

Leisure and Tourism

General Certificate of Secondary Education **J444**

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

OCR Report to Centres

January 2012

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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

The number of entries for this qualification has fallen from those in January 2011. There were entries only for units B181 and B183 this series. 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.

The Principal Examiners were pleased to see a number of candidates producing excellent responses to both the definition type questions and the more difficult analysis and evaluative type questions. This showed that a considerable improvement in learning had taken place. The responses were of good quality and this was spread across the range of questions. Candidates seemed better prepared for the examinations this series and this was pleasing to see.

There were no candidates entered for the two controlled assessment units (B182 and B184) this series and centres are reminded of the need to comply with the terminal rule when making their entries for either the single or the double award qualifications in advance of the June examination series.

B181 Understanding the leisure and tourism industries

General Comments

This was a low entry examination this session. The examination paper was designed to test candidates' knowledge and understanding of the ten key aspects 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 which 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 are able to achieve marks on these lower level, short answer questions.

The descriptive type questions were generally answered well when candidates had studied relevant examples or had actual experience of activities or destinations; however, as some of these questions were specific to destinations listed in the specification some candidates struggled to achieve any application as they had not learned the required material. The analytical type long answer questions again caused more problems with 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 facilities; however, too many responded with provisions rather than facilities, ie snacks, thus not scoring marks.
- 1 **(b) (i)** The majority of candidates were able to give a full description of typical facilities provided. Weaker candidates tended to focus on the toilets and car park but still picked up marks; others however, tended to give lists and not descriptions.
- 1 **(c)** This part of the question was well answered by many of the candidates who were able to give good descriptions. Many managed to describe play areas and children's menus, but equally candidates who had no experience scored well with good applied knowledge on this aspect of the specification. The weaker candidates often just listed without any explanation.
- 1 **(d)** Responses to this part of the question were disappointing. Many candidates could not give reasons other than those based around people not being bothered to cook. The better candidates had no problems identifying genuine reasons which were well thought out, such as business people holding meetings and other people celebrating events. There were some excellent answers.

- 2 **(a)** Candidates used the source material to help identify appropriate activities, with most having enough knowledge to recognise and select activities from the descriptive text. Most candidates scored well.
- 2 **(b)** There were some very good responses to this part of the question and indeed a wide range of duties were given. The problems arose with candidates who did not understand the terminology and so gave answers outlining duties of a receptionist or spa centre worker. A number got confused and outlined the roles of catering staff.
- 2 **(c)** The majority of candidates did not understand the term sales record system and so described a marketing process. However those who understood the term did very well - recognising the use of computers, databases and spreadsheets.
- 2 **(d)** Most candidates scored very well on this part of the question. Clearly there was a lot of knowledge available on this aspect of the specification and it appeared to have been covered well. It was very pleasing to see such a range of answers which were all well structured. The only possible area of weakness for a minority of the cohort was the knowledge of negative aspects.
- 3 **(a)(i)** Most candidates scored some marks on this part of the question, although few obtained both marks.
- 3 **(a)(ii)** Many candidates were able to score marks on this part of the question; however, some candidates gave vague answers which lacked specific knowledge, thus only accessing half of the marks available. There were better responses to Edinburgh than Kuramathi.
- 3 **(b)** This part of the question challenged many of the candidates who often gave generic type answers. Those who had learned the table in the specification scored well, with some good applied knowledge shown.
- 3 **(c)** This part of the question caused problems for many candidates. Answers were often generic showing very little, if any, learned knowledge. Those who had knowledge often failed to evaluate or analyse as required by the question. Well prepared candidates found that the question posed few problems and often scored very well.
- 4 **(a)** This part of the question was very well answered with few problems noticed.
- 4 **(b)(i)** Most candidates scored well on this part of the question; of those who did not they often thought that the business must be abroad.
- 4 **(b)(ii)** Well prepared candidates scored full marks and less well prepared candidates had no idea of a suitable response. The mark scheme allowed candidates to merely expand the term to its full wording.
- 4 **(c)** Candidates who understood the term business travellers gave very good answers covering many facilities such as WiFi and conference rooms, even a spa for relaxation appeared regularly. Less well prepared candidates had little idea and focussed on beds and food type responses.
- 4 **(d)** Most candidates could identify points from the data correctly, some then went on to identify possible reasons but few continued to give any analysis. Where candidates were to analyse there were some very good responses which considered the recessionary effect on business expenses and the move to technology based meetings rather than travel.

B183 Working in the leisure and tourism industries

General Comments

Candidates are required to have studied in detail eight specified job roles from across the leisure and tourism industries. The external examination is designed to assess candidates' knowledge and understanding of some of these job roles within applied contexts, which replicate some of the tasks required of employees within these industries.

Candidates seemed to find the questions on this paper accessible. The combination of short answer, knowledge-based questions, together with the more demanding questions requiring comparison and analysis allowed candidates to demonstrate a good range of skills. Marks were awarded for the demonstration of basic knowledge, as well as for in-depth explanations and evaluative comments.

As has tended always to be the case, candidates within this cohort performed well within the short answer questions about skills, working conditions and personal qualities of the different job roles, where they are able to demonstrate good knowledge of all eight of the jobs. Candidates often find questions relating to entry routes or specific training needs much more challenging. It is, therefore, imperative that candidates are encouraged to research this aspect of each job in much fuller detail.

Achievement across the 'applied' tasks in the second section of the question paper was often very good. The majority of candidates produced a job advertisement which had some vocational relevance, although candidates' use of language was not always at an appropriate level. The majority of candidates were also competent in completing the accident report form, accurately using the information provided. The majority of candidates were also familiar with common health and safety signage and recognised the types of locations in which such signs may be found. Most 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 list an appropriate range of personal qualities desirable in a blue badge guide.
- 1 **(a) (ii)** The majority of candidates could identify the likely working conditions for a blue badge guide.
- 1 **(b) (i)** This part of the question was poorly answered. Candidates were generally unfamiliar with the specific qualifications offered through the Institute of Tour Guiding to train people wanting to become a blue badge guide. Many candidates thought that GCSE Maths and English might be offered, together with BTEC or similar qualifications in Leisure and Tourism. Those candidates who had studied this aspect of the specification in more detail often identified the fact that the Institute of Tour Guiding offered qualifications at different levels, eg Level 1 and Level 2, but were often unable to provide any further detail. Candidates should be encouraged to pay greater attention to this aspect of each job role they study.

- 1 **(b) (ii)** Candidates were generally unable to differentiate between the types of tour guide work which are studied during the Institute of Tour Guide training.

(c) The majority of candidates were able to identify the types of duty which a blue badge coach guide might carry out during a typical day at work. Only the better performing candidates were able to explain what these duties required of the guide.
- 2 **(a)(i)** Most candidates used the source material to correctly identify three job roles carried out by this candidate prior to his appointment as Health Club Manager.
- 2 **(a) (ii)** Most candidates were also able to identify three types of vocational training which the candidate may have undertaken.
- 2 **(b) (i)** Candidates were generally able to identify two pieces of personal information required by a health club in order to make a booking for a spa treatment.
- 2 **(b) (ii)** Weaker candidates found it difficult to differentiate between types of personal information from the previous part of the question and the requirement for 'additional' information in this part of the question. Answers which alluded to personal information, eg credit card details, could not be rewarded here because of the overlap with the previous part of the question.
- 2 **(b) (iii)** Many candidates found this part of the question challenging. The majority of candidates clearly understood that online bookings offer an advantage to the customer and often responses focussed only on the aspect of customer convenience, which limited access to the full range of marks available for this question. Candidates also need to consider the benefits of electronic bookings from the perspective of the organisation too.
- 2 **(a)** This part of the question assessed the candidates' quality of written communication. Candidates were required to write concisely and with vocational application, in order to produce a job advertisement, typical of the leisure and tourism industries. The quality of vocational language demonstrated here was not always consistent. Better performing candidates tended to write more specifically but succinctly to describe the type of previous experience required, the types of personal qualities and the duties which would be carried out – ie those candidates who wrote 'at least two years previous experience as a receptionist or in a similar customer service role' scored more marks than a candidate who wrote 'should have worked in a hotel before'. Candidates would benefit from frequent exposure to writing in more formal contexts, in order to be better prepared for the demands of this type of question.
- 3 **(b)** The majority of candidates were able to use the summary details of the two job applicants appropriately to choose which candidate they would appoint to the position of hotel receptionist. It would be beneficial for candidates to use the information to draw conclusions about how the qualifications or experience possessed would help the candidate perform the advertised job role. Many candidates seemed to rely heavily on the provided text to describe the suitability of each candidate, rather than to draw comparisons between the level of experience or the qualifications each candidate possesses.
- 3 **(c)** The majority of candidates found this part of the question very challenging. Weaker candidates appeared unfamiliar with the word 'customs' used within this context and often wrote about the work of custom officials at an airport, rather than customs associated with different religions and cultures as detailed in the specification. Most candidates were more familiar with differences in language and religion, although the exemplification used often did not correspond with the examples given within the question – eg Spanish was often the language cited which did not seem to match the context of Dubai and Beijing.

Only the better performing candidates were able to offer appropriate recommendations linked to respecting the cultural differences of people in other countries.

- 4 **(a)** The majority of candidates scored well in completing the accident report form provided. Most were able to provide all of the details required to score maximum marks for this applied task.
- 4 **(b)** This part of the question proved challenging for some candidates. First Aid and Fire requirements were better understood than the rights of employees and the rights of guests. Weaker candidates tended to 'guess' their answers by using each number more than once, which then invalidated their responses.
- 4 **(c)** This part of the question was generally answered well. Candidates were familiar with common health and safety signage used. Weaker candidates appeared unfamiliar with the initials WC – believing them to refer to 'wheel chair' as depicted in the sign, rather than 'Water Closet' as in the location of the sign.

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