



Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ) (ASE2143)

Specification

First teaching from 2009

Issue 2

Edexcel, BTEC and LCCI qualifications

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Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers to prepare learners for key functions of modern international business. Employers, universities and professional bodies recognise them across the world.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the English Language suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Qualification aims

The aims of the Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ) qualification is to enable students to develop the spoken skills required to communicate effectively in English at a professional or supervisory level in the hospitality, travel and tourism industry.

This qualification is specifically intended for people preparing for, or working in, the tourism industry, either overseas or in the UK. It examines their ability to communicate effectively in spoken English at a professional level.

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Specification at a glance

The Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ) consists of one externally-examined assessment.

Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ)	
<ul style="list-style-type: none">Externally assessedNumber of series: On demand	100% of the total qualification
<p>Overview of content topics</p> <ol style="list-style-type: none">Routine spoken communication within a tourism contextHoliday and accommodation typesLeisure and business travellers and touristsMethods of travelJob roles in the travel and tourism industriesTourism-related information processing and reformulationTravel and tourism-related tasksThe specialist language of the tourism industry <p>In addition, students will be expected to demonstrate a level of general linguistic competence as outlined in topics 9 to 12:</p> <ol style="list-style-type: none">Linguistic competence (structures)Linguistic competence (concepts)Linguistic competence (vocabulary)Linguistic competence (functions)	
<p>Overview of assessment</p> <ul style="list-style-type: none">One written, externally-set and marked examination, contributing 100% of the overall grade of the qualification.The examination will be 20 minute (approx.).The examination will consist of two parts. Both parts carry equal mark weighting and candidates are assessed on their performance according to the following four assessment criteria – fluency, lexis (vocabulary), grammar and pronunciation. <p>Part 1 – Topic discussion</p> <p>Part 1 begins with a brief (2 minute) warm-up conversation where the test facilitator will introduce themselves and ask the candidate some general, basic questions such as their name, date of birth, where they are from, their job or what they are studying, what ambitions they have for the future, etc.</p>	

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This is followed by a preparation stage where the candidate will be given a topic sheet to study for 5 minutes in preparation for the topic discussion.

The topic discussion that follows lasts for 6 minutes and involves the test facilitator asking the candidate questions from the topic sheet. The test facilitator is not required to ask the candidate all of the topic sheet questions in the course of one interview, and can ask other questions that are relevant, in the way that would happen in a normal conversation.

Part 2 – Role play

Part 2 begins with the test facilitator explaining the role play procedure to the candidate. The facilitator should choose a role play that matches the topic chosen for the topic discussion section (e.g. TOPIC SHEET A + ROLE PLAY A). The candidate is then given a cue card to study for 4 minutes, containing the information required to respond to the test facilitator's questions. The test facilitator will then initiate a dialogue, which may last up to 6 minutes.

Examination tasks will be set within the following possible contexts:

- travel clerks and travel consultants in travel agencies and in business travel departments
- marketing assistants, travel organisers, finance staff in tour operations
- travel and tourism information officers in tourist information centres and tourist boards
- reception/front of house staff and supervisory/junior management grades in hotels
- conference and event organisers in conference centres and in hotels
- tour operator's representatives at holiday resorts, tour guides on coach tours and on tourist sites
- entertainment officers, tour operator's representatives, supervisory staff on cruise ships
- customer/public relations officers, supervisory grades at leisure centres, theme parks and camp sites and in airlines.

Extracts of travel information taken from published international travel guides, manuals, brochures, timetables, maps, as well as tables, lists, charts and tourism texts in English may also be used to support the scenarios and provide the information on which the tasks are based.

Candidates are also recommended to refer to the sample assessment materials for Spoken English for Tourism Level 2, which are available from the qualification page of the Pearson website (qualifications.pearson.com/lcci).

- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.

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Mark Allocation

Four grades are available to candidates: Pass (P) Merit (M), Distinction (D) and Fail (F). The examiner gives Pass, Merit, Distinction or Fail grades based upon each of the following 4 criteria:

- Fluency
- Lexis
- Grammar
- Pronunciation

Marks are awarded as follows: 1 = Fail, 2 = Pass, 3 = Merit, 4 = Distinction

General explanation of each criterion is outlined as follows:

Fluency (and interaction)

This refers to the candidate's ability to speak comprehensibly at a reasonable speed, structure ideas in a coherent way and to keep the conversation going. A certain amount of hesitation is to be expected at lower levels and responses to the questions will be shorter. At higher levels, it is expected that the candidates will produce longer, more natural sounding and more detailed responses, and that they will need less prompting from the examiner to keep talking.

Lexis (Vocabulary)

This refers to the range and accuracy of the candidate's vocabulary. At lower levels, the focus will be on the candidate's ability to use the vocabulary at his/her disposal to communicate the intended meaning. This may include effective use of paraphrasing and circumlocution. As the levels increase, the candidate's vocabulary should be increasingly precise and they should need to rely less on paraphrasing and circumlocution.

Grammar

This refers to the range and accuracy of grammatical structures (e.g., word order, tense, agreement, verb patterns). It is expected that candidates at higher levels should be able to use basic structures more accurately than those at lower levels. At higher levels, candidates should also be attempting to use more complex structures where it would be natural to use them.

Pronunciation

This refers to the candidate's production and use of individual sounds, word stress, sentence stress, rhythm and intonation. It is not necessary for candidates to sound like a native speaker, even at Level 4. At each level, the main consideration is comprehensibility and how far the candidate's pronunciation problems interfere with communication or place strain upon the listener. This strain is expected to decrease as the levels increase.

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Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

The pass mark for each of the above criterion is set at two out of four or 50% which is the pass mark for Spoken English for Tourism exams as a whole.

Candidates must pass a minimum of three criteria to be awarded a pass overall.

- Fail = two or more criteria scored at fail level.
- Pass = minimum of three criteria scored at pass level (or higher) but failing to meet merit/distinction requirements.
- Merit = minimum of three criteria scored at merit level + one at pass (or higher) but failing to meet distinction requirements.
- Distinction = minimum of three criteria scored at distinction level + one at merit.

The detailed descriptors for each criterion are as follows:

Criterion 1 – Fluency

Mark	Descriptor
4 distn	Can express themselves with ease with no/very little hesitation or word searching.
3 merit	Can express themselves with ease most of the time with little hesitation or word searching.
2 pass	Can express themselves with relative ease. Despite some problems in formulation resulting in pauses and 'cul-de-sacs', able to keep going effectively without help.
1 fail	Speech may be slow and hesitant, with frequent pauses, with the candidate unable to move beyond minimal responses on a topic. Some candidates may have reasonably natural speed of delivery, but the listener has difficulty in following the candidate's argument.

Criterion 2 – Lexis

Mark	Descriptor
4 distn	No/very few errors. It is clear what they are trying to express. A wide range of vocabulary for this level.
3 merit	Relatively few errors. Always/nearly always clear what they are trying to express. Able to use accurately some less elementary terms.
2 pass	Shows good control of elementary vocabulary but major errors may occur when expressing more complex thoughts or handling unfamiliar topics or situations.
1 fail	The candidate has difficulty in selecting appropriate vocabulary, even on straightforward questions, and relies excessively on basic, general terms such as 'nice' or 'good'. The candidate has insufficient vocabulary to express more complex ideas.

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Criterion 3 – Grammar

Mark	Descriptor
4 distn	No/very few errors. Excellent control of a wide range of grammar for this level.
3 merit	Few errors. Good control. Some ability to use a wider range of grammar.
2 pass	Communicates with reasonable accuracy. Generally good control. Errors occur, but it is clear what he/she is trying to express.
1 fail	There are frequent errors of agreement, syntax and confusion of tenses, which place considerable strain on the listener, and which may contribute to misunderstandings.

Criterion 4 – Pronunciation

Mark	Descriptor
4 distn	No/very little trace of native language interference.
3 merit	No/very few mispronunciations although some native language interference is detectable.
2 pass	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
1 fail	Pronunciation errors (e.g. individual sounds, intonation, word-stress, etc.) put significant strain on even a sympathetic listener, and frequently communication may be impaired.

Recommended Reading List and Support Material

At the time of publication of this Extended Syllabus, there is no one definitive text book to support studies for this qualification. However, the following publications may be helpful and useful. Additionally, reference to the sample assessments materials for the Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ) is also recommended.

Reading List

R Wyatt — *Check Your English Vocabulary for Leisure, Travel and Tourism* (A & C Black) ISBN-13: 9780747569961

D Horner, M Jacob and P Strutt — *English for International Tourism (Intermediate) Teachers book* (Longman) ISBN-13: 9780582479821

P Strutt — *English for International Tourism (Intermediate) Workbook* (Longman) ISBN-13: 9780582479845

M Jacob, P Strutt and D Horner — *English for International Tourism (Intermediate) Class (CD/Cassette)* (Longman) ISBN-13: 9780582479869/9780582479852

P Strutt — *English for International Tourism (Intermediate) Course book* (Longman) ISBN-13: 9780582479838

M Jacob and P Strutt — *English for International Tourism (Upper-Intermediate) Teachers book* (Longman) ISBN-13: 9780582237544

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M Jacob and P Strutt — *English for International Tourism (Upper-Intermediate Workbook)* (Longman) ISBN-13: 9780582298514

M Jacob and P Strutt — *English for International Tourism (Upper-Intermediate) Class (Cassette)* (Longman) ISBN-13: 9780582237551

M Jacob and P Strutt — *English for International Tourism (Upper-Intermediate) Course book* (Longman) ISBN-13: 9780582237537

K Harding — *Going International Student's Book* (Oxford University Press) ISBN-13: 9780194574006

K Harding — *Going International Workbook* (Oxford University Press) ISBN-13: 9780194574020

K Harding — *Going International Teacher's Resource Book* (Oxford University Press) ISBN-13 9780194574013

K Harding — *Going International Cassette* (Oxford University Press) ISBN-13 9780194574037

K Harding and P Henderson — *High Season Student's Book* (Oxford University Press) ISBN-13: 9780194513081

K Harding and P Henderson — *High Season Workbook* (Oxford University Press) ISBN-13: 9780194513104

K Harding and P Henderson — *High Season Teacher's Book*(Oxford University Press) ISBN-13: 9780194513074

K Harding and P Henderson — *High Season Cassette* (Oxford University Press) ISBN-13: 9780194513098

R Walker and K Harding — *Oxford English for Careers: Tourism 2 Teacher's Book* (Oxford University Press, 2007) 9780194551038

R Walker and K Harding — *Oxford English for Careers: Tourism 2 Student's Book* (Oxford University Press, 2007) 9780194551045

R Walker and K Harding — *Oxford English for Careers: Tourism 2 Audio CD* (Oxford University Press, 2007) 9780194551052

P Strutt — *English for International Tourism (Intermediate) Course book, New Edition* (Pearson) ISBN-13: 9781447923831

P Strutt — *English for International Tourism (Upper Intermediate) Course book, New Edition* (Pearson) ISBN-13: 9781447923916

Support Materials

R English — *World Travel Dictionary* (Columbus Press) ISBN-10: 1902221214

M Taylor — *World Travel Atlas* (Columbus Press) ISBN-10: 1902221796

G. E. Gee — *Calculations for Leisure, Travel & Tourism* (Hodder & Stoughton) ISBN-10: 0340551526

Model answers and past question papers are available on the qualification page of the Pearson website (qualifications.pearson.com/lcci)

Knowledge, skills and understanding

Content

The following content must be covered to prepare students for the final assessment of this qualification.

Subject content	Students must be able to:
1 Routine communication within a tourism context	a) Communicate clearly and effectively in a variety of routine travel and tourism situations, including requesting and confirmation of information and decisions, providing information, responding to/making a complaint/apology, expressing concern, regret, agreement, disagreement, dissatisfaction, approval, mediation etc.
	b) Ask, and respond appropriately, to a range of predictable questions set within a tourism context
	c) Exchange factual information relating to work and personal circumstances
	d) Adopt an appropriate tone according to a given situation
	e) Avoid ambiguity in communicating information
	f) Express attitude, opinion and evaluation, using a range of expressions

Subject content	Students must be able to:
2 Holiday and accommodation types	a) Describe and discuss the range of independent, tailor-made and package holidays that are available and their advantages and disadvantages
	b) Describe and discuss the categories of accommodation that are available to travellers and tourists and their advantages and disadvantages
	c) Identify the range of facilities that different types of accommodation may offer and the grading systems

Subject content	Students must be able to:
3 Types of travellers and tourists	a) Describe and explain the different types of travellers and tourists and their reasons for travelling
	b) Identify and explain the range of needs and expectations that leisure and business travellers may have
	c) Identify and explain the range of services available to travellers and tourists before their departure, in transit and during their stay

Subject content	Students must be able to:
4 Methods of travel	a) Describe the variety of ways in which people can travel.
	b) Discuss how and why business and leisure travellers and tourists choose their methods of travel
	c) Discuss the advantages and disadvantages of different types and classes of travel

Subject content	Students must be able to:
5 Job roles in the travel and tourism industry	a) Discuss the different job titles and working relationships of people in the hotel, catering, airline, ground transport, hospitality and tourism industries
	b) Describe the work tasks, responsibilities and routines of job roles in hotel, catering, airline, ground transport, hospitality and tourism industries
	c) Identify and discuss the skills, personal attributes and qualifications needed to work in these roles.
	d) Demonstrate an understanding of the importance of customer relations skills and the impact that they have on customers
	e) Demonstrate an understanding of how communication skills, such as conveying information clearly and listening carefully, contribute to the successful operation of a tourism business or organisation
	f) Understand the value of personal qualities, such as honesty, reliability and enthusiasm, and teamwork skills in a tourism workplace
	g) Have an understanding of the organisation of the hospitality, travel and tourism industry

Subject content	Students must be able to:
6 Tourism-related information; processing and reformulation	a) Check texts, lists, invoices, extracts from authentic, published travel and tourism manuals and holiday brochures in order to extract information and determine costs of travel, services, entry tickets, accommodation, car hire, numbers of passengers, journey/event duration, etc.
	b) Communicate this information accurately, clearly and logically according to the situation

Subject content	In addition to the travel and tourism-related detailed in the Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) specification, students must be able to:
7 Travel and tourism-related tasks	a) Deal with enquiries, emergencies, problems and complaints
	b) Check, calculate, modify, and convey information as instructed
	c) Select, plan, organise and provide information to client-specific criteria, including designing tour/travel itineraries
	d) Carry through reservations processes.
	e) Demonstrate a good understanding of world geography

Subject content	Students must be familiar with the specialised vocabulary, idiomatic expressions, terminology and abbreviations commonly used in the travel and tourism industry, including, for example:
<p>8 The specialist language of the tourism industry</p> <p><i>Note: Teachers and candidates are strongly advised to ensure that they are also familiar with the examples of tourism-specific vocabulary and terminology indicated in the Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) specification</i></p>	<p>a) Vocabulary and terminology such as:</p> <ul style="list-style-type: none"> • add-on (<i>additional/extra arrangement or charge</i>) • airside (<i>after check-in, passport control, etc.</i>) • allocation (<i>assignment of rooms/seats</i>) • block booking (<i>group reservation</i>) • bond/bonded (<i>guarantee of protection</i>) • bucket shop (<i>agency selling discounted tickets</i>) • caterers (<i>company providing prepared food</i>) • collision damage waiver (CDW) (<i>extra insurance protection against damage to a hired car</i>) • complimentary (<i>free of charge</i>) • convention/seminar (<i>meetings of delegates from an organisation</i>) • coupon (<i>portion of a travel ticket</i>) • deposit/option reservation (<i>reservation held with an advance payment or for a short time without commitment</i>) • excursionist (<i>person staying less than 24 hours</i>) • fly cruise/fly drive (<i>combination of air and sea or air and car hire transportation</i>) • front/back of house (<i>reception area of hotel/administration area of hotel not usually in contact with guests</i>) • game/wildlife (<i>wild animals for hunting/viewing</i>) • gateway (<i>main arrival/departure point for a tour/service</i>) • ground operator/arrangements (<i>agent organising services for a company or group at the destination</i>) • guest house (<i>small commercial establishment offering accommodation for tourists</i>) • handicrafts/souvenirs (<i>articles made by hand and bought by tourists to take home</i>) • inbound/outbound tourism (<i>passengers arriving into/leaving from a country</i>) • infrastructure (<i>provision of roads, services, airports, stations, local transport, accommodation, restaurants, etc. needed to support tourism requirements</i>) • incentive travel (<i>reward to successful members of staff and valued clients</i>)

Subject content	Students must be familiar with the specialised vocabulary, idiomatic expressions, terminology and abbreviations commonly used in the travel and tourism industry, including, for example:
	<ul style="list-style-type: none"> • manifest (<i>list of passengers on a ship/plane</i>) • picnic (<i>packed meal</i>) • rack rate (<i>published, regular cost of a hotel room</i>) • revalidation sticker (<i>attachment showing changes to a travel reservation</i>) • rooming list (<i>names of clients and their requirements for accommodation</i>) • route planning (<i>detailed journey plan</i>) • self-catering (<i>accommodation with facilities to prepare food</i>) • side trip (<i>excursion</i>) • short/long haul (<i>air travel of more/less than 5 hours, usually</i>) • special interest tour (<i>holidays for people interested in specific activities</i>) • special needs (<i>special requirements e.g. for passengers with a physical disability</i>) • stabiliser (<i>a device which limits a ship's rolling movement</i>) • to stow (<i>put away luggage, etc.</i>) • tariff (<i>charge/cost</i>) • time zone (<i>calculation of time before/after GMT in any part of the world</i>) • tip/gratuity (<i>additional percentage payment for a service</i>) • trek (<i>travel on foot</i>) • upmarket (<i>higher quality/more expensive</i>) • venue (<i>place agreed for meetings</i>)

Subject content	Students must be familiar with the specialised vocabulary, idiomatic expressions, terminology and abbreviations commonly used in the travel and tourism industry, including, for example:
	b) Descriptive nouns used in guide books such as <i>hideaway</i> or <i>retreat</i>
	c) Geographical features (e.g. <i>volcano, stream, delta, bay, shoreline, cliff, oasis</i>)
	d) Imported words (e.g. <i>à la carte, barbecue, bidet, buffet, couchette, cuisine, chalet, duvet, deluxe, detour, en route, fiesta, terrace</i>)
	e) Phrasal verbs, including, for example: <i>to come across</i> <i>to come to</i> <i>to cut off</i> <i>to drop off</i> <i>to drop round</i> <i>to go ahead</i> <i>to go off duty</i> <i>to go round</i> <i>to hand out</i> <i>to hand back</i> <i>to move onto</i> <i>to offload</i> <i>to pass through</i> <i>to see off</i> <i>to speed up</i> <i>to slow down</i> <i>to stand by</i> <i>to upgrade</i> <i>to walk through</i> <i>to wander round</i>
	f) Abbreviations such as: <i>hrshour (the flight will depart at 15.30 hrs)</i> <i>day 1 Mon/Monday</i> <i>day 2 Tue/Tuesday</i> Also the use of codes for city/airport/airline/currency (e.g. <i>LHR-London Heathrow Airport, QF-Quantas Airways (Australia), US\$ – American Dollars, etc.</i>)

Subject content	Students must be able to:
9 Linguistic competence (structures)	a) Recognise and use the following verb forms: <ul style="list-style-type: none"> • the simple passive (e.g. <i>Doors are locked at midnight.</i>) • the continuous passive (e.g. <i>Tickets are being sent first class.</i>) • the past continuous (e.g. <i>I was telephoning the airport all morning.</i>) • the past perfect (e.g. <i>He has paid the bill.</i>) • the future using intend to and about to (e.g. <i>They are about to take off.</i>) • the modals could, shall, should (e.g. <i>She could start work in reception tomorrow.</i>) • gerunds (e.g. <i>Clients enjoy sitting in the hotel gardens.</i>)
	b) Recognise the following verb forms: <ul style="list-style-type: none"> • the present perfect continuous (e.g. <i>I have been reading your report.</i>) • the modals <i>have to</i> and <i>ought to</i> (e.g. <i>You have to have inoculations for typhoid...</i>)
	c) Recognise and use the descriptive adjectives <i>quite</i> and <i>rather</i> (e.g. <i>Bookings will be quite good next month./This situation is now rather urgent.</i>)
	d) Recognise the descriptive adjective <i>the same as</i> (e.g. <i>Our prices this year will be the same as last year.</i>)
	e) Recognise and use the indefinite pronouns <i>someone</i> and <i>nobody</i> (e.g. <i>Someone ought to pay them a visit./Nobody is to use the swimming pool.</i>)
	f) Recognise the indefinite pronouns <i>each</i> and <i>both</i> (e.g. <i>One for each passenger./We'll use both coaches.</i>)
	g) Recognise and use the relative pronoun <i>whom</i> (e.g. <i>To whom was the problem reported?</i>)
	h) Recognise and use the quantifiers <i>enough</i> and <i>much</i> (e.g. <i>We have enough bar stock./We won't need much foreign currency.</i>)

Subject content	Students must be able to:
	<p>i) Recognise and use the following clauses:</p> <ul style="list-style-type: none"> • the first conditional (present tense in the <i>if</i> clause, <i>will, shall</i> or imperative in the main clause) (e.g. <i>If you need the brochures quickly, I will send them by special delivery.</i>) • the second conditional (past tense in the <i>if</i> clause, <i>would, should</i> in the main clause) (e.g. <i>If you travelled to that destination you should have inoculations.</i>) <p>j) Recognise the third conditional (past perfect in the <i>if</i> clause, <i>would have/should have</i> + past participle in the main clause) (e.g. <i>If you had wanted the brochures quickly, we would have sent them by special delivery</i>)</p>

Subject content	Students must be able to understand and express the following concepts:
<p>10 Linguistic competence (concepts)</p>	<p>a) Space:</p> <ul style="list-style-type: none"> • distance <ul style="list-style-type: none"> – <i>from, to</i> – <i>remote</i> • direction <ul style="list-style-type: none"> – prepositions (e.g. <i>across, along</i>) • location <ul style="list-style-type: none"> – nouns (e.g. <i>place/position</i>) – verbs (e.g. <i>to be situated</i>) – relative position (e.g. <i>below, adjacent, at the side of</i>) – direction (e.g. <i>compass points NW, SE, direct route to..., towards</i>) <p>b) Time:</p> <ul style="list-style-type: none"> • telling the time (e.g. <i>quarter past/to</i>) • divisions of time (e.g. <i>moment, minute</i>) • sequence, simultaneousness (e.g. <i>first, at the same time, later on</i>) • frequency (e.g. <i>once/twice a... day/week/daily/weekly/rarely, occasional</i>) • duration (e.g. <i>during the journey</i>) • commencement (e.g. <i>to begin/finish</i>) • The 12 and 24 hour clock

Subject content	Students must be able to use vocabulary in the following areas:
	<p>c) Number and quantity:</p> <ul style="list-style-type: none"> • all cardinal numbers • all ordinal numbers • portions (e.g. <i>half/two thirds</i>) • minimal amounts (e.g. <i>at least 10</i>) • minus/plus (e.g. <i>it's minus 5 degrees in January</i>) • quantity (e.g. <i>per cent, total</i>)
	<p>d) Quality:</p> <ul style="list-style-type: none"> • size (e.g. <i>large/tiny</i>) • texture (e.g. <i>rough</i>) • colour (e.g. <i>dull/bright</i>) • material (e.g. <i>glass, concrete</i>) • smell (e.g. <i>odour, perfume</i>) • taste (e.g. <i>flavour, mouth-watering</i>)
	<p>e) Evaluation and opinion – a limited range of adjectives (e.g. <i>high/low quality, fine/nice/poor, success/failure, normal/strange</i>)</p> <p>PLUS those used to describe places, facilities etc. used in guide books and brochures (e.g. <i>spacious, unpretentious, dramatic, casual, enchanting, renowned, relaxed, enthusiastic, spectacular, elegant, scenic, secluded, panoramic</i>)</p>
	<p>f) Expressing acceptability (e.g. <i>successful, special</i>)</p>

Subject content	Students must be able to use vocabulary in the following areas:
11 Linguistic competence (vocabulary)	a) Personal identity and family (e.g. <i>forename/family name, relationships, call (oneself/someone), address (male/female)</i>)
	b) Character and disposition (e.g. <i>pleasant/unpleasant, quiet/noisy, active/lazy</i>)
	c) Physical characteristics (e.g. <i>fair/dark-haired, fat/thin/slim, pretty/plain</i>)
	d) Socialising: <ul style="list-style-type: none"> • greetings (e.g. <i>How are you keeping?/How are you?</i>) • weather conditions (e.g. <i>climate/sunny/thunderstorm/rainstorm/humid/mild/shade</i>) • hobbies and interests (e.g. <i>DIY/photography</i>) • entertainment (e.g. <i>cable television/concerts/comedy</i>) • personal preferences (e.g. <i>...is all right but ... is better/more... </i>) • hobbies and interests (e.g. <i>fishing/photography/sailing</i>) • sporting activities (e.g. <i>football/tennis</i>) • politics, current affairs (e.g. <i>government/pollution/poverty/welfare/privatisation</i>)
	e) Entertaining visitors: <ul style="list-style-type: none"> • spare time/programme/leisure • places of entertainment (e.g. <i>theatre</i>) • arrangements (e.g. <i>I'll book the tickets/seats for the concert</i>)
	f) Company premises and personal accommodation: <ul style="list-style-type: none"> • house, office (e.g. <i>(un)furnished/to rent/for sale</i>) • furniture, furnishings (e.g. <i>desk/chair/lighting/curtains</i>) • cost (e.g. <i>£40 per square metre</i>) • amenities (e.g. <i>fax/fitness centre/nursery</i>) • region, locality (e.g. <i>industrial/rural/urban</i>) • hotels (e.g. <i>reservation/full/half board/reception</i>) • instructions/regulations (e.g. <i>open the door/press the button</i>)

Subject content	Candidates must be able to:
	<p>g) Travel:</p> <ul style="list-style-type: none"> • type of vehicle (e.g. <i>car, taxi, coach, shuttle, vessel, cruise ship/yacht, limousine, wide-bodied jet</i>) • railway station/reservation/ticket office/one-way ticket • plane/airport terminal/check-in/boarding pass • passport/frontier/border/visa • life jacket/safety belt
	<p>h) Purchasing:</p> <ul style="list-style-type: none"> • sales, purchasing (e.g. <i>place/cancel an order, commission</i>) • spending (e.g. <i>rates/discounts/credit cards</i>)
	<p>i) The workplace:</p> <ul style="list-style-type: none"> • occupation, profession (e.g. <i>secretary/technician/tradesman</i>). Also job titles in the travel and tourism industry (e.g. <i>air steward, ship's captain, resort representative etc.</i>) • work relationships (e.g. <i>employee/employer/assistant/team leader</i>) • correspondence (e.g. <i>correspond with/telex/email</i>) • routines (e.g. <i>start/stop work/coffee breaks/salary/wages</i>) • prospects (e.g. <i>promotion/training/learning about</i>)

Subject content	Students must be able to recognise and use expressions of:
12 Linguistic competence (functions)	a) Wishes and hopes (e.g. <i>I wish I could.../ I hope you enjoy...?</i>)
	b) Preferences and opinions (e.g. <i>I prefer.../As I see it I think we should.../Her view is...</i>)
	c) Apology, gratitude, pleasure (e.g. <i>We (do) apologise/Thank you very much (indeed)/It was kind of you to...</i>)
	d) Anticipation, surprise (e.g. <i>We look forward to.../She finds it surprising that...</i>)
	e) Regret, dissatisfaction, anger (e.g. <i>We are sorry that.../This is not what we had in mind/This is not what we expected</i>)
	f) Agreement, disagreement (e.g. <i>We (quite) agree that/Naturally, we believe.../That is not...</i>)
	g) Correction of misunderstanding (e.g. <i>Can you explain..., please?/What we mean is...</i>)

Assessment delivery guidance

The test facilitator may be a teacher and may be the person who teaches the group of students who are to be tested.

A set of assessment materials (1 set for every 10 candidates) will be delivered in a sealed envelope and must not be opened until the day of the tests.

Each set of assessment materials contains three topic discussion options and three role play scenarios (A, B or C). A topic sheet and role play scenario should match (i.e. the same code letter for each, e.g. TOPIC SHEET A + ROLE PLAY A) and be picked at random by the test facilitator for each candidate. These must be returned to the test facilitator at the end of the test as they may be re-used. A set of assessment materials consists of the following:

- (1) An information sheet for the test facilitator, providing information about the conduct and timings of the tests.
- (2) Topic sheets (candidate copy) containing:
 - instructions for the candidate
 - the topic for conversation during the test
 - questions and suggestions for the framework of the conversation
- (3) Topic sheets (Test Facilitators copy) containing:
 - candidate instructions
 - the topic for conversation during the test
 - questions and suggestions for the framework of the conversation
 - background notes for test facilitator
- (4) Role play instructions and candidate cue card
- (5) Role play instructions and examiner cue card
- (6) Guided dialogue (this is suggested role play dialogue and is for test facilitators reference only)

Centres will also be provided with an Invigilator Declaration and Attendance Report, a Mark Sheet and a copy of the guidance notes, which detail the test procedure. It is, however, the centres responsibility to provide audio cassettes with labels so that the tests can be recorded.

Return of materials

After completion of the tests, the audio cassettes, Invigilator Declaration and Attendance Report, Mark Sheet and speaking test materials must be returned to Pearson using the address given to you with the assessment materials. All materials must be sent by a secure method of delivery.

Procedure

1. Before the day of the test, the test facilitator must ensure that they are completely familiar with these guidance notes and the instructions contained within the sample assessment materials.
2. The test facilitator should ensure that the centre makes adequate provision for the satisfactory conduct of the test, including blank cassettes, labels and recording equipment. Any inadequacies should be reported to Pearson.
3. On the day of the test, the test facilitator may open the envelope containing the assessment materials and familiarise themselves with the content.
4. The tests should be held according to a pre-arranged schedule and only one candidate should be in the examination room at a time. Each candidate must sign the attendance register (Invigilator Declaration and Attendance Report) before the test begins.
5. Each of the topic sheets and role play scenarios will have a code letter assigned to them (A, B, C). A topic sheet and role play scenario should match (i.e. the same code letter for each, e.g. TOPIC SHEET A + ROLE PLAY A) and be picked at random by the test facilitator for each candidate. The test facilitator should make note the codes used for each candidate along with the candidate name and number in the appropriate column on the Mark Sheet document.
6. The test facilitator should begin the assessment with a "warm up" conversation as per the test instructions. Candidates are then to be given their topic sheet to study before the test begins. They may not make notes.
7. Once the preparation time has passed, the test facilitator should start the cassette recorder and commence the test. At the beginning of each new Speaking test, the examiner must speak the candidate's candidate number and name onto the recording. The recorder should run without pause for the entire length of an examination. Between examinations, the recorder may, however, be stopped.
8. The questions on the Speaking Test topic sheets are to be used by the examiner as a basis for the conversation. The examiner does not need to ask all of the questions in the course of one interview, and can ask other questions that are relevant, in the way that would happen in a normal conversation. However, it is the examiner's responsibility to ensure that the conversation remains on the topic.
9. When the time allocated for the topic discussion is up, the test facilitator should inform the candidate. The test facilitator should then explain the role play procedure and then give the candidate the cue card to study for the period of time stipulated on the instructions. They should ensure that the candidate understands the role-play instructions and then ask the candidate to begin.
10. When the time allocated for the role play is up the test facilitator should advise the candidate that the assessment is finished and that they may now leave the room. The test facilitator should then label the cassette clearly with the centre name, centre number and order number and should write the candidates' names and candidate numbers on the cassette insert card.
11. The complete set of Speaking test materials must be returned to Pearson. The centre is not allowed to make copies of any Speaking test materials for any purposes.

Aims of assessment

The examination will assess the candidate's ability to:

- produce a range of relevant language which will be clearly understood by a listener
- recognise implicit meaning and attitude and respond using an adequate level of cultural awareness and expression of appropriate sentiment and suitable tone
- describe and discuss different types of travellers and tourists, the ways in which they travel and types of accommodation available to them
- describe and explain the different job roles and work relationships that occur in the hotel, catering, airline, ground transport, hospitality and tourism industries
- use the specialised language of the travel and tourism industry
- understand routine information and/or instructions related to the tourism industry and act upon these or respond appropriately
- respond effectively to given stimulus information
- contribute to and interact effectively in a variety of simulated practical tourism-related tasks.

Entry and assessment information

Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: qualifications.pearson.com/lcci

Student entry

Details on how to enter students for the examination for this qualification can be found on our website: qualifications.pearson.com/lcci.

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Resitting the qualification

Candidates can resist the examination for the Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website or email internationalenquiries@pearson.com for further information on how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the Joint Council for Qualifications (JCQ) website: www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration

Equality Act 2010 and the Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html

Malpractice

Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available on the JCQ website: www.jcq.org.uk

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ M1 Form (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ M2(a) Form (available at: www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at: <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at: www.jcq.org.uk/exams-office/malpractice

Language of assessment

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

Other information

Guided Learning Hours (GLH)

Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ) we recommend 80–90 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in 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.

Prior learning and other requirements

There are no formal entry requirements for this qualification.

Pearson recommends that students have a general English proficiency equivalent to the Council of Europe's Threshold Level (B1), but in addition they will need to demonstrate their understanding and use of the specialised language and terminology used in the travel and tourism industry.

Progression

Students may progress to achieve the Level 2 English for Tourism (EFT) group award by achieving the Pearson LCCI Level 2 Written English for Tourism (WEFT). English for Tourism is a group award made up of Written English for Tourism and Spoken English for Tourism and is available at both Level 1 and Level 2. Although the written and spoken examinations can be taken separately, candidates are recommended to take both parts where possible. To be awarded the group qualification, candidates must be registered for the English for Tourism qualification rather than the two separate awards

Codes

The subject code for Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ) is: ASE2143. The subject code is used by centres to enter students for a qualification.

Support, training and resources

Training

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

Specifications, sample assessment materials and teacher support materials

To find a list of all the support documents available please visit qualifications.pearson.com

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**For more information on Pearson and LCCI qualifications please
visit our website: qualifications.pearson.com**

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