

Leisure and Tourism (Double Award)

General Certificate of Secondary Education **GCSE J444**

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

Reports on the Units

January 2010

J444/J488/MS/R/10J

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this report.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

GCSE Leisure and Tourism (J444)

GCSE Leisure and Tourism (Double Award) (J488)

REPORTS ON THE UNITS

Unit/Content	Page
Chief Examiner's Report	1
B181 Understanding the leisure and tourism industries	2
Grade Thresholds	5

Chief Examiner's Report

This was the first examination series for this new award. There were few entries for one of the examined units and none for the portfolio units. The paper in question generated a wide range of marks. Given that candidates can only have followed the course since September 2009 and that the majority were presumably Year 10 students, it was not a surprise to find few candidates scoring marks at the upper end of the range. It was also clear that Centres had concentrated on teaching a limited number of topics from the specification, as examiners found that some candidates performed well on some sections but poorly on others. Further findings were that overall, the standard of the analysis and evaluation answers tended to be lower than the descriptive ones, highlighting a lack of maturity in these skills. Finally, I would like to point Centres towards the terminal rules (Section 6.2 of the specification) and the unit and qualification re-sit rules (section 6.3 of the specification).

B181 Understanding the leisure and tourism industries

General comments

This was the first paper based on this new award. The specification has changed considerably from the legacy unit 4875 and this was clearly evidenced by the wide range of marks awarded. Given that candidates can only have followed the course for one term, and that the majority were, therefore, assumed to be Year 10 candidates, it was not surprising to find few candidates scoring many marks at the upper end of the mark range.

The paper is not tiered and, as such, the questions are designed to be accessible to all candidates across the entire ability range. The questions are structured so as to enable less able candidates to gain credit for demonstrating basic knowledge and understanding, but also to allow more able candidates to develop answers showing higher skill levels in order to achieve more marks.

Questions are broadly based on different sections of the specification and each section starts with short knowledge based identification questions which examine a candidate's knowledge of the subject content. The short questions were answered satisfactorily by the majority of candidates and well by a significant number. Each question then went on to offer more able candidates an opportunity to develop higher level responses by using more detailed knowledge and understanding, offering clear explanations or demonstrating their ability to analyse and evaluate.

The majority of candidates appeared not to have experienced time problems. Some parts of the longer answer questions proved more challenging to the majority of candidates. In the longer sections, many found it difficult to move from the descriptive to the analytical or evaluative skills which are required to achieve the higher marks available.

There is an expectation that candidates will have studied all aspects of the specification before sitting this examination and will equally have studied real examples from the leisure and tourism industries. Candidates scoring well across the paper could show evidence of this having taken place.

Comments on individual questions

Question No.

- 1 (a) (i) A well answered part of the question by many candidates. There, however, were a significant few candidates who had not yet understood the component categories into which providers have been placed in the specification. A wide range of responses were received and most were credited on this occasion.
- 1 (a) (ii) This part of the question was generally well answered with a range of responses which included bowling shoes and catering. The weakness in this type of response was the lack of description which followed a correct identification. Candidates lost too many marks through the lack of a simple description.

Reports on the Units taken in January 2010

- 1 (a) (iii) Many candidates answered this part of the question well with a range of reasons given and candidates were able to differentiate between social reasons and entertainment. Many candidates scored full marks.
- 1 (b) (i) Candidates found this part of the question well within their scope without being too challenging although, some struggled on one of the four identifications by naming very generic facilities, for example 'amusements' or 'swimming'. Such responses were not credited.
- 1 (b) (ii) This part of the question was generally well answered with few candidates not knowing any leisure component jobs. Those who failed to score full marks, often responded with correctly identified jobs but then failed to offer a description of the 'job'.
- 2 (a) This part of the question resulted in many answers being put forward. Often the candidates missed the obvious ones which were mentioned in the advertisement and instead tried to identify an implied visitor group. However, most candidates did manage to identify two visitor types.
- 2 (b) This part of the question, although worth only four marks, differentiated between candidates who had and had not looked at this section of the specification. Some candidates answered well, often citing 'market research' and 'room preparation' operations which were included in the mark scheme. Other less prepared candidates tried to answer but really had no idea what is an operational task.
- 2 (c) This part of the question was well answered. Candidates clearly have a good grasp of fire protection methods and, as such, few had any problems with the question.
- 2 (d) Many candidates were able to identify appealing elements of a large hotel such as spa's and swimming pools. Less than expected, however, used material from the stimulus. Candidates often offered some form of application by naming visitor types and showing how a facility would appeal to them. At the top end of the ability range candidates were able to offer some simple evaluative comments but these were few and far between. Candidates need to become more practiced with words which trigger evaluative comment such as 'because' and 'however'. Few candidates really had much knowledge of more luxurious hotels, even from a customer service perspective. This type of question will always appear on the papers within this unit and so candidates would do well to be better prepared.
- 3 (a) (i) Few candidates managed to get this wrong. However, there were some who did not read the question carefully and so identified the city rather than the country where the attractions can be found.
- 3 (a) (ii) A well answered part of the question by the majority of candidates. Where marks were dropped it was often through the candidate giving a very generic answer such as 'because they like to' as a reason for a visit.
- 3 (b) (i) This part of the question brought about unforeseen problems compared to similar questions from previous legacy papers. Candidates often gave a list of advantages rather than explaining one as required by the question. There seemed to be very few problems, however, with identification of a reason.

Reports on the Units taken in January 2010

- 3 (b) (ii)** As with other long answer questions the responses to this part of the question tended to be able to identify appealing features of the resort, but were not then able to evaluate the appeal to the family group in the question. Many candidates were able to identify a very specific appeal and showed good application to the children within the group. This suggested either many had visited Disneyland or had learned the information - both of which paid dividends.
- 4 (a)** Virtually all candidates answered this part of the question with correct responses.
- 4 (b) (i)** Answered correctly by virtually all of the candidates. Those candidates who failed to score well on this part of the question had reversed their answer with the following question.
- 4 (b) (ii)** Answered correctly by virtually all of the candidates. Those candidates who failed to score well on this part of the question had reversed their answer with the previous question.
- 4 (c) (i)** There were very few correct answers but there were a wide range of incorrect responses. Candidates often described a holiday home or a rented cottage. Some thought they were small hotels. More able candidates picked up the private home and catering element which was satisfactory for the marks to be awarded.
- 4 (c) (ii)** It was very pleasing to see this part of the question answered well. Many candidates described the trend using statistical type responses, including percentages. The weaker finding was that few candidates showed any comparison in their answers.
- 4 (d)** This part of the question was either answered well with causes such as credit crunch, terrorist attacks, disposable income and marketing activity being seen. Often, however, candidates simply repeated a description of the trend from the previous question without considering the causes. As with other longer questions, there was little evidence of analysis or evaluation on this occasion.

Grade Thresholds

General Certificate of Secondary Education
Leisure & Tourism (Double Award) (J444 J488)
January 2010 Examination Series

Unit Threshold Marks

Unit B181		Maximum Mark	A*	A	B	C	D	E	F	G	U
	Raw	80	72	64	56	48	40	32	24	16	0
	UMS	80	72	64	56	48	40	32	24	16	0

Specification Aggregation Results

0 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see:
<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553