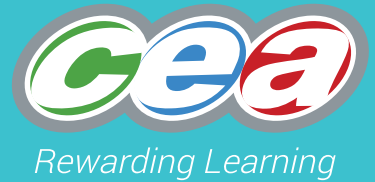


GCSE



CCEA GCSE Specification in Leisure, Travel and Tourism

Updated: 2 October 2023

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 0004



Contents

| | | |
|----------|---|-----------|
| 1 | Introduction | 3 |
| 1.1 | Aims | 4 |
| 1.2 | Key features | 4 |
| 1.3 | Prior attainment | 4 |
| 1.4 | Classification codes and subject combinations | 5 |
| 2 | Specification at a Glance | 6 |
| 3 | Subject Content | 7 |
| 3.1 | Unit 1: Understanding the Leisure, Travel and Tourism Industry | 7 |
| 3.2 | Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry | 16 |
| 3.3 | Unit 3: Working in the Leisure, Travel and Tourism Industry | 25 |
| 4 | Scheme of Assessment | 30 |
| 4.1 | Assessment opportunities | 30 |
| 4.2 | Assessment objectives | 30 |
| 4.3 | Assessment objective weightings | 30 |
| 4.4 | Quality of written communication | 31 |
| 4.5 | Reporting and grading | 31 |
| 5 | Grade Descriptions | 32 |
| 6 | Guidance on Controlled Assessment | 34 |
| 6.1 | Controlled assessment review | 34 |
| 6.2 | Skills assessed by controlled assessment | 34 |
| 6.3 | Level of control | 34 |
| 6.4 | Task setting | 34 |
| 6.5 | Task taking | 34 |
| 6.6 | Task marking | 36 |
| 6.7 | Internal standardisation | 37 |
| 6.8 | Moderation | 37 |
| 6.9 | Drafting/Redrafting | 37 |
| 7 | Guidance on External Assessment | 38 |
| 7.1 | Unit 1: Understanding the Leisure, Travel and Tourism Industry | 38 |
| 7.2 | Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry | 38 |

| | | |
|----------|--|-----------|
| 8 | Curriculum Objectives | 39 |
| 8.1 | Cross-Curricular Skills at Key Stage 4 | 39 |
| 8.2 | Thinking Skills and Personal Capabilities at Key Stage 4 | 40 |
| 9 | Links and Support | 41 |
| 9.1 | Support | 41 |
| 9.2 | Examination entries | 41 |
| 9.3 | Equality and inclusion | 41 |
| 9.4 | Contact details | 42 |
| | Appendix | 43 |
| | Glossary of Terms for Controlled Assessment Regulations | |

| | |
|---------------------------|------------|
| Subject Code | 0004 |
| QAN | 603/1243/9 |
| A CCEA Publication © 2017 | |

This specification is available online at www.ccea.org.uk

1 Introduction

This specification sets out the content and assessment details for our GCSE course in Leisure, Travel and Tourism. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

This specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- follow a broad, coherent, satisfying and worthwhile course of study;
- make informed decisions about further learning opportunities and career choices;
- engage actively in the study of leisure, travel and tourism to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- understand the nature of the leisure, travel and tourism industry;
- develop an understanding of the contribution that leisure, travel and tourism makes to society and the economy;
- develop an awareness that health and safety issues are integral to leisure, travel and tourism;
- develop an awareness and understanding of sustainable development and environmental issues; and
- appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It provides the opportunity for students to follow a vocationally related course of study.
- It gives students opportunities to progress directly into employment and to further learning opportunities in employment, or to further study.
- It reduces the assessment burden by assessing the content through three assessment units:
 - Units 1 and 2 are externally assessed; and
 - Unit 3 is assessed by controlled assessment.
- It is supported by a range of materials, including planning frameworks, guidance on completing controlled assessment, student guides and exemplifications of standards.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 0004.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

| Content | Assessment | Weightings | Availability |
|--|--|------------|---------------------|
| Unit 1: Understanding the Leisure, Travel and Tourism Industry | External written examination 1 hour 30 mins Students answer all questions. | 40% | Summer from 2018 |
| Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry | External written examination 1 hour 30 mins Students answer all questions. | 40% | Summer from 2019 |
| Unit 3: Working in the Leisure, Travel and Tourism Industry | Controlled assessment We set the tasks. Students submit a portfolio. | 20% | Summer from 2019 |

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into three units. The content of each unit and the respective learning outcomes appear below.

3.1 Unit 1: Understanding the Leisure, Travel and Tourism Industry

This unit explores the important part that leisure, travel and tourism plays in today's society as it continues to be a growth area in the UK economy. Students investigate the range of activities for people to enjoy in their leisure time. They identify organisations that people use for leisure, travel and tourism purposes, as well as the facilities and attractions that appeal to visitors.

Assessment for this unit is a written examination that includes both short response questions and questions that require extended writing. For more details, see Section 7.

| Content | Learning Outcomes |
|---|---|
| <p>The concepts of leisure, travel and tourism</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● define the term leisure as the range of activities that people do for enjoyment in their spare time and understand that what may be work for one person might be a leisure activity for someone else; ● demonstrate knowledge and understanding that leisure activities are many and varied and can be classified as: <ul style="list-style-type: none"> – passive such as reading or spectating at a sports event; – active such as walking or playing a sport; – indoor such as dance or gymnastics; – outdoor such as football or skiing; – water based such as swimming or sailing; – home based such as watching television or gardening; and – away from home such as going to the cinema or eating out; and ● define the term tourism as the activities of people travelling to and staying in places outside their usual environment for not more than one year for leisure, business or other purposes and demonstrate understanding that an essential part of tourism is the traveller's intention to return home after the visit. |

| Content | Learning Outcomes |
|--|---|
| <p>The concepts of leisure, travel and tourism (cont.)</p> <p>Types of tourism</p> <p>Why people use leisure and tourism facilities</p> <p>Factors that influence the choice of leisure, travel and tourism activity</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● distinguish between a visitor (a person who normally visits for less than 12 hours and does not stay overnight) and a tourist (a person who travels outside their usual environment for leisure, business or other purposes and stays for at least one night); ● demonstrate knowledge and understanding of different types of tourism: <ul style="list-style-type: none"> – inbound (people coming to a country from their own country or another country that is not their home for leisure or tourism); – outbound (people leaving the country they live in to travel to another country for leisure or tourism); and – domestic (people travelling in their own country for leisure or tourism); ● analyse the reasons why people use leisure and tourism facilities, for example for: <ul style="list-style-type: none"> – entertainment; – recreation, including special interest activities such as birdwatching; – relaxation; – socialising and eating out; – health and well-being; and/or – learning or skills improvement; and ● analyse the factors that influence the choice of leisure, travel and tourism activity: <ul style="list-style-type: none"> – age group; – socio-economic group; – holiday patterns; – friends and family; – trends and fashions; – availability of transport; – personal preference and interest; and – availability of facilities. |

| Content | Learning Outcomes |
|---|--|
| <p>Reasons for leisure, travel and tourism visits</p> <p>Components of the leisure industry</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the main reasons for leisure, travel and tourism visits, for example: <ul style="list-style-type: none"> – going on holiday; – sightseeing; – visiting an attraction; – visiting friends or relatives; – going to a sports or cultural event as a spectator or a participant; and – business; ● demonstrate knowledge and understanding of the sport and physical recreation component of the leisure industry and the activities that take place in facilities such as: <ul style="list-style-type: none"> – leisure centres; – health clubs and private gyms; – sports venues and arenas; – sports clubs (public and private); and – ski centres; ● demonstrate knowledge and understanding of arts and entertainment facilities that people visit for enjoyment such as: <ul style="list-style-type: none"> – art galleries; – museums; – cinemas; and – theatres; ● demonstrate knowledge and understanding of countryside recreation facilities for outdoor pursuits, for example: <ul style="list-style-type: none"> – country parks; – forest parks; – outdoor activity centres; and – camping and caravan parks; and ● demonstrate knowledge and understanding of the services and organisations that support home-based leisure activities such as: <ul style="list-style-type: none"> – reading; – watching films; – gaming; – social media; – DIY; and – gardening. |

| Content | Learning Outcomes |
|---|---|
| <p>Components of the travel and tourism industry (cont.)</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● evaluate the advantages and disadvantages of using high street travel agencies compared with online travel services, including online travel agents; ● demonstrate understanding of the role and importance of the Association of British Travel Agents (ABTA) and Air Travel Organiser’s Licensing (ATOL); ● demonstrate knowledge and understanding of tourist information and guiding services that provide information to visitors and promote tourism, for example: <ul style="list-style-type: none"> – national and regional tourist boards; – tourist information centres; and – tour guides; ● demonstrate knowledge and understanding of accommodation such as: <ul style="list-style-type: none"> – hotels and aparthotels; – lodges and motels; – hostels; – guest accommodation, bed and breakfasts, guesthouses, farmhouses and inns; – holiday chalets, villas, apartments and cottages; – holiday parks; – camping and caravan parks and sites, including glamping; – conference centres; and – campus accommodation; and ● demonstrate knowledge and understanding of the following types of board: <ul style="list-style-type: none"> – all-inclusive; – full board; – half board; – bed and breakfast; – room only; and – self catering. |

| Content | Learning Outcomes |
|---|--|
| <p>Components of the travel and tourism industry (cont.)</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● assess the suitability of accommodation and types of board for these different customer types: <ul style="list-style-type: none"> – families with children; – couples; – groups; – disabled people; and – business travellers; ● demonstrate knowledge and understanding of types of transport and analyse the advantages and disadvantages of each: <ul style="list-style-type: none"> – road: scheduled bus, chartered coach, hire car and taxi; – rail: regional, national and international operators; – air: domestic, short haul, long haul, scheduled and chartered flights; and – sea: cruise ships and ferries; ● analyse the factors that influence the choice of travel, including: <ul style="list-style-type: none"> – length of stay; – availability of mode of travel; – purpose of visit; – cost; – distance; – personal preference or fears; – convenience; and – comfort; ● demonstrate knowledge and understanding of types of attractions that customers visit, including both national and international examples of the following: <ul style="list-style-type: none"> – natural; – built; and – heritage; and ● demonstrate understanding that these types of attractions are often the reason why customers visit a particular area. |

| Content | Learning Outcomes |
|---|---|
| <p>Components of the travel and tourism industry (cont.)</p> <p>Links between leisure, travel and tourism components</p> <p>Leisure, travel and tourism organisations</p> <p>Factors influencing changes in leisure, travel and tourism</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the main purpose of visitor attractions: <ul style="list-style-type: none"> – education; – preservation; and – entertainment; ● demonstrate knowledge and understanding of the links and relationships between leisure, travel and tourism components, such as attractions, catering or transport; ● demonstrate knowledge and understanding of the different types of leisure, travel and tourism organisations and identify typical organisations in each sector: <ul style="list-style-type: none"> – public: local, regional and national organisations provided and funded by local or central government; – private: organisations provided and funded by private owners; and – voluntary: organisations provided and funded by membership subscriptions, gifts and/or donations; ● demonstrate knowledge and understanding of the benefits that arise when private, public and voluntary leisure, travel and tourism organisations work together to meet customers’ needs and expectations; and ● analyse the factors that influence changes in leisure, travel and tourism and examine how these contribute to developing new products and services, including: <ul style="list-style-type: none"> – technology, for example smartphones, tablets and leisure related apps; – communication, for example email, social media or broadcast; – changing levels of affluence; – increasing expectations of quality; – increasing awareness of the need for a healthy lifestyle; – changing trends and the influence of media and celebrity; and – industry awards. |

| Content | Learning Outcomes |
|---|--|
| <p>The suitability and appeal of leisure, travel and tourism destinations</p> <p>Technology in the leisure, travel and tourism industry</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● understand that cost and accessibility are major factors in the appeal of a destination; ● identify and explain the main features and appeal of destinations, including: <ul style="list-style-type: none"> – climate such as temperature, rainfall and sunshine hours; – natural attractions such as coastlines, lakes, rivers and mountains; – built attractions such as ancient monuments, theme parks and eco-centres; – events such as sport, entertainment, concerts and festivals; – food, drink and entertainment such as restaurants, cafés and local delicacies; – transport links and services; and – range of accommodation offered; and ● analyse how the leisure, travel and tourism industry uses technology to meet the needs of the customer and the organisation, including: <ul style="list-style-type: none"> – online booking, paperless tickets (number issued or barcode scanning apps), self check-in and self check-out; – communication by email, social media and text message; – customer feedback using online rating, online review sites and social media; and – smartphone apps for leisure and tourism participation such as self-guided tours. |

3.2 Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry

In this unit, students explore how organisations use techniques and materials to promote their products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods the leisure, travel and tourism industry uses to ensure sustainability. They explore a range of issues that affect visitors and tourists, including safety, security, entry and exit requirements, health risks, and precautions and emergencies.

Assessment for this unit is a written examination that includes both short response questions and questions that require extended writing. For more details, see Section 7.

| Content | Learning Outcomes |
|---|---|
| <p>Marketing</p> <p>The marketing mix</p> <p>Product</p> <p>Price</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate understanding that marketing involves providing the right leisure, travel and tourism product to the right people in the right place using the right promotion; ● demonstrate knowledge and understanding of the term marketing mix, which is generally referred to as the 4 Ps: <ul style="list-style-type: none"> – product: the goods and services an organisation offers; – price: what customers pay for products and services; – place: the location of products and services; and – promotion: how organisations encourage people to buy their products and services; ● demonstrate understanding that leisure and tourism organisations constantly alter their marketing mix to achieve their objectives; ● demonstrate knowledge and understanding of the range of products and services the leisure, travel and tourism industry provides: <ul style="list-style-type: none"> – the main and ancillary products and services; and – the tangible and intangible products and services; and ● demonstrate understanding of the main pricing strategies used in the leisure, travel and tourism industry and evaluate their effectiveness: <ul style="list-style-type: none"> – profitability; – peak and off-peak as well as high season and low season pricing; and – group and special discounts. |

| Content | Learning Outcomes |
|---|--|
| <p>Place</p> <p>Promotion</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the importance of the location of leisure, travel and tourism facilities; ● demonstrate knowledge and understanding of the difference between promotional techniques and promotional materials used in the leisure, travel and tourism industry; ● describe how leisure, travel and tourism organisations use the following promotional techniques to communicate with their customers: <ul style="list-style-type: none"> – advertising; – direct marketing; – public relations; – personal selling; and – sales promotions; ● demonstrate understanding that leisure, travel and tourism organisations use different promotional techniques, depending on the organisation and the product or service it is promoting; ● describe the promotional materials that leisure, travel and tourism organisations use to communicate with their customers: <ul style="list-style-type: none"> – social media; – websites, including online booking and comparison sites; – brochures and leaflets; – advertising in newspapers, online, on television and radio; – press releases; – merchandising; – demonstrations and displays; and – sponsorship; and ● analyse the effectiveness of promotional materials used in the leisure, travel and tourism industry in relation to design, use of images, appropriate language and the inclusion of detailed information. |

| Content | Learning Outcomes |
|--|---|
| <p>Target marketing</p> <p>Market segmentation</p> <p>Impact of the internet and social media</p> <p>Organisational objectives</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● recognise that customers have differing needs and that target marketing is an effective way to offer the right leisure, travel and tourism products to the right people; ● demonstrate knowledge and understanding that the leisure, travel and tourism market can be divided into segments such as: <ul style="list-style-type: none"> – age; – gender; – social group; – lifestyle; and – ethnicity; ● demonstrate understanding of the importance and use of e-marketing in the leisure, travel and tourism industry, including: <ul style="list-style-type: none"> – websites; – pop-ups; – cookies; – review sites; – social media; and – online booking, both direct and indirect; ● demonstrate understanding that leisure, travel and tourism organisations adapt their objectives as the competitive environment changes; ● demonstrate understanding of using a SWOT analysis (strengths, weaknesses, opportunities and threats) to determine an organisation’s position in relation to competitors and its success in the marketplace; and ● compare private, public and voluntary sectors’ organisational objectives such as: <ul style="list-style-type: none"> – increasing profits; – increasing market share by targeting new customers; – retaining existing customers; – offering an extended range of products and services; and – raising awareness. |

| Content | Learning Outcomes |
|---|--|
| Promotional activity | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the planning steps that organisations need to take to ensure that promotional activity is effective: <ul style="list-style-type: none"> – identifying clear objectives; – identifying the target market; – choosing the most appropriate promotional technique; – choosing the most appropriate promotional material or materials; and – monitoring and evaluating the success of the promotional activity; |
| Market research | <ul style="list-style-type: none"> ● demonstrate knowledge and understanding and analyse the advantages and disadvantages of the market research methods that leisure, travel and tourism organisations use to find out what their customers need such as: <ul style="list-style-type: none"> – postal surveys; – telephone questionnaires; – personal surveys; – observation; – focus groups; and – internet and email; |
| Effects of leisure, travel and tourism development | <ul style="list-style-type: none"> ● demonstrate knowledge and understanding that leisure, travel and tourism development can have both positive and negative social, economic and environmental effects; and |
| Social effects | <ul style="list-style-type: none"> ● analyse the following positive and negative social effects of leisure, travel and tourism development: <ul style="list-style-type: none"> – better transport and essential utilities for locals; – improved facilities such as leisure centres or health clubs; – improved quality of life; – improved awareness of other cultures; – disruption to everyday life; – increase in crime levels; – loss of cultural identity by conforming to visitors’ culture and expectations; and – hostility and resentment. |

| Content | Learning Outcomes |
|---|--|
| <p>Methods used to reduce negative impacts</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the following methods used to reduce the negative effects of development in leisure, travel and tourism: <ul style="list-style-type: none"> – educating locals and visitors through websites, leaflets, community talks, guided walks, events and signage; – managing traffic such as implementing one way traffic systems, park and ride, pedestrian-only town centres, time limited parking zones and/or adequate car parking spaces; – planning such as using planning policies to control building in built-up areas; – managing visitors by regulating opening and closing times or off-peak pricing; and – consulting the local community through forums and focus groups; |
| <p>Sustainable tourism</p> | <ul style="list-style-type: none"> ● define sustainable tourism as tourism that takes full account of its current and future economic, social and environmental effects and meets the needs of visitors, the leisure, travel and tourism industry, the environment and host communities; and |
| <p>Principles of sustainable tourism</p> | <ul style="list-style-type: none"> ● explain how to practise the following principles of sustainable tourism and assess their effectiveness: <ul style="list-style-type: none"> – minimising the negative environmental impact in destinations, for example restricted access; – creating economic benefits that include future employment for locals, for example buying local produce; – conserving local culture, for example buying local crafts; and – promoting links and respect between tourists and the local community, for example home stays where locals host tourists in their own homes. |

| Content | Learning Outcomes |
|---|---|
| <p>The responsible traveller</p> <p>Attitudes and cultures</p> <p>Safety and security procedures and measures for travellers</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● define the term responsible traveller as a traveller who respects their destination and its inhabitants and who is socially, economically and environmentally responsible; ● demonstrate knowledge and understanding that a responsible traveller respects the destination and its inhabitants by: <ul style="list-style-type: none"> – being socially responsible, for example asking before taking photographs or respecting local culture and traditions; – being economically responsible, for example supporting the local economy by buying local souvenirs or eating in local restaurants; and – being environmentally responsible, for example reducing energy consumption, conserving water or avoiding leaving litter; ● demonstrate understanding and appreciation of the variety of attitudes and cultures found in different destinations such as: <ul style="list-style-type: none"> – social customs; – food and drink; and – dress; ● demonstrate understanding of the impact these attitudes and cultures have on tourists; and ● demonstrate knowledge and understanding of the safety and security procedures and measures at the point of departure when travelling by air, rail and sea such as: <ul style="list-style-type: none"> – the permitted and restricted items in cabin and hold luggage; – luggage screening; – body scans and screening; – ticket control, passport control and boarding passes; – safety demonstrations, including emergency procedures for evacuation; and – vehicle checks. |

| Content | Learning Outcomes |
|--|---|
| <p>Safety and security procedures and measures for travellers (cont.)</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the safety and security procedures and measures that leisure and tourism organisations use such as: <ul style="list-style-type: none"> – fire drills; – evacuation procedures, for example evacuation cards on hotel doors and leisure centre walls, muster stations on ferries and cruise ships; – security announcements; – entrance security procedures; – personal security, for example lockers and safes in hotel rooms and apartments or peepholes in hotel doors; – monitoring or observation, for example lifeguards or ride operators in theme parks; and – equipment provided for safety, for example soft landing areas or protective headgear; |
| <p>Entry or exit requirements affecting different destinations</p> | <ul style="list-style-type: none"> ● demonstrate knowledge and understanding and analyse requirements and costs of travelling to different destinations: <ul style="list-style-type: none"> – passports, visas, Electronic System for Travel Authorisation (ESTA), advanced passenger information systems (API/APIS); – European Health Insurance Card, including what it does and does not cover; – departure tax applied by international destinations; and – vaccinations; |
| <p>Travel health risks and precautions</p> | <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the potential health risks that travellers face; and ● demonstrate knowledge and understanding of the precautions travellers might take against potential health risks, for example: <ul style="list-style-type: none"> – medicines, including vaccinations; – clothing to protect from insect bites; – equipment such as mosquito nets; and – keeping up to date with advice, for example from tour operators, airlines and government agencies. |

| Content | Learning Outcomes |
|---|---|
| <p>Emergency situations that affect travel and tourism</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● analyse and explain how different emergency situations, such as terrorist attacks, wars, riots, natural events or disease outbreaks, affect the industry, for example: <ul style="list-style-type: none"> – cancelled holidays; – repatriation; – restricted seasons; – reduced visitor numbers; – costs; and – bad press; and ● analyse and explain how different emergency situations affect the traveller, for example: <ul style="list-style-type: none"> – disruption to travel; – stress; and – costs. |

| Content | Learning Outcomes |
|---|---|
| <p>Meeting and exceeding the needs of the customer (cont.)</p> <p>Customer service skills and qualifications</p> <p>Customer service provision</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● identify and explain the typical customer needs that excellent customer service meets, for example: <ul style="list-style-type: none"> – speed and quality of service; – signage; – accessibility; – different types of equipment, for example wheelchairs, pushchairs, high chairs and audio facilities; and – customers with medical conditions, for example food allergies; ● demonstrate knowledge of the customer service training programmes that many leisure, travel and tourism organisations use; ● demonstrate knowledge and understanding of personal issues involved in working in the leisure, travel and tourism industry: <ul style="list-style-type: none"> – personal presentation; – personal hygiene; – personality; – attitude; and – behaviour; ● demonstrate knowledge and understanding of the importance of customer handling skills: <ul style="list-style-type: none"> – listening; – communication by telephone, email and letter; and – ICT skills; and ● demonstrate knowledge and understanding of the different situations in which organisations provide customer service and the relevant documentation: <ul style="list-style-type: none"> – providing advice, information and/or assistance; – receiving and passing on messages; – dealing with dissatisfied customers; – dealing with an emergency, for example illness; – offering extra services; and – dealing effectively with feedback from customers. |

| Content | Learning Outcomes |
|--|--|
| <p>Customer service provision (cont.)</p> <p>Dealing with a complaint</p> <p>Health and safety in the workplace</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the different ways to provide customer service: <ul style="list-style-type: none"> – face-to-face; – telephone; – written and electronic communication; and – social media; ● demonstrate knowledge and understanding of the key steps needed to deal effectively with a complaint: <ul style="list-style-type: none"> – the importance of remaining calm and listening carefully to the customer; – creating and building rapport; – empathising with the customer; – removing emotions from the situation; – asking open questions; – changing the focus to finding a solution; and – highlighting and agreeing the next steps with the customer; ● demonstrate knowledge of when to refer a customer to a more senior staff member; and ● demonstrate knowledge and understanding of the importance of the following health and safety legislation and procedures: <ul style="list-style-type: none"> – the responsibility of employers and employees under the Health and Safety at Work (Northern Ireland) Order 1978; – evacuation procedures; – first aid; – child protection (AccessNI); and – disability. |

| Content | Learning Outcomes |
|---|---|
| <p>The structure of the leisure, travel and tourism industry</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding that leisure, travel and tourism organisations typically have three tiers: <ul style="list-style-type: none"> – managerial; – supervisory; and – operational; ● demonstrate understanding of the benefits of a three tier organisation; ● identify types of jobs at each of the three tiers and distinguish between the levels of responsibility of each; ● compare and contrast the benefits of working in small, medium and large leisure, travel and tourism organisations, including: <ul style="list-style-type: none"> – job perks; – promotions; and – competitive salary; |
| <p>Job opportunities in the leisure, travel and tourism industry</p> | <ul style="list-style-type: none"> ● identify and research the range of job opportunities in the leisure, travel and tourism industry, such as: <ul style="list-style-type: none"> – sports coach; – leisure facility manager; – senior travel agent; – outdoor activity instructor; – children’s entertainer; and – tour guide; and |
| <p>The recruitment process in the leisure, travel and tourism industry</p> | <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of how the industry recruits employees, including: <ul style="list-style-type: none"> – legal responsibilities; – the purpose of a job description; – the role of the interview panel; and – questions they may be asked during an interview. |

| Content | Learning Outcomes |
|---|--|
| <p>Qualifications and skills needed for a career in the leisure, travel and tourism industry</p> <p>Induction</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> ● investigate two career choices from the leisure, travel and tourism industry by: <ul style="list-style-type: none"> – stating the skills and personal qualities that employees require such as team work, communication skills, good time management, empathy and good organisational and people skills; – identifying the typical salary, working hours and conditions, referring to seasonality if appropriate; and – identifying the type and range of qualifications required to obtain employment such as academic and vocational qualifications, ICT qualifications, first aid certificates and job specific qualifications such as a lifesaving certificate or Blue Badge; ● demonstrate knowledge of the purpose of the induction process, including: <ul style="list-style-type: none"> – knowing what the workplace health and safety issues are; – being aware of the policies and procedures of the organisation; – understanding what the performance standards are and what is required of an employee; and – supporting new employees to develop sound work practices; and ● demonstrate knowledge of the induction process, for example: <ul style="list-style-type: none"> – administration, including confirming personal details and issuing induction materials such as a staff handbook; – orientation by providing a tour of the relevant department and/or organisation; – introduction to the team; – initial training; and – mentoring. |

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and assessment, see Section 2.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of a range of contexts;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

| Assessment Objective | Unit Weighting (%) | | | Overall Weighting (%) |
|------------------------|---------------------|--------|-----------------------|-----------------------|
| | External Assessment | | Controlled Assessment | |
| | Unit 1 | Unit 2 | Unit 3 | |
| AO1 | 16 | 16 | 3 | 35 |
| AO2 | 16 | 16 | 8 | 40 |
| AO3 | 8 | 8 | 9 | 25 |
| Total Weighting | 40 | 40 | 20 | 100 |

4.4 Quality of written communication

In GCSE Leisure, Travel and Tourism, candidates must demonstrate their quality of written communication. They need to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

| | | | | | | | | | |
|--------------|----|---|---|----|---|---|---|---|---|
| Grade | A* | A | B | C* | C | D | E | F | G |
|--------------|----|---|---|----|---|---|---|---|---|

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

| Grade | Description |
|----------|---|
| A | <p>Candidates show a detailed knowledge and thorough understanding of the nature, characteristics and concepts of the leisure, travel and tourism industry. They understand and use specialist terminology associated with the leisure, travel and tourism industry accurately and appropriately.</p> <p>They apply relevant knowledge and understanding in a wide range of vocationally related situations. They apply a range of skills confidently and appropriately to the task and context. They show a thorough understanding of the issues relating to the leisure, travel and tourism industry and are able to offer accurate and reasoned explanations.</p> <p>They independently plan and carry out investigations and tasks to examine issues and problems. They show a high level of skill in organising, analysing and evaluating data and evidence accurately and effectively. They reach carefully reasoned and substantiated conclusions.</p> |
| C | <p>Candidates show a sound knowledge and understanding of the nature, characteristics and concepts of the leisure, travel and tourism industry. They use specialist terminology appropriate to the leisure, travel and tourism industry.</p> <p>They apply relevant knowledge and understanding in a range of vocationally related situations. They use their skills effectively in different contexts. They comment in some depth on the evidence and data studied, show a clear understanding of the issues involved and suggest relevant explanations.</p> <p>They plan and carry out investigations and tasks to examine issues and problems with only limited assistance. They gather mainly relevant information from several sources. They show a reasonable ability to organise it appropriately and to support a relevant analysis. They reach reasoned conclusions.</p> |

| Grade | Description |
|----------|---|
| F | <p>Candidates show a basic knowledge and understanding of the nature of the leisure, travel and tourism industries. They recall some of the specialist terminology associated with the leisure, travel and tourism industry.</p> <p>They apply some basic knowledge and understanding in vocationally related situations. They comment on the evidence and data studied and suggest simple, broadly relevant explanations.</p> <p>With support and guidance, they plan and carry out investigations and tasks to examine issues and problems. They select and use information from a limited range of sources and show some ability to organise it appropriately. They attempt some basic analysis and make simple connections leading to elementary conclusions.</p> |

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We will review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- identify, gather and record relevant information and evidence;
- analyse and evaluate; and
- make reasoned judgements and present conclusions.

Elements of these skills may also be assessed externally.

6.3 Level of control

Rules for controlled assessment in GCSE Leisure, Travel and Tourism are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

Candidates complete a controlled assessment portfolio for Unit 3: Working in the Leisure, Travel and Tourism Industry.

The level of control for task setting is high. This means that we set the task.

Centres have the opportunity to contextualise the controlled assessment task(s) to suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them. We will release new tasks on our Leisure, Travel and Tourism microsite in June to help teachers to plan for the start of the new academic year.

6.5 Task taking

There are different levels of control in the task. For example, planning and research has a limited level of control and the writing up has a medium level of control.

Planning: the level of control is limited (limited supervision). We will clearly specify the requirements for the task. Students may complete some work without the teacher's direct supervision. This work will not contribute directly to the assessable outcomes.

Research: the level of control is limited (limited supervision). We will clearly specify the requirements for the task. Students may complete some work without the teacher’s direct supervision. This work will not contribute directly to the assessable outcomes.

Writing up: the level of control is medium (informal supervision). This means that questions or tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision will be confined to ensuring:

- that the contributions of individual candidates are recorded accurately; and
- that plagiarism does not take place.

The teacher or supervisor may provide limited guidance to candidates. Candidates must complete enough work under supervision to enable the teacher to authenticate the work as the candidate’s own. The sources candidates choose and use must be clearly recorded.

| Areas of Control | Detail of Control |
|---------------------|--|
| Authenticity | <ul style="list-style-type: none"> ● Candidates must carry out all work, with the exception of planning and research, under informal supervision. ● Candidates can carry out planning and research under limited supervision. ● Teachers must ensure that candidates acknowledge and reference any sources (online or paper based) used. Candidates must show all sources used as an appendix at the back of their work. ● Teachers must be able to authenticate the work. |
| Feedback | <ul style="list-style-type: none"> ● Teachers should provide all candidates with the details of the tasks and may clarify any points. ● Teachers may advise candidates of appropriate sources or leisure, travel and tourism organisations. ● Teachers must guide and supervise candidates in: <ul style="list-style-type: none"> – monitoring progress; – preventing plagiarism; – ensuring compliance with health and safety requirements; – ensuring work is completed in accordance with the specification requirements; and – ensuring work can be assessed in accordance with the procedures and marking criteria. ● Candidates should reach their own conclusions. ● If teachers give any assistance beyond this, they must record it on the Candidate Record Sheet. |

| Areas of Control | Detail of Control |
|----------------------|---|
| Time Limit | <ul style="list-style-type: none"> ● Candidates must complete their controlled assessment tasks within a time limit of 15 hours. The time should be allocated as follows: <ul style="list-style-type: none"> – Planning: 2 hours; – Researching: 6 hours; and – Writing up: 7 hours. |
| Collaboration | <ul style="list-style-type: none"> ● The work of individual candidates may be informed by working with others, but all candidates must provide an individual response. ● Each candidate must sign an authentication statement to confirm that the work is their own. |
| Resources | <ul style="list-style-type: none"> ● Candidates' access to resources is determined by those available to the centre. ● Centres should limit candidates' access to those resources needed for the task. ● Candidates must reference any resources that they access via the internet. |

6.6 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.8 Moderation

Centres must submit their marks and samples to us by May 1 in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.9 Drafting/Redrafting

Drafting is not one of the skills being assessed in this specification. Teachers must not provide detailed and specific advice on how the draft could be improved to meet the assessment criteria.

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Guidance on External Assessment

There are two external assessment units in this specification:

- Unit 1: Understanding the Leisure, Travel and Tourism Industry; and
- Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry.

The external assessment focuses on candidates' knowledge, understanding and analysis of the content of each unit.

7.1 Unit 1: Understanding the Leisure, Travel and Tourism Industry

Assessment for this unit is a 1 hour 30 minute written examination.

Questions may include resource material that may take a variety of forms, including photographs, data, models, diagrams and/or text. Each question also includes some parts that require extended writing.

Candidates answer all questions.

7.2 Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry

Assessment for this unit is a 1 hour 30 minute written examination.

Questions may include resource material that may take a variety of forms, including photographs, data, models, diagrams and/or text. Each question also includes some parts that require extended writing.

Candidates answer all questions.

8 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4 and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

8.1 Cross-Curricular Skills at Key Stage 4

| |
|---|
| Communication |
| <p>Students should be able to:</p> <ul style="list-style-type: none"> • communicate meaning, feelings and viewpoints in a logical and coherent manner, <i>for example by explaining the links between participation in active leisure and health;</i> • make oral and written summaries, reports and presentations, taking account of audience and purpose, <i>for example by completing a report for controlled assessment;</i> • participate in discussions, debates and interviews, <i>for example by interviewing local people who work in the leisure, travel and tourism industry;</i> and • interpret, analyse and present information in oral, written and ICT formats, <i>for example by recommending a holiday destination based on customer needs.</i> |
| Using Mathematics |
| <p>Students should be able to:</p> <ul style="list-style-type: none"> • interpret and analyse a wide range of mathematical data, <i>for example analysing numbers of inbound and outbound tourists by year;</i> and • present mathematical data in a variety of formats, which take account of audience and purpose, <i>for example presenting tourist numbers in an appropriate graphical form.</i> |
| Using ICT |
| <p>Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, <i>for example conducting secondary research online, and collating and presenting data, such as the number of visitors to attractions, in graphical form.</i></p> |

8.2 Thinking Skills and Personal Capabilities at Key Stage 4

| |
|--|
| Self-Management |
| <p>Students should be able to:</p> <ul style="list-style-type: none"> • plan work, <i>for example planning their preparation and research for controlled assessment;</i> • set personal learning goals and targets to meet deadlines, <i>for example devising a revision schedule in preparation for the external written examination papers;</i> and • effectively manage their time, <i>for example when undertaking planning and research in preparation for controlled assessment.</i> |
| Working with Others |
| <p>Students should be able to:</p> <ul style="list-style-type: none"> • learn with and from others through co-operation, <i>for example discussing how best to categorise leisure activities;</i> • participate in effective teams and accept responsibility for achieving collective goals, <i>for example planning a meeting with a leisure, travel and tourism provider in their area in relation to marketing their business, its products and services;</i> and • listen actively to others and influence group thinking and decision-making, taking account of others' opinions, <i>for example debating the extent to which mass tourism can be considered to be sustainable.</i> |
| Problem Solving |
| <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify and analyse relationships and patterns, <i>for example analysing the patterns evident in the number of inbound and outbound tourists over time;</i> • propose justified explanations, <i>for example explaining the steps an individual might take to ensure they travel safely;</i> • reason, form opinions and justify their views, <i>for example determining the likely behaviour of a responsible traveller;</i> • analyse and evaluate multiple perspectives, <i>for example evaluating the benefits of customer service to customers and businesses in the leisure, travel and tourism industry;</i> • explore unfamiliar views without prejudice, <i>for example exploring the social and cultural impacts of the leisure, travel and tourism industry;</i> • weigh up options and justify decisions, <i>for example recommending a holiday destination based on customer needs;</i> and • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, <i>for example ensuring safety and security for travellers and visitors to events and attractions.</i> |

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

9 Links and Support

9.1 Support

The following resources are available to support this specification:

- our Leisure, Travel and Tourism microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of examination performance.

9.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

9.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

9.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Education Manager: **Ingrid Arthurs**
(telephone: (028) 9026 1200, extension 2398, email: iarthurs@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix

Glossary of Terms for Controlled Assessment Regulations

| Term | Definition |
|--|--|
| Component | <p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p> |
| Controlled assessment | A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking |
| External assessment | A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation |
| Formal supervision (High level of control) | The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed. |
| Informal supervision (Medium level of control) | <p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> ensuring that the contributions of individual candidates are recorded accurately; and ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p> |
| Limited supervision (Limited level of control) | Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes. |

| Term | Definition |
|--------------|--|
| Mark scheme | <p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p> |
| Task | <p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p> |
| Task marking | <p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p> |
| Task setting | <p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p> |
| Task taking | <p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p> |
| Unit | <p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p> |