

# **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**

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**June 2010**

**J444/J488/R/10**

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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 second series in which this qualification has been available and, as such, entry numbers were low. This is understandable as most candidates are likely to take the course over two years. Centres are advised to read this report in conjunction with the support materials available from the OCR website, the specification and the examination papers and mark schemes.

As with the January series, the general quality of work reflected the fact that examinations had been undertaken by Year 10 candidates after possibly only one year of study. However, there were a number of candidates who produced high quality responses to the questions set in both examined units and it was pleasing to see that some candidates produced answers which displayed many of the higher order skills required at GCSE. Some candidates had been taught the content of the unit but had not yet developed examination techniques which would enable them to apply their answers to the stimulus material or, in the some cases, an organisation which they have studied. Some candidates appeared to have been entered for the respective examined units without having completed the teaching of the specification and so they were unable to access all of the questions. It is expected that the performance of candidates will improve in line with them gaining more learned knowledge. Centres are reminded to take into consideration the 40% terminal rule when planning delivery schemes and entering candidates for examinations and external moderation.

There were very few entries for either of the controlled assessment units; however, the work was, in many cases, well presented and clearly well prepared by many candidates. Some centres should take note of the Principal Moderator's comments that candidates may disadvantage themselves when the organisations chosen for controlled assessment work are too complex to study in the time given. Centres are to be congratulated for providing well referenced controlled assessments. However, in order to ensure that future marks do not get scaled, a more rigorous approach to the consistency of marking will be required. Internal standardisation is strongly advised.

## **B181 Understanding the leisure and tourism industries**

This was the second examination for the new specification and was attempted by a much larger cohort of candidates than the last series. As with the January examination paper, most candidates were year 10 students and it was again not surprising to find few candidates scoring many marks at the upper end of the range.

The majority of candidates appear not to have experienced time problems and there were very few candidates who left questions unanswered. Most of the more analytical/evaluative type questions proved more challenging to the majority of candidates. On these questions many candidates found it difficult to move from demonstrating purely descriptive skills to the analytical or evaluative skills that were required to achieve the higher marks available.

There is an expectation that candidates will have studied all areas of the specification before sitting the examination and will equally have studied real examples from the industries. The paper once again showed this not always to be the case.

### **Question No.**

- 1 (a) (i) This part of the question was well answered by many candidates. There were, however, a significant few who had not grasped the idea of winter sports and so answered with sports such as football, cricket and tennis. More than half of the candidates did score full marks.
- 1 (a) (ii) This was generally a well answered part of the question, with many candidates scoring maximum marks with good, fully descriptive responses including temperature, type of building and internal facilities. However, there were a range of responses which showed little knowledge of this type of facility and so scored few, if any, marks
- 1 (a) (iii) Many candidates answered well on this part of the question with a range of hazards given which were often simple but correct, ie. slipping on icy surfaces. Given that some candidates did not have any knowledge of a winter sports facility, it was not surprising that a significant few failed to gain any marks.
- 1 (b) Many candidates found this part of the question well within their scope and recognised that the teaching element of being an instructor tied in with the safety aspect of somewhat dangerous activities. Many candidates, again, did not have the knowledge required to be able to access the question and some who had the knowledge simply identified duties in a list without any description being given.
- 1 (c) This was generally a poorly answered part of the question, with few candidates being able to explain how the cost may affect the decision. Often candidates recognised that if an activity were expensive then fewer people would want to do it. At the top end candidates knew that this type of activity is relatively expensive and that the 'add on' costs such as equipment and clothing may put people off. Some candidates also recognised that if special offers or memberships were available, more people may decide to take part on a more regular basis rather than for a special occasion.

*Reports on the Units taken in June 2010*

- 2 (a) (i) All but the very weakest candidates scored maximum marks on this part of the question.
- 2 (a) (ii) Very few candidates could give a fully correct response to this part of the question and many had no knowledge of the term.
- 2 (b) (i) This was a well answered part of the question. Candidates clearly had a good grasp of health and safety aspects and were able to apply this well to the scenario given.
- 2 (b) (ii) Candidates, in general, did not understand the basics of the HASAW Act and so missed out on the marks available. Some managed to identify a need for signage, but many answers were limited to 'putting up fences' and locking gates.
- 2 (c) For many candidates this proved to be the most challenging question on the paper. Few candidates outlined the recruitment and selection process as a whole and often candidates selected one aspect for discussion such as 'advertising' a vacancy or 'the interview'. Candidates were not able to start an answer with a demonstration of knowledge and to then build on this to analysis and evaluation. Those candidates at the top end of the mark band produced sound answers covering the whole process and with an evaluation of each stage. There were some well written answers at the higher end.
- 3 (a) (i) Few candidates answered this part of the question incorrectly, although there were some who did not read the question carefully and so identified the city rather than country where the attractions can be found in the case of the Coliseum and produced all sorts of imaginable answers for the Victoria Falls - from the USA to London!
- 3 (a) (ii) This part of the question was well answered by the majority of candidates. Where marks were dropped, it was often through the candidate giving a generic answer such as 'because it is a nice place' as a reason for a visit.
- 3 (b) There was a range of reasons given, all of which were acceptable. The vast majority of candidates scored well using reasons such as 'to allow them to stop en-route' or 'for convenience' with reasons such as 'luggage' to support the answer.
- 3 (c) Surprisingly, there were few very good answers given for this part of the question, but many generic answers which listed appeal as the weather, beaches and activities available. The more able candidates explored generic but applicable reasons such as the availability of English food and the wide spread use of the English language. As with other more challenging questions, there appeared to be a lack of ability to evaluate, rather than a lack of subject knowledge
- 4 (a) (i) Many candidates did not have the knowledge required to respond appropriately to this part of the question. Answers often confused holiday village with a village where people go on holiday, and a mobile home with a caravan.
- 4 (a) (ii) Virtually all candidates answered this part of the question correctly. Those who did not had failed to read the table in the correct way.
- 4 (a) (iii) Most candidates scored well with many responses correctly based on weather and cost.

*Reports on the Units taken in June 2010*

- 4 (b) Very few candidates gained full marks on this part of the question, but there was a wide range of responses which displayed the correct ideas. Candidates often lost marks through giving purely descriptive responses without any analytical or evaluative development. The weakest candidates could give no genuine acceptable answers.

## **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; centres should ensure that the facility chosen by the candidate will allow them to access sufficient information to address all the criteria. Many candidates had chosen a theme park, the complexity of which clearly caused some of them some problems with regard to Task 3. It was clear that most of the candidates had not only enjoyed visiting their facility but had also been able to make good use of the information 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.

The majority of centres submitted controlled assessments which had been page numbered and page referenced on the URS and had also used 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 removed 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 or Internet pages, 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 candidates are able to distinguish between and they themselves are able to differentiate when marking candidates' work since, for example, detailed descriptions are frequently credited as explanations.

### **Task 1**

This was undertaken quite well by most candidates, although in many instances they would have benefited from distinguishing more clearly between the tasks and the actions 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. Some candidates failed to include a bibliography.



## **Task 2**

Almost all candidates included evidence of their research and it was clear that Internet based research, 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.

## **Task 3**

Candidates need to plan to check that they have covered all the information required for AO1; for example, a number of candidates failed to consider their facility's main business systems and so were unable to access the full range of marks available for this Task. 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 they were overwhelmed by the volume and complexity of the information 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 any research into 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 good to see that a number of candidates then applied their SWOT analysis 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 high 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, a number of candidates considered their piece of promotional material rather than their chosen promotional method.

## **B183 Working in the leisure and tourism industries**

### **General Comments:**

This was the first cohort of entries for the new Double Award examination and it is assumed that the majority of candidates were from Year 10. The paper has a strong applied vocational content, with candidates being required to complete tasks, all specific to the eight prescribed job roles from the Leisure and Tourism industries they have studied in this unit.

The questions were designed to be accessible to candidates across the whole ability range, with tasks allowing less able candidates to gain credit for demonstrating basic knowledge and understanding, as well as allowing more able candidates to demonstrate higher order skills through more developed answers.

The short answer questions, which tested candidates' knowledge of the likely working conditions, duties, skills and personal qualities associated with some of the eight job roles, elicited responses which varied according to how well the candidates had studied the job roles prior to the examination. Candidates seemed generally less knowledgeable about appropriate training options for employees in specific Leisure and Tourism job roles, so tended to miss out on the marks associated with this type of question.

The more 'applied' tasks in the second part of the paper also produced varied results. The majority of candidates managed to transfer sufficient relevant information from a booking request onto an itinerary record; more able candidates also proved themselves familiar with medical emergency procedures for a cabin crew member and many candidates understood how to deal with a customer complaint.

The majority of candidates attempted all of the questions in the time allowed, although the more demanding questions which required analytical or evaluative responses were often not fully developed.

### **Comments on Individual Questions:**

- 1 (a) (i) This part of the question was mainly well answered. A range of appropriate working conditions for a conference organiser were identified, although weaker candidates were not always able to give three examples.
- 1 (a) (ii) There were no problems with this part of the question– the term 'salary' appeared to be clearly understood by the candidates within this cohort.
- 1 (a) (iii) Only those responses which clearly related the duties specifically to the job role of a 'conference organiser' were credited. Generic duties such as 'answering the phone' and 'filing documents' were not accepted.
- 1 (b) Similarly, only those types of training which were specifically relevant to a conference organiser were credited. This included the more generic response such as health and safety training or customer service training, but answers such as GCSE Leisure and Tourism were not allowed.

*Reports on the Units taken in June 2010*

- 2 (a) (i) Candidates used the source material to help correctly identify the duties of a children's representative.
- 2 (a) (ii) There was heavy reliance on the text to identify three personal qualities of a children's representative, but the majority of candidates achieved maximum marks for this part of the question.
- 2 (b) Most candidates were able to identify at least one reason for the completion of an accident report form and/or a booking form.
- 2 (c) This part of the question produced a wide range of responses, according to how well candidates understood the purpose of a Criminal Record Bureau (CRB) check. At the lower end, candidates wrote from the perspective of the potential employee rather than from the employer's perspective. Only the more able candidates were able to express the costs and benefits to the organisation of carrying out such checks.
- 3 (a) The better performing candidates scored maximum marks for this part of the question. The less able candidates were not able to demonstrate the 'applied' skills required by this task – choosing an appropriate title for the tour, naming specific points of interest etc.
- 3 (b) (i) The less able candidates could often identify valid reasons for producing risk assessments but were not always able to follow this through with an explanation or appropriate exemplification.
- 3 (b) (ii) This was a demanding part of the question for the majority of candidates. Weaker candidates tended to produce a description of the features of general risk assessments or health and safety procedures which Blue Badge Guides should adhere to rather than making specific reference to the risk assessment provided. Candidates generally found it difficult to identify the strengths of the risk assessment, although a significant number were able to make suggestions about additional features which should be included, thus accessing some of the higher marks available for this question.
- 4 (a) This part of the question was mainly answered well, although some candidates confused skills and personal qualities.
- 4 (b) This part of the question was attempted by all candidates, although not all candidates were able to identify the correct sequence.
- 4 (c) Candidates had a pleasing level of understanding about how Leisure and Tourism employees should deal with complaints.
- 4 (d) This part of the question required the application of the higher order skills of analysis, as well as a recognition of what is meant by 'cultural practices and social attitudes', which made it less accessible to the weaker candidates. There were, however, some relevant examples of cultural practices cited by the more able, although few candidates scored highly on this part of the question due to the lack of analysis shown.

## **B184 Meeting customer needs in the leisure and tourism industries.**

There was a small submission for this unit in its first year of delivery and, therefore, the following comments made are general, providing pointers for centres to consider.

Evidence must clearly state, at the beginning of the work, which customer brief the candidate has chosen.

As a Travel Consultant, candidates must also ensure that throughout the work any plans produced and proposals made are appropriate to the needs of their customers and the chosen brief.

Candidates will need to record any sources they use and, therefore, need to keep their records throughout the process of working on the unit. It is good practice to encourage primary research and candidates can, for example, put in a copy of the questions they asked, informal interview, visits made, investigating customer reviews, etc.

It is important that candidates are able to make judgements and give reasons. This is an evaluative skill which often equates to Level 3 marks and assessment objective AO3.

Candidates are not expected to look at specific budgets but it can be acceptable to make appropriate reasoned judgement such as "It is cheaper to get the train to the airport than pay to have the car in a long term car park – limited budget, convenience, etc".

### **Task 1 (AO2)**

It is important that candidates demonstrate planning skills which inform **what** they think they need to do and **how** they think they will do it. They can also include **where** they think they can get the information from – sources. It is likely that candidates will find that, for example, they could not obtain what they wanted, needed more time, changed their ideas because, forgot something, etc. and ,therefore, made changes to their plan.

An action plan should always be written in the future tense.

### **Task 3 (AO1)**

This can be provided in a number of formats such as a mind map, etc. but it must fully identify what the candidate thinks are the appropriate needs and it must give more than just those highlighted in the chosen brief.

### **Task 4 (AO1 and AO2)**

It is important here that candidates do look at a range of methods which the customers **could** use, but that this does include from 'home' to 'destination'. It is also acceptable that candidates do not, for example, use the nearest airport. .

The proposed plan must provide the candidate's final choice which they think best meets the needs of the chosen customers.

**Task 5 (AO1)**

It is important here that the evidence relates to the needs of the customers and that the proposal is clear. The proposal can be in a number of formats but must be presented to the customers – for example, a PowerPoint presentation, an itinerary which could include the transport for Task 4, or a leaflet which could be given to the customers.

**Task 6 (AO3)**

Candidates can provide a bibliography of primary and secondary sources used but they must also make a judgement as to the usefulness of the different sources. Further reasoning shown is an evaluative skill such as “I interviewed Mr X because he has been to my chosen destination twice. This proved useful as he was able to give me a valid opinion which helped towards making a decision for my proposal. I checked this with other reviews so that I had a better overview of people's opinions”

**Task 7 and 8 (AO3)**

Candidates must provide reasons for **their** choice of proposal, particularly in relation to meeting the needs of their customer brief.

Candidates must then look at the alternative, research the last minute deal and then make judgements as to which proposal they consider would best meet the needs of the customer brief. It is important that the candidates provide reasons for the final choice.

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