

GCSE

Leisure and Tourism

General Certificate of Secondary Education **J444**

General Certificate of Secondary Education (Double Award)
J488

OCR Report to Centres June 2015

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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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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 in preparation for the examination. 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 analyse or evaluate accordingly.

The range of candidates found all the questions on this paper accessible. The short answer, knowledge-based questions in the first part of each question allowed candidates to demonstrate their knowledge and understanding of the learning content and to apply some of the knowledge to given situations.

Candidates in general performed well in these questions although knowledge in separating products, facilities and services was weak across the range of candidates.

Candidates had some difficulty with the more challenging analysis part (d) questions, notably due to the lack of knowledge in the areas of career progression and sustainability. Overall it was pleasing to see some really good, well written mature answers to questions across the whole paper.

Comments on Individual Questions

Question No.

- 1 **(a) (i)** Candidates were able to identify a range of visitor types with the only weakness being very generic responses such as 'tourists' without any clarification.
- 1 **(a) (ii)** Candidates generally had a good grasp of facilities in this question. The exception being where products and services were given, rather than facilities.
- 1 **(b)** The majority of candidates could identify at least one service, such as catering, but many confused services with facilities or identified services that might be expected in a 4* hotel rather than a hostel.
- 1 **(c)** This question generated some excellent answers offering detailed discussion of the differences and breaking down the question into clearly definable differences. Weaker responses tended not to understand what was meant by a hostel, often getting confused with establishments for the homeless or elderly.
- 2 **(a)** Some candidates showed good knowledge having clearly learned the difference between an activity and a facility. Typical examples were the facilities of 'pool' or 'gym' given instead of the activity of 'swimming' or 'exercising'. Marks were awarded when an activity was clearly given or a commonly used term implied the associated activity.
- 2 **(b)** Candidates answered this question well with good knowledge and understanding of both jobs shown. Many were able to describe two learned job roles and applied these well to the leisure and tourism industry.

- 2 (c) Candidates showed a good understanding of activities both ICT and administration functional areas. Good answers were current with technology and industry practices. Weaker responses were from candidates whose knowledge of the term functional area was weak.
- 2 (d) Candidates often had difficulty with this question as many struggled to understand the term 'graduate' or a grasp of career progression. Many tried to relate the question to progression of a travel agent from work experience to passing GCSE Leisure & Tourism and on to manage the shop. Candidates who understood the terms and had learnt career progression scored well. Overall this question differentiated well at the most able end of the candidature.
- 3 (a)(i) Candidates who had learned the specification had no problems. A common problem was in identifying features or places within a country rather than name the country.
- 3 (a)(ii) The majority of candidates were confident with Cornwall, giving a variety of reasons including the Eden Project and surfing. Sentosa Island was also dealt with competently by many, but often caused less well prepared candidates to give generic answers such as sightseeing therefore losing marks on this less difficult question.
- 3 (b) Candidates were able to identify and explain choices people make. There were good answers that recognised the financial constraints for large families and hot weather for young children. Overall the answers clearly showed most candidates that had learned this part of the specification.
- 3 (c) Many candidates had no problems with the question identifying a city and its features that might interest a couple in their fifties. However far too many candidates did not identify a city as asked but instead gave a country, county or a visitor attraction. One of the most commonly responses seen was Warwick Castle.
- 3 (d) For well-prepared candidates this question gave few problems. They were able to develop answers based on both summer and winter activities, showing good analysis and evaluation in their responses. For example, their responses suggested that long flights might not be most suitable for families with younger children and young children may not like the extreme temperatures that can be experienced. Less prepared candidates did not know where Whistler is located or that it is a mountain resort and gave answers were often generic based on sunshine and beaches.
- 4 (a) Many candidates were familiar with transport types. Weaker candidates often struggled to give non-generic answers or gave answers of non-road or sea transport.
- 4 (b) Good answers candidates clearly understood the whole question with some well thought out answers. Some answers often failed to develop the points made and so did not achieve full marks for the question.
- 4 (c) Many responses to this question were based on ideas such as education, recycling and using local produce. Weaker answers showed poor understanding of the topic area with candidates focusing only on bins and litter.

- 4 (d)** The key to the question was discussing how to minimise the impact of development. Good answers developed a range of ways to minimise impact. Many gave good examples such as Masai Mara and Machu Picchu areas, which had clearly been learnt. Weaker answers often considered destinations in the UK such as a theme park or Eden Project but then did not develop any methods of reduction.

B182 Moving forward in leisure and tourism

General Comments

The great majority of candidates were well prepared for this unit and attempted all tasks. Centres 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 assessment 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 have a detrimental effect on the candidate's ability to complete the controlled assessment within the time constraints. This was particularly the case when candidates had chosen a theme park, such as Alton Towers, the complexity of which clearly caused them some problems with regard to addressing Task 3 AO1 in sufficient detail and depth to access the higher level mark bands.

Almost all centres submitted controlled assessments which were page numbered and page referenced on the URS, and the assessors made good use of the Comments boxes on the URS, 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 any inconsistencies in assessment and ensured that the assessment grid level descriptors were 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 or comprehensive) indicate what is expected from the candidate to justify the award of marks at that level.

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

Centres need to ensure that candidates understand clearly what is required by the different command words used such as 'identify', 'describe', 'explain', 'analyse', 'evaluate' and 'compare'; assessors need to ensure that they differentiate clearly and consistently when marking candidates' work; for example, a detailed description does not constitute an explanation.

Task 1

All action plans identified a list of the tasks, and most candidates included target dates and further aspects such as resources, information sources and possible constraints. It remains the case that only a minority of candidates monitored their action plan and few then noted any changes to their plan. It is intended that the candidate should use the action plan while completing the tasks, and find it of value in helping them to undertake the controlled assessment; hence, if it is to be of use to the candidate, it should be a 'live' and well-used document. Most candidates would have benefited from distinguishing more clearly between the tasks as written in the specification and the actions they needed to undertake to enable them to carry out the tasks successfully. Consequently 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 clear reasoning for these changes.

Task 2

Most candidates included a bibliography and referred at some point to their research, and it was clear that Internet based research, usually supplemented by a visit to the facility, was the main approach used. Many candidates had undertaken some primary research, which provided them with valuable evidence for their conclusions to, for example, Task 3 AO3.

Task 3

Candidates need to plan to check that they have covered all the information required for AO1, and the use of subheadings (such as 'Mission and Vision') helped candidates to avoid the omission of one or more of the aspects that are detailed in the level descriptors. For example, some 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 (such as customer and financial records) or identify customer types clearly or consider market segmentation. 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 because they were overwhelmed by the volume and complexity of the information they needed to provide.

Almost all candidates tackled AO2 well, with the aid of an annotated diagram of the product life cycle. The majority of candidates had taken advantage of the research time provided in Task 2 to undertake some research into customer needs and how well the needs of the current customers were met, and so were able to make judgements based on research evidence rather than subjective and general statements.

Task 4

This task was answered well by candidates. It was pleasing that many candidates made, as indicated by the criterion, very good use of their SWOT by applying it to explain and justify their choice of suggested new products or services. In contrast, too many candidates failed to compare their two suggestions; in order to compare suggestions candidates need to make use of comparative language, such as 'better', 'however' etc., and juxtaposed paragraphs do not constitute a comparison. Most candidates made a thoughtful attempt to evaluate the possible impacts of their suggestions. The quality of written communication was generally of a high standard.

Task 5

Almost every candidate made a creditable attempt at this task. Analysis by candidates of their chosen method of promotion for AO3 was often 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'; for example, by researching the printing costs of leaflets or posters and the comparative costs of other promotional methods. Furthermore, for AO3, a minority of candidates focused on analysing the impact of their piece of promotional material (by the use of AIDA, for example) rather than justifying their chosen promotional method. It was pleasing that some candidates had chosen to create websites and other on-line materials, which were almost all of a high standard.

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