
  - people of different ages
  - people from different cultures
  - non-English speakers
  - people with specific needs such as sight and hearing impaired people, wheelchair users, people with young children
  - business people.

- Customer needs, for example:
  - speed/quality of service
  - signage
  - accessibility
  - different types of equipment, such as wheelchairs, pushchairs, highchairs.

- Health and safety of leisure and tourism facilities:
  - food and drink hygiene
  - importance of regular maintenance checks
  - setting and practising emergency procedures
  - importance of staff training concerning health, safety and security of customers.

- Customer service:
  - what is meant by customer service
  - the ways in which customer service can be used to meet the needs of a wide variety of customers
  - the overall importance of customer service in terms of reputation, repeat business and customer satisfaction.

- What is meant by cultural diversity:
  - definition of culture
  - multi-cultural societies and differing attitudes
  - widening access.

- What cultural needs are, for example needs based on:
  - religious beliefs
  - dietary requirements
  - customs and traditions
  - behaviour and dress codes
  - different languages.

- Products/services that provide for customers with different cultural needs, for example:
  - segregated activities such as female only swimming classes
  - prayer rooms
  - specially prepared food/menus such as halal and kosher foods
  - providing compass directions, such as where south-east is in hotel rooms (UK)
  - staff training.

- What 'specific needs' means, for example based on:
  - sensory needs, such as hard of hearing, sight impaired
  - assistance needs, such as mobility
  - customers with babies, such as pushchair access, privacy for changing
  - medical conditions, such as diabetes, allergies.

- Products/services that provide for customers with specific needs, for example:

    ○ sensory needs, such as Braille, signage, hearing induction loops, welcoming assistance dogs, blocks of colour to define spaces

    ○ assistance needs, such as ramps, wheelchair access, hand rails, ground floor rooms, 'motability' schemes, provision of electric buggies, disabled parking spaces

    ○ customers with babies, such as private changing areas, bottle warming facilities, family parking spaces, pushchair access

    ○ medical conditions, such as refrigeration for customer medication, privacy for self-medication, increased hand luggage allowance.

Topic 4.4: Employment Opportunities in Leisure and Tourism

Students will gain an understanding of the skills, qualities and responsibilities of staff working in the leisure and tourism industry. Students will be expected to know the range of jobs in the industry, including the main duties/roles involved and the key skills and qualities necessary. It is important that students can identify skills and qualities, many of which can be applied to more than one job role. Students will look at preparation and documentation related to employment in the leisure and tourism industry.

Students need to learn the following.

- Roles, responsibilities and main duties of jobs in the leisure and tourism industry.

- Skills and qualities required by staff in the leisure and tourism industry:

  skills, for example

  ○ communication (written and oral)

  ○ IT

  ○ foreign languages

  ○ problem-solving skills

  ○ questioning and listening skills

  ○ physicals skills such as swimming or skiing

  qualities, for example

  ○ outgoing personality

  ○ confident

  ○ calm under pressure

  ○ friendly/welcoming.

- How to prepare for employment, for example:

  ○ job specifications/descriptions

  ○ CVs

  ○ interviews.

Assessment criteria

For these tasks teachers must mark students' work using the assessment criteria specified below. Teachers should check carefully that students' work is their own and that it is not copied from source material, without any attempt by students to put the material in their own words, or from each other.

The grids on *pages 55-58* should be used to mark the controlled assessment tasks released by Edexcel. Although the tasks will be reviewed every two years these grids will remain applicable to any subsequent controlled assessment task.

Assessment criteria – Activity 1 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 2 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6
c) Evaluate	No attempt at evaluation.	0
	Basic evaluation with limited supporting evidence.	1-2
	Clear evaluation with good supporting evidence.	3-4
	Thorough evaluation with detailed and appropriate supporting evidence.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 3 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Evaluate	No attempt at evaluation.	0
	Basic evaluation with limited supporting evidence.	1-2
	Clear evaluation with good supporting evidence.	3-4
	Thorough evaluation with detailed and appropriate supporting evidence.	5-6

Assessment criteria – Activity 4 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6
c) Justify choices	No justification of choices.	0
	No clear rationale for choices made. Limited justification given for choices.	1-2
	Feasible choices made. Some justification for choices made.	3-4
	Choices made are appropriate. Detailed justification given for choices made.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

B   Assessment

Assessment summary

GCSE in Leisure and Tourism

Unit 1 is externally assessed through a one-hour paper.

Unit 2 or Unit 4 is internally assessed under controlled conditions.

GCSE in Leisure and Tourism (Double Award)

Unit 1 is externally assessed through a one-hour paper.

Unit 2 is internally assessed under controlled conditions.

Unit 3 is externally assessed through a one-hour paper.

Unit 4 is internally assessed under controlled conditions.

Summary of table of assessment

Unit 1: The Leisure and Tourism Industry	Unit code: 5LT01

- This unit is assessed through a one-hour examination paper, set and marked by Edexcel.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics.
- The total number of raw marks available is 50.
- The first examination will be in June 2014, and the paper will be available in each subsequent June examination series.

Unit 2 — Sales, Promotion and Operations in Leisure and Tourism Unit code: 5LT02

- This unit is internally assessed under controlled conditions.
- A task covering the unit content will be set by Edexcel, and will be available on the Edexcel website from September each academic year. The task will be reviewed every two years.
- Centres will be able to contextualise the task through their choice of case studies.
- All work, with the exception of research and preparation, must be carried out under informal supervision.
- Research may be completed under limited supervision.
- Marking of the tasks will be carried out by teachers using the assessment criteria provided in this specification, and moderated by Edexcel.
- The total number of raw marks available is 60.
- The first submission of the controlled assessment task will be in June 2014, and will be available in each subsequent June series.

Unit 3 — The Leisure and Tourism Environment Unit code: 5LT03

- This unit is assessed through a one-hour examination paper, set and marked by Edexcel.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics.
- The total number of raw marks available is 50.
- The first examination will be in June 2014, and the paper will be available in each subsequent June examination series.

Unit 4	**Customers and Employment in Leisure and Tourism**	**Unit code: 5LT04**

- This unit is internally assessed under controlled conditions.

- A task covering the unit content will be set by Edexcel, and will be available on the Edexcel website from September each academic year. The task will be reviewed every two years.

- Centres will be able to contextualise the task through their choice of case studies.

- All work, with the exception of research and preparation, must be carried out under informal supervision.

- Research may be completed under limited supervision.

- Marking of the tasks will be carried out by teachers using the assessment criteria provided in this specification, and moderated by Edexcel.

- The total number of raw marks available is 60.

- The first submission of the controlled assessment task will be in June 2014, and will be available in each subsequent June series.

Assessment Objectives and weightings

	% in GCSE	**% in GCSE Double Award**
AO1: Recall, select and communicate their knowledge and understanding of a range of contexts.	30%	30%
AO2: Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	44%	44%
AO3: Analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions.	26%	26%
TOTAL	**100%**	**100%**

Relationship of Assessment Objectives to GCSE

Route one

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	22%	10%	8%	40%
Unit 2	8%	34%	18%	60%
Total for GCSE	30%	44%	26%	100%

Route two

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	22%	10%	8%	40%
Unit 4	8%	34%	18%	60%
Total for GCSE	30%	44%	26%	100%

Relationship of Assessment Objectives to GCSE (Double Award)

All units are compulsory for the Double Award.

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	11%	5%	4%	20%
Unit 2	4%	17%	9%	30%
Unit 3	11%	5%	4%	20%
Unit 4	4%	17%	9%	30%
Total for GCSE Double Award	30%	44%	26%	100%

Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all their examinations and submit controlled assessment work for moderation at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

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

GCSE in Leisure and Tourism

- Unit 1 must be taken with either Unit 2 or Unit 4.

- Unit 3 may not be taken in this qualification.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Considerations*

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the Equality Act 2010.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Summary of conditions for controlled assessment

Controlled assessment is a type of internal assessment, which has levels of control for task setting, task taking and task marking.

Task setting – high level of control

Tasks will be set by Edexcel and reviewed every two years. The tasks will be available on the Edexcel website from September each academic year. Research for the tasks can be contextualised through the case studies/ examples chosen by centres and/or students to best suit centre-specific circumstances, including the availability of, and access to, resources.

Task taking – medium level of control

All work, with the exception of research and preparation, must be carried out under informal supervision. Research and preparation can be completed under limited supervision.

Task marking – medium level of control

Marking of the tasks will be carried out by teachers and moderated by Edexcel.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE and GCSE Double Award in Leisure and Tourism: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ *Instructions for conducting coursework/portfolio* document on the JCQ website: www.jcq.org.uk

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website.

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: The Leisure and Tourism Industry	✓	✓
Unit 2: Sales, Promotion and Operations in Leisure and Tourism	✓	✓
Unit 3: The Leisure and Tourism Environment	✓	✓
Unit 4: Customers and Employment in Leisure and Tourism	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certified on an eight-grade scale from A* to G and the GCSE Double Award qualification will be graded and certificated on a 15-grade scale from A*A* to GG. Individual unit results will be reported.

It is possible for candidates to use the results of units from a GCSE single award should they wish to go on to achieve a GCSE double award in the same subject.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Unit 2

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 90	81	72	63	54	45	36	27	18

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

Unit 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Unit 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 90	81	72	63	54	45	36	27	18

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Leisure and Tourism cash-in code: 2LT01

Qualification grade	A*	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

GCSE in Leisure and Tourism (Double Award) cash-in code: 2LT02

Qualification grade	A* A*	A* A	A A	A B	B B	B C	C C	C D	D D	D E	E E	E F	F F	F G	G G
Maximum uniform mark = 300	270	255	240	225	210	195	180	165	150	135	120	105	90	75	60

Students who do not achieve the standard required for a grade GG will receive a uniform mark in the range 0–59.

Re-taking of qualifications

Students wishing to re-take a GCSE are required to re-take all the units in the qualification. Students will be permitted to carry forward the results from the controlled assessment unit(s) if they wish and only re-take the externally-assessed units.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear

- select and use a form and style of writing appropriate to the purpose and the complexity of the subject matter

- organise information clearly and coherently, using specialist vocabulary when appropriate.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare

- ensuring connectivity between sections of questions

- a requirement for extended writing

- use of a wider range of question types to address different skills – for example open-ended questions, case studies.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

The Edexcel GCSE in Leisure and Tourism and the Edexcel GCSE in Leisure and Tourism (Double Award) qualifications support progression:

- to further education, including the Edexcel AS and Advanced GCE in Travel and Tourism, BTEC Firsts and Nationals in Travel and Tourism and the Diploma in Travel and Tourism (Level 3)
- to training, including modern apprenticeships and the Level 3 NVQs in Travel and Tourism Services
- to employment in the leisure, travel and tourism sector.

Grade descriptions

A	Candidates recall, select and communicate detailed knowledge and thorough understanding of leisure and tourism. They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively. They analyse and evaluate the evidence available. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.
C	Candidates recall, select and communicate sound knowledge and understanding of aspects of leisure and tourism. They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.
F	Candidates recall, select and communicate knowledge and understanding of basic aspects of leisure and tourism. They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks. They review the evidence, make simple connections and draw basic conclusions.

C   Resources, support and training

Edexcel resources

The new resources from Edexcel will provide you and your students with comprehensive support for our GCSE Leisure and Tourism qualifications. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D Appendices

Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Application of number				
N2.1		✓		✓
N2.2		✓		✓
N2.3		✓		✓
Communication				
C2.1a	✓	✓	✓	✓
C2.1b				
C2.2	✓	✓	✓	✓
C2.3		✓		✓
Information and communication technology				
ICT2.1		✓		✓
ICT2.2		✓		✓
ICT2.3		✓		✓
Improving own learning and performance				
LP2.1		✓		✓
LP2.2		✓		✓
LP2.3		✓		✓
Problem solving				
PS2.1	✓	✓	✓	✓
PS2.2		✓		✓
PS2.3		✓		✓
Working with others				
WO2.1		✓		✓

Development suggestions

For information on development of key skills please refer to our Edexcel website: www.edexcel.com

Appendix 2   Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral		✓		✓
Ethical	✓			
Social	✓		✓	
Cultural	✓			
Citizenship	✓			
Environmental			✓	
European initiatives			✓	
Health and safety	✓			

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Units 1, 2, 3 and 4	• Students will understand the needs of different types of customers in all units, eg in terms of prayer facilities and dietary needs.
Moral	Units 2 and 4	• Students will understand, in Unit 2, that conducting business transactions, including payments or handling personal information, includes moral considerations. • Students will understand, in Unit 4, that publicity and sales of products/services needs to be appropriate.
Ethical	Unit 1	• Students will understand, in Unit 1, the impact that leisure and tourism has on the world.
Social	Units 1, 3	• Students will understand, in Unit 1, how changes in society affect the leisure and tourism industry. • Students will understand, in Unit 3, the social impact of tourism.
Cultural	Units 1	• Students will understand, in Unit 1, cultural differences and traditions in travel destinations so as to not cause offence.
Citizenship	Units 1	• Students will understand, in Unit 1, the impact leisure and tourism has on communities, people and the environment, and that all should be treated with fairness and respect.
Environmental	Unit 3	• Students will understand, in Unit 3, the implications of the environment on leisure and tourism, eg ecotourism, global warming, natural disasters.
European initiatives	Units 3	• Students will understand, in Unit 3, the significance of European award schemes.
Health and safety	Units 1	• Students will understand, in Unit 1, the health and safety implications in all areas of leisure and tourism; of others and self in all practical activities, in the workplace and travelling.

Appendix 3	Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	0004
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are: GCSE – 500/4472/2 GCSE Double Award – 500/4519/2
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5LT01 Unit 2 – 5LT02 Unit 3 – 5LT03 Unit 4 – 5LT04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 2LT01 GCSE Double Award – 2LT02
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel *UK Information Manual*, available on the Edexcel website.