

Leisure and Tourism

General Certificate of Secondary Education **J444**

General Certificate of Secondary Education (Double Award) **J488**

OCR Report to Centres

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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Overview

In both of the examined units the candidates performed well across a number of questions and completed the papers in the time available. On unit B181 the candidates showed good knowledge and understanding of the key area of marketing within leisure and tourism, while they found questions on culture, health and safety and management more challenging. These topics have consistently caused difficulty but form an integral part of the industry and, therefore, the candidates need more knowledge in relation to these aspects of the specification. Particularly pleasing in this examination was success in relation to the analytical components of the paper, especially on Question 4.

On unit B183 the candidates were generally familiar with the range of skills and personal qualities required of employees within the leisure and tourism industries; however, they would still benefit from a greater depth of understanding of the specified job roles. Candidates generally perform well on the 'applied' tasks in the second section of the question paper showing good understanding when some experiential learning had clearly taken place. Most of the candidates attempted all of the questions in the time allowed. As is often the case within this qualification, the responses to those questions which required the demonstration of the higher order skills of analysis and evaluation were not always fully developed. Overall the improvements seen across the recent examinations were very pleasing with many candidates demonstrating greater learned knowledge than had been seen in previous examination series.

B181 Understanding the leisure and tourism industries

General Comments

Candidates are required to answer four questions based around specific areas of the leisure and tourism industries. Candidates are expected to have studied each area of the specification (Section 3.1). Questions are designed to allow candidates to demonstrate knowledge and understanding of the specification topics, be able to apply this knowledge to industry situations and to analyse or evaluate accordingly.

Candidates appeared to find all the questions on this paper accessible. The short answer, knowledge-based questions in the first part of each question allowed the candidates to demonstrate their knowledge and understanding of the specification content and to apply some of the knowledge to the given areas.

Candidates, in general, performed well on this type of question with some exceptions on the question testing their knowledge of cultural tourism.

Candidates performed well on the more testing analysis questions on this paper with more candidates being able to access the lower knowledge marks even when their analysis or evaluation was not developed. In some previous sessions candidates did not even attempt this type of question and so this was an improvement. Most candidates attempted all of the questions in the time allowed with very little evidence of them being rushed.

Comments on individual questions

Q1 (a) Candidates were able to identify appropriate providers within the entertainment component, although there was a little confusion over theme parks and leisure centres.

(a)(i) Candidates could clearly define the travel component but more found difficulty with the cultural component. Many just gave examples of churches or historic buildings without a description.

(b) The majority of candidates gave well considered answers to this part of the question with good knowledge which was often based on providing entertainment such as stage performances or running children's clubs. Those candidates who found this part of the question more challenging relied on responses such as 'health and safety' or showing people around when they were lost'.

(c) This part of the question differentiated well. The best answers offered a detailed discussion of the activities and facilities, offered often combining the two elements. Such candidates had clearly studied a centre well and in depth. Weaker answers often referred to lists of what was offered, thus restricting the marks available to them.

Q2 (a) Candidates used their knowledge well and most were able to give sound answers, across a wide range of reasons.

(b) Candidates seemed to have some difficulties in identifying the actual role of a manager, other than to hire and fire staff or check that everyone is working. This part of the question clearly differentiated between those candidates who had studied a range of jobs in the industries from those who had not.

(c) Candidates had a reasonable understanding of marketing within leisure and tourism. Many good answers featured market research followed by advertising. Weaker answers struggled to go beyond making advertisements for television.

(d) Candidates were rarely confident with this part of the question. To many candidates the finance functional area involves little more than 'paying wages'. There were some good answers which were able to discuss the consequences of not having well prepared budgets and sales monitoring, as well as the costs of contracting outside accountancy firms. Overall, this part of the question differentiated well.

Q3 (a) Candidates had very few problems with this part of the question.

(b) The majority of the candidates were able to identify hazards such as weather, dangerous ground, snow and ice. Many identified consequences of a hazard such as slips and trips.

(b)(i) Candidates were able to identify a range of safety precautions which should be planned with most of them having learned from their own experiences. Surprisingly few candidates identified the completion of a risk assessment but instead focussed on first aid, careful planning in detail and radio contact, all of which were quite valid answers.

(c) This part of the question caused problems for far too many candidates who did not have the required knowledge, especially in relation to Agra.

(c)(i) Candidates had often studied the two festivals but found difficulty putting together a discussion on the appeal, other than that they were colourful with music. Good answers showed an understanding of both the festivals and their appeal to independent travellers with a discussion of the social aspects of such festivals.

Q4 (a) Most candidates were familiar with these terms and so scored well. Weaker candidates often considered churches and cathedrals as 'themed visitor attractions'.

(b) The vast majority of candidates were able to answer this part of the question well.

(c) Many responses to this part of the question were sound and were based on the financial implications of taking a family. Some answers did equally well with an explanation of the likes and dislikes of different members of a family.

(c)(i) This part of the question generated many simplistic answers which gave little more than to 'stop people getting lost' or to 'show people where the toilets are'. Few candidates really understood the reasons for the provision of the guiding services, while more were able to respond to information services.

(d) This part of the question generated responses based around the recession or 'credit crunch'. Weaker answers considered the weather was the major factor and some were focussed on terrorism. Good answers realised that the exchange rate would affect inbound tourist spend and the recession would impact on the domestic tourist spend.

B183 Working in the leisure and tourism industries

General Comments

Candidates are required to answer four questions based around eight vocationally specific job roles within the leisure and tourism industries. Candidates are expected to have studied all aspects of these job roles in detail, including employment opportunities, working conditions and the duties that employees are required to carry out as part of this job. The questions are designed to allow the candidates to demonstrate the applied vocational skills necessary in completing documentation such as booking forms, sales records, etc as part of the specified job roles.

The candidates appeared to find the questions on this paper accessible. The short answer, knowledge-based questions in the first part of the examination allowed the candidates to demonstrate a good understanding of the job requirements of a children's representative and of a conference organiser.

Candidates were generally familiar with the range of skills and personal qualities required of employees within these industries. Candidates would, however, benefit from an increased understanding of the working conditions attached to some of the specified job roles, together with the depth of knowledge which comes from detailed research into the actual entry requirements for each role. It was often the case on this question paper that the candidates knew that the term 'working conditions' referred to the number of hours an employee should work and their entitlement to annual leave; but only the better performing candidates were able to demonstrate an applied understanding of the specific working conditions for a given job role. Candidates generally performed well on the 'applied' tasks in the second section of the question paper, where they were required to complete documentation based on customer details. The majority of the candidates were able to complete an accurate hotel registration form based on the client's booking information in Question 3 and they demonstrated a reasonable understanding of health and safety within the context of a health club. The quality of written communication was tested within candidates' response to the benefits of using a computerised booking and sales system; the best responses here showed candidates' ability to use comparative language and to organise their responses using effective lexical structures and paragraphs.

Most candidates attempted all of the questions in the time allowed. As is often the case for this unit, responses to those questions requiring the higher order skills of analysis and evaluation were not always fully developed.

Comments on individual questions

Q1 (a) The candidates were able to provide appropriate exemplification of the personal qualities desirable for a children's representative. There remains, however, some confusion between personal qualities and skills.

(a)(i) The candidates often gave generic answers in relation to the conditions of employment such as 'regular breaks' and 'four weeks holiday' here. The best answers considered the actual job role and gave specific examples such as 'working away from home for long periods of time'. There remained some confusion among the weaker candidates as to the meaning of the term 'working conditions', and some candidates provided a list of duties that a children's representative might carry out.

(b) The candidates were asked to use the information provided in the short case study to identify the training carried out for the job role of children's representative. Most responses used the case study material well to correctly identify three different aspects of training mentioned. There were, however, some instances of generic answers here; 'health and safety training' 'first aid training', etc.

(c) This part of the question differentiated well. The best answers gave specific examples of three different resorts in which a children's representative might be employed (eg a summer sun resort, a winter ski resort and a summer camp resort) and related their answer to the types of activities in which children might engage under the supervision of a children's representative at these types of locations. Weaker responses tended to focus on the working conditions and facilities provided for the employee, which did not answer the question.

Q2 (a) The candidates used the source material to correctly identify the skills required of a conference organiser.

(a)(i) The candidates seemed comfortable with identifying the types of duties carried out by a conference organiser, by using both the text and learnt knowledge.

(b) The candidates had a reasonable understanding of the purposes of completing risk assessment documentation and complaints records. Weaker candidates often considered this only from the perspective of the customer, whereas the best answers focused on the legal requirements on organisations, as well as making improvements to the service offered.

(c) The candidates seemed familiar with the concept of evacuation procedures and the reasons why these are important for organisations in the leisure and tourism industries. The best answers recognised that conference venues can accommodate large numbers of people at any given time and the implications this had for ensuring the safety of individuals.

Q3 (a) There was a good understanding of the purposes of a hotel registration form. It would be beneficial to ensure that all candidates know the difference between a reservation form and a registration record.

(a)(i) The majority of the candidates were able to use the summary details from a reservation request to complete an accurate copy of the hotel registration form using the given customer details.

(b) The majority of the candidates were able to identify a range of health and safety measures which a hotel may carry out; but only the better performing candidates could explain **how** these measures aimed to protect guests and employees, with weaker responses focusing here on why customers should be protected.

(c) This part of the question acted as a good discriminator. The candidates were clearly familiar with online technologies but the majority of responses here considered the benefits to customers of making online hotel reservations; whereas the question required them to consider the benefits to the hotel of using online systems to record reservations and sales transactions. Only the most able candidates were able to make the connection that a computerised record keeps account of all of the services and facilities which a customer uses during their stay in order to calculate the final bill. Candidates should be encouraged to look beyond the obvious 'quicker and easier' answers which are often given for these types of questions, especially in a task which is assessing their quality of written communication.

Q4 (a) Most of the candidates were familiar with these commonly used health and safety signs, although the spelling of words such as 'hazardous' 'dangerous' and 'extinguisher' proved challenging.

(a)(i) The location of health and safety signage was often well considered. At the lower end, the candidates tended to forget the vocational context, thus suggesting a First Aid sign would be found in a hospital and hazardous chemicals signs would be located in an engineering plant.

(b) The responses to this part of the question were variable. The best responses took their cue from the example and considered specific examples of checks which could be carried out on the equipment mentioned. The less able candidates often took the 'easy route' by suggesting that all equipment should be checked to see if it was broken.

(c) This part of the question was a good discriminator. The candidates were clearly familiar with what a CRB check is and why organisations in the leisure and tourism industries carry them out. Candidates would also benefit from an understanding of the actual process of applying for a CRB check, which was the focus of this question.

(d) This part of the question also differentiated well. The candidates had very different understandings of the concept of cultural awareness within the context of working abroad. The best answers considered the issue of separate sessions for men and women, the provision for prayer time for employees and different dietary requirements in food service areas. The less able candidates often considered the potential language barrier issue and also tended to offer the simplified view that in order to work abroad you need a broad mind.

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