



# **Pearson LCCI Level 2 Certificate in Written English for Tourism (ASE2043)**

## **Specification**

First teaching from Series 2, 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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# Introduction

## LCCI qualifications

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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**

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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**

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The aim of the Pearson LCCI Level 2 Certificate in Written English for Tourism (VRQ) qualification is to enable candidates to develop the organisational and written skills required to communicate effectively in English at a 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 written English at a professional level.



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## Specification at a glance

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

### The Pearson LCCI Level 2 Certificate in Written English for Tourism (VRQ)

- Externally assessed
- Number of series: On demand

**100% of the  
total  
qualification**

#### Overview of content topics

- 1 Business communication (letters, memos, faxes)
- 2 Promotional literature (brochures, leaflets, advertisements)
- 3 Reports
- 4 Tour commentaries and itinerary planning
- 5 Lists and/or structured notes
- 6 Calculations of passenger numbers/requirements and costs
- 7 Notices and announcements
- 8 Tourism-related information processing and reformulation
- 9 Travel and tourism-related tasks

These tasks will be set within the following possible contexts and candidates will be asked to adopt the working roles of:

- 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.

- 10 The specialist language of the tourism industry

In addition, students will be expected to demonstrate a level of general linguistic competence as outlined in topics 11 to 14:

- 11 Linguistic competence (structures)
- 12 Linguistic competence (concepts)

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13 Linguistic competence (vocabulary)

14 Linguistic competence (functions)

### Coverage of Syllabus Topics in Examinations

Tasks may be set in any of the above topic areas. Usually there will be a logical progression of tasks to be completed within a given scenario. Information for tasks is often linked and candidates are strongly advised to read through the whole paper before attempting Task 1.

#### Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 2 hours, 30 minutes
- The examination consists of four compulsory questions which can vary in the order they appear:
  - One question, worth 20 marks, will be a reading comprehension based on business and tourism texts, together with extracts of information taken from a variety of published authentic guides, promotional materials, manuals, maps, plans and graphical data. Candidates will be asked to read/scan, summarise and select information to the specific criteria scenario/situation described in the question. Short answers will be required and may require some calculations. Candidates will need to be familiar with the specialist vocabulary, terminology and abbreviations of travel and tourism.
  - There will be a follow-up question, worth 20 marks, in which candidates will be asked to produce structured notes based on the information given in the comprehension-based task or plan an itinerary. They may also be asked to write a short business communication, in the form of a fax, memo or message requesting additional information or clarifying information according to the requirements of the scenario or to write an announcement, notice or advertisement.
  - A third question, worth 35 marks, will involve an extended writing task. This will be based on the extracts of information provided for the reading comprehension task with some additional data. Candidates could be asked to write promotional material for a leaflet or brochure, a tour commentary or a travel itinerary supported by advice and recommendations, or a report. Alternatively, they could be asked to write a letter of confirmation to a client, detailing complex travel arrangements.
  - The fourth question will require candidates to write a letter or fax dealing with a problem or a complaint. This will be worth 25 marks.
  - Extracts of travel information taken from published international travel guides, manuals, timetables, maps, as well as English tourism texts are used to support the questions and provide the data on which tasks are based. Business standard formats are provided for answers requiring letters, faxes, memos and booking forms.

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### Answer Formats

This examination goes beyond Level 1 by testing more complex writing and understanding. It requires candidates to demonstrate skill and judgement both in the selection and organisation of the travel or tourism product to client specification and of dealing with difficulties and problems that often arise. They may also be requested to extract information from a variety of sources and represent it in a specific genre/style, e.g. for advertising/media materials. Candidates will need to demonstrate that they can read and use typical international travel and tourism manuals, timetables and guides and understand the industry specific vocabulary, terminology and abbreviations that they contain.

Marks will be awarded for: content; accuracy in spelling, layout, punctuation and grammar and for the satisfactory completion of the communicative task, which will depend on accuracy of data and the appropriacy of the candidate's choice of tone, style, length and format. Candidates should therefore be aware of the variety of forms of writing used in business life: notes, summaries, memoranda, fax, quantification displays, etc.

Where possible, candidates should avoid copying whole phrases or sentences from the examination paper or inventing information, unless specifically required to do so.

Candidates are allowed to take one dictionary into this examination which may be either English or foreign language/English; Pearson cannot undertake to advise on which dictionaries to choose and candidates make the choice entirely at their own risk. Poor quality dictionaries may be misleading and candidates will lose time looking up words if they frequently have recourse to them.

Students are allowed to use a basic calculator.

Candidates are also recommended to refer to the Model Answers and past question papers for Written English for Tourism Level 2 which are available from Pearson.

### Varieties of English

Pearson will accept any of the main varieties of English (British, North American, Australasian) in candidates' answers as long as candidates are consistent in the variety they use.

### Mark Allocation

The weighting of marks will be:

- clarity and appropriacy of layout 10%
- style, tone, suitability to the task 20%
- content and communication of message 50%
- correct use of English (grammar, spelling etc) 20%

TOTAL 100%

### Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

## The Pearson LCCI Level 2 Certificate in Written English for Tourism (VRQ)

### Recommended Reading List and Support Materials

At the time of publication of this Extended Syllabus, there is no one definitive textbook to support studies for this qualification. However, the following publications may be helpful and useful.

#### Reading List

R Walker and K Harding — *Tourism 1* (O.U.P) ISBN-13: 9780194551007

R Walker and K Harding — *Tourism 2* (O.U.P) ISBN-13: 9780194551038

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

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

#### Support Materials

##### Suggested Supplementary Books

A & C Black — *Dictionary of Leisure And Tourism* (A & C Black)  
ISBN-13: 9780713685459

R Wyatt — *Check Your English for Leisure and Tourism* (A & C Black)  
ISBN-13: 9780713687361

L Lominé & J Edmunds — *Key Concepts in Tourism (ed. 2007)*  
(Palgrave Macmillan) ISBN-13: 9781403985026

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# Knowledge, skills and understanding

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## Content

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

Subject content	Students must be able to:
<b>1 Business communication (letters, memos, faxes)</b>	a) Write letters, memos and faxes for a variety of 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) Adopt an appropriate tone according to instructions given in the rubric or to the requirements of the message
	c) Provide a logical order to the content
	d) Utilise an appropriate, consistent layout

Subject content	Students must be able to:
<b>2 Promotional literature (brochures, leaflets, advertisements)</b>	a) Write promotional literature on a variety of tourism topics, including the advantages of a specified travel/holiday product, special offers etc., to advertise for staff/facilities/services to specified criteria, using an appropriate style and tone
	b) Select the information relevant to the purpose of the communication
	c) Display the qualities of clarity, ease of understanding, logical order
	d) Utilise an appropriate layout

<b>Subject content</b>	<b>Students must be able to:</b>
<b>3 Reports</b>	a) Write reports on a variety of subjects, including investigation into problems and complaints, customer opinion, a survey of the work of a specified person/department, analysis of the qualities of a resort, hotel, etc.
	b) Use an appropriate, consistent layout
	c) Select the information relevant to the purpose of the report
	d) Organise the report material into a logical order

<b>Subject content</b>	<b>Students must be able to:</b>
<b>4 Tour commentaries and itinerary planning</b>	a) Read, extract, summarise and select information from a variety of sources on the location, history, climate, background and general/tourism interest of a city/resort/site
	b) Write an interesting commentary in an appropriate tone and style, including all essential information
	c) Plan, organise, explain and present information in a logical, geographical/sequential order and give all essential travel details and information, where relevant
	d) Use appropriate, consistent layout

<b>Subject content</b>	<b>Students must be able to:</b>
<b>5 Lists and/or structured notes</b>	a) Select information from a variety of written sources and present it as a list or a set of notes
	b) Use appropriate, consistent layout
	c) Compile lists or notes which have the qualities of clarity, reasoned grouping, logical order

<b>Subject content</b>	<b>Students must be able to:</b>
<b>6 Calculations of passenger numbers/ requirements and costs</b>	a) Check texts, lists, invoices, extracts from authentic, published travel and tourism manuals and holiday brochures to determine costs of travel, services, entry tickets, accommodation, numbers of passengers, journey/event duration, etc., and represent this information accurately, clearly and logically according to the situation

Subject content	Students must be able to:
<b>7 Notices and announcements</b>	a) Write notices on a variety of topics, including: <ul style="list-style-type: none"> <li>• reorganisation of itineraries</li> <li>• giving directions</li> <li>• giving information on timing and location of meetings or events</li> <li>• making apologies</li> </ul>
	b) Write a variety of instructions/directions, including: <ul style="list-style-type: none"> <li>• the use of facilities</li> <li>• the use of equipment</li> <li>• joining tours</li> <li>• locating places by road/foot</li> </ul>
	c) Give warnings for difficult/dangerous situations
	d) Use an appropriate, consistent layout
	e) Display the qualities of logical order, correct tone and appropriate language

Subject content	Students must be able to:
<b>8 Tourism-related information processing and reformulation</b>	a) Scan for information from a variety of internationally available travel manuals, timetables and guides and extract information as instructed in the rubric to specific client criteria or situation
	b) Understand and use the specific vocabulary, terminology and abbreviations, generally used by the travel and tourism industry
	c) Decode information as instructed
	d) Represent information as specified accurately and without ambiguity

Subject content	Students must be able to:
<b>9 Travel and tourism-related tasks</b>	a) Check, calculate, modify, and represent information as instructed in the rubric
	b) Complete forms from a variety of data
	c) Deal with enquiries, emergencies, problems and complaints
	d) Select, plan, organise and provide information to client-specific criteria, including designing tour/travel itineraries
	e) Carry through reservations processes
	f) Demonstrate a good understanding of world geography and of the job roles of people working in the travel and tourism industry

Subject content	Students must also be familiar with the specialised vocabulary, idiomatic expressions, terminology and abbreviations commonly used in the travel and tourism industry, including, for example:
<b>10 The specialist language of the tourism industry</b>  <i>Note: Teachers and candidates are strongly advised to ensure that they are familiar with the examples of tourism-specific vocabulary and terminology indicated in the English for Tourism Syllabus at Level 1. (See Appendix A in this document)</i>	a) Vocabulary and terminology such as: <ul style="list-style-type: none"> <li>• add-on (<i>additional/extra arrangement or charge</i>)</li> <li>• airside (<i>after check in, passport control, etc.</i>)</li> <li>• allocation (<i>assignment of rooms/seats</i>)</li> <li>• block booking (<i>group reservation</i>)</li> <li>• bond/bonded (<i>guarantee of protection</i>)</li> <li>• bucket shop (<i>agency selling discounted tickets</i>)</li> <li>• caterers (<i>company providing prepared food</i>)</li> <li>• collision damage waiver (CDW) (<i>extra insurance protection against damage to a hired car</i>)</li> <li>• complimentary (<i>free of charge</i>)</li> <li>• convention/seminar (<i>meetings of delegates from an organisation</i>)</li> <li>• coupon (<i>portion of a travel ticket</i>)</li> <li>• deposit/option reservation (<i>reservation held with an advance payment or for a short time without commitment</i>)</li> <li>• excursionist (<i>person staying less than 24 hours</i>)</li> <li>• fly cruise/fly drive (<i>combination of air and sea or air and car hire transportation</i>)</li> <li>• front/back of house (<i>reception area of hotel/administration area of hotel not usually in contact with guests</i>)</li> <li>• game/wildlife (<i>wild animals for hunting/viewing</i>)</li> <li>• gateway (<i>main arrival/departure point for a tour/service</i>)</li> </ul>



Subject content	Students must also 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"> <li>• ground operator/arrangements (<i>agent organising services for a company or group at the destination</i>)</li> <li>• guest house (<i>small commercial establishment offering accommodation for tourists</i>)</li> <li>• handicrafts/souvenirs (<i>articles made by hand and bought by tourists to take home</i>)</li> <li>• inbound/outbound tourism (<i>passengers arriving into/leaving from a country</i>)</li> <li>• infrastructure (<i>provision of roads, services, airports, stations, local transport, accommodation, restaurants, etc. needed to support tourism requirements</i>)</li> <li>• manifest (<i>list of passengers on a ship/plane</i>)</li> <li>• picnic (<i>packed meal</i>)</li> <li>• rack rate (<i>published, regular cost of a hotel room</i>)</li> <li>• revalidation sticker (<i>attachment showing changes to a travel reservation</i>)</li> <li>• rooming list (<i>names of clients and their requirements for accommodation</i>)</li> <li>• route planning (<i>detailed journey plan</i>)</li> <li>• self-catering (<i>accommodation with facilities to prepare food</i>)</li> <li>• side trip (<i>excursion</i>)</li> <li>• short/long haul (<i>air travel of more/less than 5 hours, usually</i>)</li> <li>• special interest tour (<i>holidays for people interested in specific activities</i>)</li> <li>• special needs (<i>special requirements, e.g. for passengers with a physical disability</i>)</li> <li>• stabiliser (<i>a device which limits a ship's rolling movement</i>)</li> <li>• to stow (<i>put away luggage, etc.</i>)</li> <li>• tariff (<i>charge/cost</i>)</li> <li>• time zone (<i>calculation of time before/after GMT in any part of the world</i>)</li> <li>• tip/gratuity (<i>additional percentage payment for a service</i>)</li> <li>• trek (<i>travel on foot</i>)</li> <li>• upmarket (<i>higher quality/more expensive</i>)</li> <li>• venue (<i>place agreed for meetings</i>)</li> </ul>

Subject content	Students must also 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: <ul style="list-style-type: none"> <li>• <i>to come across</i></li> <li>• <i>to come to</i></li> <li>• <i>to cut off</i></li> <li>• <i>to drop off</i></li> <li>• <i>to drop round</i></li> <li>• <i>to go ahead</i></li> <li>• <i>to go off duty</i></li> <li>• <i>to go round</i></li> <li>• <i>to hand out</i></li> <li>• <i>to hand back</i></li> <li>• <i>to move onto</i></li> <li>• <i>to off load</i></li> <li>• <i>to pass through</i></li> <li>• <i>to see off</i></li> <li>• <i>to speed up</i></li> <li>• <i>to slow down</i></li> <li>• <i>to stand by</i></li> <li>• <i>to upgrade</i></li> <li>• <i>to walk through</i></li> <li>• <i>to wander round</i></li> </ul>
	f) Abbreviations such as: <ul style="list-style-type: none"> <li>• <i>hrs</i>      <i>hour (the flight will depart at 15.30 hrs)</i></li> <li>• <i>day 1</i>    <i>Mon/Monday</i></li> <li>• <i>day 2</i>    <i>Tue/Tuesday</i></li> </ul> <p>Also the use of codes for city/airport/airline/currency (e.g. LHR-London Heathrow Airport, QF- Qantas Airways (Australia), US\$ – American Dollars, etc.)</p>

Subject content	Students must be able to:
<b>11 Linguistic competence (structures)</b>	a) Recognise and use the following verb forms: <ul style="list-style-type: none"> <li>• The simple passive (e.g. <i>Doors are locked at midnight.</i>)</li> <li>• The continuous passive (e.g. <i>Tickets are being sent first class.</i>)</li> <li>• The past continuous (e.g. <i>I was telephoning the airport all morning.</i>)</li> <li>• The past perfect (e.g. <i>He has paid the bill.</i>)</li> <li>• The future using <i>intend to</i> and <i>about to</i> (e.g. <i>They are about to take off.</i>)</li> <li>• The modals <i>could, shall, should</i> (e.g. <i>She could start work in reception tomorrow.</i>)</li> <li>• gerunds (e.g. <i>Clients enjoy sitting in the hotel gardens.</i>)</li> </ul>
	b) Recognise the following verb forms: <ul style="list-style-type: none"> <li>• The present perfect continuous (e.g. <i>I have been reading your report.</i>)</li> <li>• The modals <i>have to</i> and <i>ought to</i> (e.g. <i>You have to have inoculations for typhoid...</i>)</li> </ul>
	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> )
	i) Recognise and use the following clauses: <ul style="list-style-type: none"> <li>• the first conditional (present tense in the <i>if</i> clause, <i>will, shall</i> or <i>imperative</i> in the main clause) (e.g. <i>If you need the brochures quickly, I will send them by special delivery.</i>)</li> <li>• 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>)</li> </ul>

Subject content	Students must be able to:
	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> )

Subject content	Students must be able to understand and express the following concepts:
<b>12 Linguistic competence (concepts)</b>	<p>a) Space:</p> <ul style="list-style-type: none"> <li>• distance <ul style="list-style-type: none"> <li>- <i>from, to</i></li> <li>- <i>remote</i></li> </ul> </li> <li>• direction <ul style="list-style-type: none"> <li>- <i>prepositions</i> (e.g. <i>across, along</i>)</li> </ul> </li> <li>• location <ul style="list-style-type: none"> <li>- nouns (e.g. <i>place/position</i>)</li> <li>- verbs (e.g. <i>to be situated</i>)</li> <li>- relative position (e.g. <i>below, adjacent, at the side of</i>)</li> <li>- direction (e.g. <i>compass points NW, SE, direct route to..., towards</i>)</li> </ul> </li> </ul> <p>b) Time:</p> <ul style="list-style-type: none"> <li>• telling the time (e.g. <i>quarter past/to</i>)</li> <li>• divisions of time (e.g. <i>moment, minute</i>)</li> <li>• sequence, simultaneousness (e.g. <i>first, at the same time, later on</i>)</li> <li>• frequency (e.g. <i>once/twice a... day/week/daily/weekly/rarely, occasional</i>)</li> <li>• duration (e.g. <i>during the journey</i>)</li> <li>• commencement (e.g. <i>to begin/finish</i>)</li> <li>• The 12 and 24 hour clock</li> </ul> <p>c) Number and quantity:</p> <ul style="list-style-type: none"> <li>• all cardinal numbers</li> <li>• all ordinal numbers</li> <li>• portions (e.g. <i>half/two thirds</i>)</li> <li>• minimal amounts (e.g. <i>at least 10</i>)</li> <li>• minus/plus (e.g. <i>it's minus 5 degrees in January</i>)</li> <li>• quantity (e.g. <i>per cent, total</i>)</li> </ul> <p>d) Quality:</p> <ul style="list-style-type: none"> <li>• size (e.g. <i>large/tiny</i>)</li> <li>• texture (e.g. <i>rough</i>)</li> <li>• colour (e.g. <i>dull/bright</i>)</li> <li>• material (e.g. <i>glass, concrete</i>)</li> <li>• smell (e.g. <i>odour, perfume</i>)</li> <li>• taste (e.g. <i>flavour, mouth-watering</i>)</li> </ul>

Subject content	Students must be able to understand and express the following concepts:
	<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:
<p><b>13 Linguistic competence (vocabulary)</b></p>	<p>a) Personal identity and family (e.g. <i>forename/family name, relationships, call (oneself/someone), address (male/female)</i>)</p>
	<p>b) Character and disposition (e.g. <i>pleasant/unpleasant, quiet/noisy, active/lazy</i>)</p>
	<p>c) Physical characteristics (e.g. <i>fair/dark-haired, fat/thin/slim, pretty/plain</i>)</p>
	<p>d) Socialising:</p> <ul style="list-style-type: none"> <li>• greetings (e.g. <i>How are you keeping?/How are you?/</i></li> <li>• weather conditions (e.g. <i>climate/sunny/thunderstorm/rainstorm/humid/mild/shade</i>)</li> <li>• hobbies and interests (e.g. <i>DIY/photography</i>)</li> <li>• entertainment (e.g. <i>cable television/concerts/comedy</i>)</li> <li>• personal preferences (e.g. <i>...is all right but ... is better/more...</i>)</li> <li>• hobbies and interests (e.g. <i>fishing/photography/sailing</i>)</li> <li>• sporting activities (e.g. <i>football/tennis</i>)</li> <li>• politics, current affairs (e.g. <i>government/pollution/poverty/welfare/privatisation</i>)</li> </ul>
	<p>e) Entertaining visitors:</p> <ul style="list-style-type: none"> <li>• <i>spare time/programme/leisure</i></li> <li>• places of entertainment (e.g. <i>theatre</i>)</li> <li>• arrangements (e.g. <i>I'll book the tickets/seats for the concert.</i>)</li> </ul>

Subject content	Students must be able to use vocabulary in the following areas:
	f) Company premises and personal accommodation: <ul style="list-style-type: none"> <li>• house, office (e.g. <i>(un)furnished/to rent/for sale</i>)</li> <li>• furniture, furnishings (e.g. <i>desk/chair/lighting/curtains</i>)</li> <li>• cost (e.g. <i>£40 per square metre</i>)</li> <li>• amenities (e.g. <i>fax/fitness centre/nursery</i>)</li> <li>• region, locality (e.g. <i>industrial/rural/urban</i>)</li> <li>• hotels (e.g. <i>reservation/full/half board/reception</i>)</li> <li>• instructions/regulations (e.g. <i>open the door/press the button</i>)</li> </ul>
	g) Travel: <ul style="list-style-type: none"> <li>• type of vehicle (e.g. <i>car, taxi, coach, shuttle, vessel, cruise ship/yacht, limousine, wide-bodied jet</i>)</li> <li>• <i>railway station/reservation/ticket office/one-way ticket</i></li> <li>• <i>plane/airport terminal/check-in/boarding pass</i></li> <li>• <i>passport/frontier/border/visa</i></li> <li>• <i>life jacket/safety belt</i></li> </ul>
	h) Purchasing: <ul style="list-style-type: none"> <li>• sales, purchasing (e.g. <i>place/cancel an order, commission</i>)</li> <li>• spending (e.g. <i>rates/discounts/credit cards</i>)</li> </ul>
	i) The workplace: <ul style="list-style-type: none"> <li>• 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>)</li> <li>• work relationships (e.g. <i>employee/employer/assistant/team leader</i>)</li> <li>• correspondence (e.g. <i>correspond with/telex/email</i>)</li> <li>• routines (e.g. <i>start/stop work/coffee breaks/salary/wages</i>)</li> <li>• prospects (e.g. <i>promotion/training/learning about</i>)</li> </ul>

Subject content	Students must be able to recognise and use expressions of:
<b>14 Linguistic competence (functions)</b>	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 meant was...</i> )





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# Assessment

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## Aims of assessment

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The examination will assess the candidate's ability to:

- understand the requirements of business-related tasks and write business communication in a variety of forms (including a letter, a memo, a leaflet, a notice, a report, a commentary, an advertisement)
- use appropriate levels of clarity, relevance, economy and logic plus a suitable layout for the form of communication required
- summarise or select appropriately from a variety of texts to produce a balanced, relevant message or a list, structured notes, or a plan for a tour
- expand, reduce, rewrite and reassemble elements from a variety of texts for a requested purpose and omit irrelevant information
- respond adequately to given stimulus information and instructions to complete a variety of simulated practical tourism-related tasks
- recognise implicit meaning and attitude and respond using an adequate level of cultural awareness and expression of appropriate sentiment and suitable tone
- use the specialised language of the travel and tourism industry

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## Entry and assessment information

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

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## Student entry

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

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## Combinations of entry

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There are no forbidden combinations of entry for this qualification.

## Resitting the qualification

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Candidates can resit the examination for Pearson LCCI Level 2 Certificate in Written 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

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### 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](mailto: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](http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration)

## **Equality Act 2010 and Pearson equality policy**

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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](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html)

## Malpractice

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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](http://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](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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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.



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## Other information

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### Guided Learning Hours (GLH)

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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 Written English for Tourism 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.

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### Student recruitment

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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.

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### Prior learning and other requirements

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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.

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## Progression

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Students can progress to achieve the Level 2 English for Tourism (EFT) group award by achieving Level 2 Spoken English for Tourism (SEFT). English for Business 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.

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## Codes

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The subject code for Pearson LCCI Level 2 Certificate in Written English for Tourism is: ASE2043. The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.



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# Support, training and resources

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## **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](http://qualifications.pearson.com)



# Appendix A

**Extract:** Section 5 of the Extended Syllabus for Written English for Tourism Level 1:

Subject content	Students must be able to understand and use the specialised vocabulary, idiomatic expressions, and abbreviations commonly used in the travel and tourism industry, including:
<p><b>5 The specialist language of the tourism industry</b></p>	<p>a) The following vocabulary items:</p> <p><i>adjoining/interconnecting rooms, aisle seat, allocation (of rooms/seats etc.), check-in, on/to board, boarding pass, berth, business class, carrier, charter, chain (hotel/restaurant), check-out, coach party, configuration (aircraft), confirmation, connecting flight, continental breakfast, cruise, deck plan, disembark, duty free, evacuate, excess baggage, en suite, ferry, fly-drive, front office, flight deck, flight crew, full board, guarantee policy, go first class, half board, hand baggage, hire car, inbound, in-flight, in-house, inclusive tour, independent traveller, itinerary, landing card, limousine service, motel, meal plan, non-refundable ticket, one-way ticket, outbound, one hour ahead, package, (off) peak, portorage, promotional fare, quay, row, reconfirmation, resort representative, room types, safari park, high/low season, self-catering, sightseeing tour/excursion, souvenir, suite, supplement, tailor-made holiday, terminal, theme park, thoroughfare, tour guide, tourist class, transfer, twin-bedded, visa, validity, voucher</i></p> <p>b) The following phrasal verbs:</p> <ul style="list-style-type: none"> <li>• <i>to break down</i></li> <li>• <i>to check in/out</i></li> <li>• <i>to fly over</i></li> <li>• <i>to go on/get off</i></li> <li>• <i>to pick up</i></li> <li>• <i>to put up</i></li> <li>• <i>to set off</i></li> <li>• <i>to stop off/over</i></li> <li>• <i>to take off</i></li> <li>• <i>to turn round</i></li> <li>• <i>to work out</i></li> </ul>

Subject content	Students must be able to understand and use the specialised vocabulary, idiomatic expressions, and abbreviations commonly used in the travel and tourism industry, including:
	<p>c) The following abbreviations:</p> <ul style="list-style-type: none"> <li>• <i>R.O. (room only)</i></li> <li>• <i>B&amp;B (bed and breakfast)</i></li> <li>• <i>F/B, H/B (full/half board)</i></li> <li>• <i>Tw, Sgl, Dbl (twin, single, double)</i></li> <li>• <i>Ex, Dep., Arr. ("from", Departure, Arrival)</i></li> <li>• <i>P.P. (per person)</i></li> <li>• <i>Pax (passengers)</i></li> <li>• <i>Air con, 5 dr (air conditioning, 5 door)</i></li> <li>• <i>Re, Ref (reference to)</i></li> <li>• <i>Req (required/requirements)</i></li> <li>• <i>TV (television)</i></li> <li>• <i>VIP (very important person)</i></li> <li>• <i>Mon, Tue, Wed etc. ... (Monday etc. ...) Jan, Feb, Mar etc. ... (January etc. ...)</i></li> </ul>

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**For more information on Pearson and LCCI qualifications please  
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