

# GCSE LEISURE, TRAVEL AND TOURISM SNAPSHOT

## OVERVIEW

We all take part in leisure, travel and tourism activities; whether it is going to the cinema, gaming at home or taking an exotic holiday. The leisure, travel and tourism industry is a major sector of economic growth, not just in Northern Ireland but also globally.

- In 2015, overseas residents made 36.1 million visits to the UK. That's 5.1 percent more than in 2014.
- The number of visits to the UK by overseas residents increased for the fifth consecutive year in 2015.
- Earnings reached a record level, with visitors spending £22.1 billion in the UK.
- In 2015, UK residents made 9.4 percent more visits abroad and spent £3.5 billion, 9.8 percent more than in 2014.
- Spain continues to be the top destination for UK residents going abroad.

Studying leisure, travel and tourism gives students the opportunity to develop the knowledge and skills required by this growing sector of the economy.

## SPECIFICATION SUMMARY

**Unit 1** is assessed in an external written examination. It introduces students to the important role that leisure, travel and tourism plays in today's society. They investigate the range of activities people can enjoy in their leisure time. They identify leisure, travel and tourism organisations and the facilities and attractions that appeal to visitors.

**Unit 2** is assessed in an external written examination. In this unit, students explore how organisations promote their products and services. Students investigate the economic, social and environmental impacts of tourism development and the methods used 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.

**Unit 3** is assessed in a controlled assessment task. In this unit, students explore the importance of customer service in the leisure, travel and tourism industry. They also have an opportunity to research and explore the employment opportunities available in the industry. They develop their knowledge of the entry qualifications required to work in the industry. They also develop an insight into the job roles and responsibilities in the sector and the skills and personal qualities needed to gain employment.

## BENEFITS TO STUDENTS

GCSE Leisure, Travel and Tourism gives students the opportunity to follow a vocationally related course of study. Students have the opportunity to progress directly into employment, to further learning opportunities in employment or to further study.

We have reduced the assessment burden by assessing the content through three assessment units:

- Units 1 and 2 are externally assessed.
- Unit 3 is assessed by controlled assessment.

GCSE Leisure, Travel and Tourism gives students opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.



## CROSS-CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES THAT WILL BE DEVELOPED

Students can develop skills such as:

- **Communication** – oral and written by participating in discussions and debates, analysing primary and secondary research;
- **Using Mathematics** – by analysing data and presenting information in appropriate graphical form;
- **Using ICT** – by carrying out secondary research online and collating and presenting data graphically;
- **Self-Management** – by planning and organising work to complete tasks and managing time to meet deadlines;
- **Working with Others** – by planning a meeting with a local leisure, travel and tourism provider about marketing and the products and services it provides; and
- **Problem Solving** – by analysing patterns, evaluating the benefits of customer service, exploring social and cultural impacts of the leisure and tourism industry, recommending a holiday destination based on customer needs and ensuring safety and security for travellers and visitors to events and attractions.

## UNIQUE FEATURES OF THIS SPECIFICATION/ IMPROVEMENTS MADE

We have reduced the assessment burden from four units to three. The specification content is up to date: we look at the impact of technology across the industry from online booking and check-in systems to the use of social media and smartphone apps. The leisure, travel and tourism industry needs to think about the future: our specification investigates sustainable tourism – how to practise the principles of sustainable tourism and be a responsible traveller. Unit 3 is all about working in the leisure, travel and tourism industry. It covers customer service, job opportunities and recruitment.

## CONTENT AND ASSESSMENT

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
<b>Unit 1: Understanding the Leisure, Travel and Tourism Industry</b>	<p>This unit includes:</p> <ul style="list-style-type: none"> <li>• the concepts of leisure, travel and tourism and types of tourism;</li> <li>• why people use leisure and tourism facilities, the factors that influence the choice of leisure, travel and tourism activity and the reasons for leisure, travel and tourism visits;</li> <li>• components of the leisure, travel and tourism industry;</li> <li>• types of leisure, travel and tourism organisations;</li> <li>• factors influencing changes in leisure, travel and tourism;</li> <li>• types of holidays, different customers' needs and expectations and diverse leisure, travel and tourism destinations; and</li> <li>• technology in the leisure, travel and tourism industry.</li> </ul>	<p>External Written Examination</p> <p>1 hour 30 mins</p>	40%

# SPECIFICATION SNAPSHOT

For first teaching from September 2017  
For first assessment in Summer 2018  
For first award in Summer 2019

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
<b>Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry</b>	<p>This unit includes:</p> <ul style="list-style-type: none"> <li>marketing, organisational objectives and e-marketing;</li> <li>social, economic and environmental effects of leisure, travel and tourism development and the methods used to reduce negative impacts;</li> <li>sustainable tourism and the responsible traveller;</li> <li>the variety of attitudes and cultures found in different destinations;</li> <li>safety and security procedures and measures for travellers;</li> <li>entry or exit requirements affecting different destinations;</li> <li>travel health risks and precautions; and</li> <li>emergency situations that affect travel and tourism.</li> </ul>	<p>External Written Examination</p> <p>1 hour 30 mins</p>	40%
<b>Unit 3: Working in the Leisure, Travel and Tourism Industry</b>	<p>This unit includes:</p> <ul style="list-style-type: none"> <li>customer service;</li> <li>health and safety in the workplace;</li> <li>structure of the leisure, travel and tourism sector;</li> <li>job opportunities in the leisure, travel and tourism industry;</li> <li>the recruitment process in the leisure travel and tourism industry;</li> <li>qualifications and skills needs for a career in the leisure, travel and tourism industry; and</li> <li>induction.</li> </ul>	Controlled Assessment Task	20%

## SUPPORTING YOU

The following resources are available to support this specification:

- our Leisure, Travel and Tourism microsite at [www.ccea.org.uk](http://www.ccea.org.uk)
- specimen assessment materials; and
- controlled assessment tasks.

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.

## CONTACT US

If you have a query or require advice or guidance, please contact:

Specification Support Officer  
**Arlene Ashfield**  
(028) 9026 1200, extension 2291  
[aashfield@ccea.org.uk](mailto:aashfield@ccea.org.uk)

Principal Officer  
**Margaret McMullan**  
(028) 9026 1200, extension 2285  
[mmcmullan@ccea.org.uk](mailto:mmcmullan@ccea.org.uk)