

Leisure and Tourism

General Certificate of Secondary Education **J444**

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

Examiners' Reports

January 2011

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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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Chief Examiner's Report

This was the third series for entries for this qualification and the second in January. The number of entries has increased substantially as the first cohort of candidates nears the end of the course. Centres are advised to read this report in conjunction with the support materials available on the OCR website, the specification and the examination papers and mark schemes.

The Principal Examiners were very pleased to see a number of candidates producing excellent responses to the analysis and evaluative type questions. The responses to questions varied considerably between candidates demonstrating clearly that some candidates had not covered the entire content of each unit. In the controlled assessment units entries were received for unit B182 but not for unit B184. Centres are reminded to take into consideration the 40% terminal rule when planning delivery schemes and entering candidates for examinations and external moderation.

On unit B182, Moving Forward in Leisure and Tourism, the work was often well presented and clearly well prepared by many candidates. As reported in the last series, some centres select organisations which are too complex for candidates to cover well in the time allocated to a controlled assessment, often these were large theme parks. Centres are to be congratulated for providing well referenced controlled assessments; however, many centres marks were considered too lenient and so a careful internal standardisation process is recommended. This may also help with incidents of plagiarism as some candidates simply copied and pasted directly from the Internet without reference.

B181 Understanding the leisure and tourism industries

General Comments

This was the second cohort of entries for the new Double Award examination. As was the case with last summer's question paper, this examination was designed to test candidates' knowledge and understanding of the ten key areas of the industry highlighted in the specification under their section headings.

The paper was intended to be accessible to candidates of all abilities and the combination of short answer, factual recall questions, together with a range of more demanding, fuller response style questions certainly enabled candidates to gain credit for the demonstration of basic knowledge, as well as for the higher order skills of analysis and evaluation.

Candidates performed with varying degrees of success within the short answer questions about organisations, activities and destinations depending on the depth of study they had undertaken. Weaker candidates tended not to have covered all of the sections or used incorrect terminology. It is important that candidates have covered all sections of the specification in order that they can achieve marks on these lower level short answer questions.

The description type questions were generally answered well where candidates had studied relevant examples or had actual experience of activities or destinations. The analytical type long answer questions caused more problems, with very few candidates showing these higher order skills.

The majority of candidates attempted all of the questions in the time allowed with very little evidence to suggest any rushing of answers.

Comments on individual questions

Question No.

- 1
- (a) The majority of candidates were able to identify four groups; however, too many responded with couples or individuals, thus not scoring marks.
 - (b) (i) The majority of the candidates were able to give a full description of a typical facility. Weaker candidates tended to focus on the toilets, café and car park but still picked up many marks.
 - (b) (ii) There were a good many examples of safety precautions given, with most candidates scoring both marks on this part of the question.
 - (c) This part of the question was again answered well by most candidates who were able to give very well recalled experience descriptions, but equally candidates who had no experience scored well with good applied knowledge in relation to this aspect of the specification.
 - (d) Responses to this part of the question were disappointing. Many candidates could not identify with the concept of a business group and too many answers explained that businesses would go to see if it was a good business to buy or set up. The better candidates had no problems identifying confidence building, motivation and teamwork leading to better business performance. There were some excellent answers.

- 2** **(a)** Candidates used the source material to help identify appropriate activities, with most having enough knowledge to recognise that a holiday park would provide a range of leisure activities. The mark scheme allowed for most activities which would be possible.
- (b)** There were some very good responses to this part of the question and indeed a wide range of ideas. All perceptions of 'modern' were accepted with weaker answers focussing on toilets and showers while more comprehensive answers included flat screen TV's and Internet access. Overall, this was a well answered question.
- (c)** The majority of candidates understood the term 'website administrator'; however, many thought this job role included the wider marketing function. The better responses did focus on roles such as maintenance, bookings, emails and the general updating of information.
- (d)** Most candidates were able to identify appealing elements, but fewer were able to apply this knowledge. Many answers focussed on the fact it would be a cheap holiday and then discussed the beach as the main appeal. Better answers often considered facilities and activities which would suit each age group and this produced some well thought out and then evaluated answers. Weaker answers were very general in their approach.
- 3** **(a)(i)** Most candidates scored either both marks or none when responding to this part of the question. Too many candidates, however, responded with job roles taken from Fig. 2 without having any knowledge in this area as required in section 3.1.4 of this aspect of the specification.
- (a)(ii)** Many candidates were able to score well on this part of the question, despite not scoring on part (i). Answers covered a range of advantages which were well learned.
- (a)(iii)** Many candidates gave relevant examples, although some went to general retail rather than staying within the leisure and tourism industry.
- (b)** The majority of candidates scored well on this part of the question. The only aspect of weakness was that candidates often described caretaking within a school context.
- (c)** This question caused problems for many candidates. Answers often discussed the advantages and disadvantages but without any relevant context. Typically on weaker answers private transport had no cost and was, therefore, better, while public transport cost a lot. Good candidates recognised the issues with parking and timing when playing bowling.
- 4** **(a)(i)** Candidates had clearly either learned this part of the specification and scored full marks, or had no idea and scored nil when responding to this part of the question. Pleasingly, the majority had learned the material in the specification.
- (a)(ii)** As with part (i). Well prepared candidates scored full marks on this part of the question and less well prepared had no idea of a suitable response.
- (b)** The well prepared candidates scored full marks and the less well prepared ones had no idea of a suitable response to this part of the question. Some candidates did not know what was meant by the term 'special interest group'. Well prepared candidates clearly understood the terminology and the destination and gave some very good answers.
- (c)** Candidates who understood the term 'sustainable' gave very good answers covering many sustainable practices and most applied this to the holiday cottage industry. Less well prepared candidates interpreted the question as how can you make a holiday cottage more profitable, and then listed many marketing methods and tools for increasing occupancy levels.

B182 Moving forward in leisure and tourism

General Comments

In general candidates had been well prepared for this unit and almost all candidates attempted all tasks. Candidates used a range of appropriate Leisure and Tourism facilities to satisfy the context requirements. However, centres do need to consider carefully the nature of the facility chosen, not only to ensure that it will allow the candidate to access sufficient information to address all the criteria, but also to ensure that the size of the facility, and the detail consequently required to satisfy the assessment criteria for Task 3 AO1, will not impinge on the candidate's ability to complete the controlled assessment within the time constraints. Many candidates had chosen a theme park, the complexity of which clearly caused most of them some problems with regard to Task 3. It was clear that the majority of candidates had visited their facility and that they had both enjoyed the visit and been able to make good use of the information which they had gathered, applying it to the requirements of the assessment grid. These candidates had often had the opportunity to talk with the management (many facilities provide tailored talks for students) and generally produced informed and perceptive controlled assessments. In the few centres where candidates had only conducted secondary research, almost exclusively through the Internet, candidates frequently struggled to satisfy the requirements of many of the assessment criteria.

The majority of centres submitted controlled assessments which had been page numbered and page referenced on the URS and the assessors had made good use of the comments boxes on the URS, as well as annotating candidates' work, which helped the moderation process to run smoothly. It was clear that some centres did not have a system of internal standardisation in place. This would have identified and addressed inconsistencies in assessment and ensured that the assessment grid level descriptors had been applied fairly and appropriately. In cases where scaling had to be applied, it was usually because centres had marked too leniently; assessors should bear in mind that the key words for each level descriptor (such as basic, sound and comprehensive) indicate what is expected from the candidate.

Ensuring the authenticity of candidates' work is important; centres submit a Centre Authentication Form with their candidates' work and most centres ensured that candidates acknowledged their information sources and included a bibliography. Centres need to be aware that the inclusion of photocopied material, Internet pages and/or text clearly copied and pasted from a website, without acknowledgement, constitutes plagiarism. Moreover, unless the candidate refers to such material in the text and/or annotates it, it cannot be considered part of the candidate's work and so cannot be assessed for marks.

Comments on Individual Tasks

Candidates need to understand clearly what is required by the different command words used such as 'identify', 'describe', 'explain', 'analyse', 'evaluate' and 'compare'; assessors also need to ensure that they themselves are able to differentiate clearly and consistently when marking candidates' work since, for example, detailed descriptions are frequently credited as explanations.

Task 1

This was undertaken quite poorly by the majority of candidates. Many action plans consisted of a list of the tasks, although some candidates added target dates and a few considered further aspects such as resources, information sources and possible constraints. Very few candidates had monitored their action plan and almost none had made any changes to their plan. It is intended that the candidate should use the action plan and find it of value as they undertake the

controlled assessment, and that it should be a 'live' and well-used document, rather than the pristine sheet of paper submitted by almost all candidates. Most candidates would have benefited from distinguishing more clearly between the tasks and the actions which they needed to undertake to enable them to carry out the tasks successfully. Relatively few candidates were able to access full marks at Level 3 since most did not monitor their action plan, make changes to it or provide a clear reasoning for these changes.

Task 2

Almost all candidates included evidence of their research and it was clear that Internet based research, usually supplemented by a visit to the facility, were used by all. However, few candidates appear to have been encouraged to undertake their own research, by, for example, surveying customers or interviewing members of the facility's staff. Some candidates failed to include a bibliography.

Task 3

Candidates need to plan to check that they have covered all the information required for AO1; for example, a number of candidates were unable to access the full range of marks available for this Task because they failed to consider their facility's main business systems. These were often confused with the facility's internal business departments and candidates, for example, wrote about the work of the human resources department instead of the systems that it uses to manage the staff resource, such as a database for leave and work rotas. Candidates who had chosen a complex facility, such as a theme park, frequently failed to meet the requirements for AO1 in sufficient detail. This may be because they ran out of time under the controlled conditions, or that they were overwhelmed by the volume and complexity of the information which they needed to provide.

Most candidates tackled AO2 well, with the aid of an annotated diagram of the product life cycle. However, AO3 was often only superficially tackled and few candidates had taken advantage of the research time provided in Task 2 to undertake research into customer needs and how well the needs of the current customers were met.

Task 4

This Task was generally well tackled by candidates; although some candidates relied on the SWOT analysis provided by the facility which they had studied, others either amplified this or wrote their own. It was pleasing to see that a number of candidates then made, as required by the criterion, good use of their SWOT analysis by applying it to explain their choice of suggested new products or services. Further good practice was shown by some candidates who then used the SWOT technique to help them to compare their suggestions. It was clear that many candidates found it difficult to evaluate the possible impacts of their suggestions, relying on superficial and often sweeping statements. For many this was another missed opportunity to undertake research (see Task 2) and also suggested that this aspect had not been given much attention when the unit content was delivered to the candidates.

The quality of written communication was generally of a good standard.

Task 5

Most candidates made a creditable attempt at this Task. The actual piece of promotional material (if a leaflet, poster, etc.) or a good quality coloured print copy which clearly shows all the information included on a website (rather than a small black and white screen shot of part of the website) should be included to evidence AO2. If candidates choose to use media such as television or radio then a tape or disc of the finished piece should be included; electronic submission of assessments through the OCR Repository would facilitate this. Analysis by

candidates of their chosen method of promotion for AO3 was generally quite weak, limited and subjective; again, many candidates had missed the opportunity of the time provided for research by Task 2 to enable them to write a 'comprehensive justification'. Furthermore, for AO3, candidates tended to focus on their piece of promotional material, rather than on their chosen promotional method.

B183 Working in the leisure and tourism industries

General Comments

This was the second cohort of entries for the new Double Award examination. As was the case with last summer's question paper, this examination was designed to test candidates' knowledge and understanding of the eight prescribed leisure and tourism job roles from this unit of study. It also provided the opportunity for candidates to carry out vocationally relevant tasks, linked to at least one of the studied job roles, eg responding to a letter of complaint.

The paper was intended to be accessible to candidates of all abilities and the combination of short answer, factual recall questions, together with a range of more demanding, fuller response style questions certainly enabled candidates to gain credit for the demonstration of basic knowledge, as well as for the higher order skills of analysis, synthesis and evaluation.

Candidates performed with varying degrees of success within the short answer questions about skills, working conditions and personal qualities, depending on how well the candidates had studied all eight of the prescribed job roles. There would appear to be a tendency for weaker candidates to make generalised comments about qualifications and/or training required for specific job roles. It is important that candidates know exactly the entry requirements for these job roles as well as details of job specific qualifications that are available eg front office operations or hospitality for those working as a hotel receptionist. The 'applied' tasks in the second part of the examination were often done well. The majority of candidates successfully completed the booking form, being able to transfer relevant details from the enquiry source. Most also responded using vocationally relevant examples to the letter of complaint, although there was some evidence to suggest that many candidates were unsure of the standard conventions to use when setting out a formal business letter.

The majority of candidates attempted all of the questions in the time allowed, although responses to those questions requiring the higher order skills of analysis and evaluation were not always fully developed.

Comments on individual questions

Question No.

- 1 (a) (i) The majority of candidates were able to identify a range of appropriate skills required by a hotel receptionist. Some weaker candidates confused skills with duties of this job role and could not, therefore, score any marks on this part of the question.
- (a) (ii) The term part-time appeared to be understood by the majority of candidates, although there was some confusion with shift work demonstrated here.
- (a) (iii) There were some excellent examples of different working conditions given, although weaker candidates sometimes gave examples of duties in this section.
- (b) As mentioned above, this part of the question was not answered well by the majority of candidates. Weaker candidates only suggested generalised qualifications such as GCSE's in Maths, English and ICT; it was disappointing to see so few references to the vocationally specific qualifications associated with such a job role. Candidates need to study the exact entry requirements for these eight job roles in much more specific detail, in order to gain full credit for these types of question.
- (c) Responses to this part of the question were also disappointing. It is clearly stated in the specification that candidates must study three organisations from the travel and tourism industry offering each of the eight job roles; this question required candidates to make specific reference to the three hotels which they had studied.

Some candidates actually wrote that they had not studied three hotels. Many responses named three different hotels, but could not show how hotels and the job roles of staff employed in them may differ as a result of their size, their location or how they are owned. Candidates need to understand the link between the organisations they study and how the organisation you work for may affect the job role you carry out.

- 2 (a) Candidates used the source material to help correctly identify three appropriate personal qualities for a ticket seller.
(b) There were mixed responses to this part of the question, in which candidates were asked to decide which jobseeker is most suited to the advertised position of ticket seller. At the lower end, candidates made generalised statements about either applicant and were not always able to justify their choice of applicant. At the higher end, candidates used good comparative language in order to analyse skills, experience and levels of interest in order to select the most appropriate candidate for the job.
(c) (i) The majority of candidates understood the term 'holiday entitlement'.
(c) (ii) Most candidates were able to select at least four correct responses from the table to describe holiday entitlement.
- 3 (a) Candidates were largely successful in completing the booking form correctly. Where candidates dropped marks, they tended to get either the name of the resort wrong or did not enter a comment based on the previous skiing experience of the customer.
(b) Less able candidates could often identify at least one valid reason for completing an accident report record, but often found it difficult to explain this reason. Candidates need to be more aware of the legal requirements of such record keeping.
(c) This was a demanding question for the majority of candidates. Weaker candidates tended to produce a description of the features of this accident form but did not always make recommendations about how it could be improved. More able candidates made some suggestions about additional features which could be include and provided some justification for their inclusion in order to access some of the higher marks available for this part of the question.
- 4 (a) (i) The majority of candidates scored maximum marks on this part of the question.
(a) (ii) Most candidates were also able to identify the required details about the customer's visit when responding to this part of the question.
(b) This part of the question tested candidate's quality of written communication. It was surprising to see the different conventions which candidates considered appropriate for a formal business letter, including the use of the customer's first name in a number of responses. Very few responses were able to include the customer's full postal address and the date of the response.
The content of the letter was also very varied. Many candidates attempted to reflect industry practice by thanking the customer for bringing the matter to the centre's attention and by offering an apology. Some of the 'actions taken' by the manager were unlikely and unrealistic.
(c) This question required the higher order skill of analysis, as well as a recognition of what is appropriate action for the health club to take, in order to maintain customer loyalty. Less able candidates often offered too much by way of compensation – a refund of eight month's membership is unlikely in this scenario, for example. Better responses considered an apology and money off vouchers a more appropriate outcome to retain this customer for the future.

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