Leisure and Tourism

GCSE 2012

Leisure and Tourism

Teachers' Handbook

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September 2012

www.ocr.org.uk/gcse2012

OCR

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Introduction

We have improved the quality of our GCSEs for teachers and students alike. We've made improvements in two key areas: updated and relevant content and a focus on developing students' personal, learning and thinking skills.

In addition and in response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment from September 2012. This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

We want to make our GCSEs as easy for you to manage as possible.

The main features are:

- controlled assessment offered for most subjects
- up to date course content
- examinations provide opportunity for extended writing and more varied question types
- all GCSEs will meet the requirements of the Equality Act.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teachers' Handbook plays a secondary role to the specifications themselves. The GCSE Leisure and Tourism specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teachers' Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

Delivery Models

Candidates starting a two year course from 2012 will take all of their units in the same series that they will certificate for the qualification. Examinations will now only be available during the June series.

Centres are still able to schedule controlled assessment tasks, as appropriate, at any point during the academic year, but candidates can only be entered for controlled assessment units at the end of the course, in the series that the candidate is certificating.

In a change to the previous regime, candidates are able to re-sit the qualification in its entirety, not as individual units. Candidates are able to carry forwards controlled assessment results if they choose to do so.

Single Award

B181 **Exam** **40%**	**B182** **Portfolio** **60%**

When preparing for a Single Award delivery consider:`

- it is feasible for Centres to take either unit first;
- unit B181: Understanding the leisure and tourism industries has been designed with an introductory first unit in mind;
- unit delivery approach;
- one year delivery enter the exam in the January examination series with a re-sit opportunity in the June examination series;
- two year delivery one unit per year or both units throughout the two years of the course;
- two year delivery choice of entering the exam in January of the first year with a re-sit opportunity in the June examination series.

It becomes much more complicated when the Double Award is considered.

Double award

B181 **Exam** **20%**	**B182** **Portfolio** **30%**	**B183** **Exam** **20%**	**B184** **Portfolio** **30%**

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Some possible unit combinations can be summarised as follows.

Unit	January 1st Year	June 1st Year	January 2nd Year	June 2nd Year
Method One	B181	B182	Re-sit B181	B183 B184
No re-sit would be available for B183 but feedback would have been received for coursework unit B182 from the 1st June examination series. This would allow the Centre to be confident in their internal assessment for unit B182, techniques which could be transferred across to the second coursework unit, B184.				
Method Two	B182	B181	Re-sit B182	B183 B184
Similar to method one except the candidate is starting with the coursework unit.				
Method Three	B181	B183	Re-sit B181 and B183	B182 B184
Only completed 40% of the course by the end of the first June examination series but could then start the 1st coursework unit. No feedback from coursework – 60% to be completed in final examination sitting. This approach does enable the candidate to re-sit both externally assessed units.				
Method Four		B181 B182	Re-sit B181	B183 B184
This method would suit a Centre where two or more teachers are working on the course and they wish to teach more than one unit at a time.				
Method Five	B182	B184		B181 B183
This method enables candidates to complete 60% of the course within the first year. However it does not allow any re-sits for the examined units.				
Method Six	B181	B182	B183	B184 All candidates have to re-sit B181/B182 or B183
This method means that **all** candidates have to re-sit either B181/B182 or B183 in order to meet the requirements of the terminal rule. This route has cost implications to Centres and candidates. Due to the terminal rule, this resit result will count towards aggregation, even if it results in a lower mark than the original result.				

All of these different models show alternative ways of delivering a Double Award. The approach taken will need to reflect Centre resources, attitude to re-sits, number of teachers delivering course, use of January assessment window and the need to fulfil the requirements of the terminal rule. Ultimately the approach taken should meet above all else the needs of the candidate. They need to be inspired and motivated from the course and the delivery model chosen should facilitate and enhance this learning experience.

Resources

Resource list for B181

http://www.cineworld.co.uk
http://www.zsl.org/zsl-london-zoo

http://www.aquariumofthelakes.co.uk

http://www.woburnsafari.co.uk

http://www.thorpepark.com/

http://www.nationalgallery.org.uk

http://www.statelyhome.co.uk/

http://www.warwick-castle.co.uk/

http://www.nhm.ac.uk/

http://www.thestadiumtour.com/Home.aspx

http://www.snozonemiltonkeynes.com/

http://www.qhotels.co.uk/default.aspx

http://www.yha.org.uk/
http://www.holidaycottages.co.uk/
http://www.butlinsonline.co.uk/
http://www.haven.com/
http://www.ukcampsite.co.uk/
http://www.apollohotels.com/
http://www.britishairways.com/
http://www.londonmidland.com/
http://www.coach-tours.co.uk/
http://www.avis.co.uk/
http://www.brittany-ferries.co.uk/
http://www.pocruises.com/

http://www.barrheadtravel.co.uk/
http://www.thomascook.com/
http://www.enjoyengland.com/
http://www.tourist-information-uk.com/
http://www.blue-badge-guides.com/

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http://www.leisurejobs.com/

http://www.careersinleisure.com/

http://www.ca.courses-careers.com/
http://www.learnmanagement2.com/
http://www.bized.co.uk/educators/16-19/business/strategy/lesson/orgstructures.htm

http://www.bized.co.uk/educators/level2/busactivity/lesson/functional1.htm

http://www.bized.co.uk/educators/16-19/business/strategy/lesson/orgfunctions1.htm

http://www.opsi.gov.uk/Acts/acts1995/ukpga_19950015_en_1

http://www.iain.co.uk/aala.htm

http://www.workingwithkids.co.uk/childrens-act.html

http://www.widgit.com/resources/classroom/children_act_2004/index.htm

http://www.hse.gov.uk/pubns/hsc13.pdf

http://www.healthandsafety.co.uk/firep.htm

http://www.geocities.com/jason_firestone/studenttext1.rtf

http://www.bized.co.uk/educators/16-19/tourism/index.htm#industry
http://www.travelchinaguide.com/silk-road/

http://www.zambia-the-african-safari.com/victoria-falls.html
http://www.statistics.gov.uk/statbase/Product.asp?vlnk=1391

http://www.statistics.gov.uk/CCI/nscl.asp?ID=8257

http://www.tourismtrade.org.uk/MarketIntelligenceResearch/?url=/research

Resource list for B183

http://www.ttglive.com/jobs	http://www.ukskillspassport.co.uk/careermapsfullscreen.aspx

http://www.health-club.co.uk/jobs.cfm	http://www.springboarduk.org.uk/TTP/
http://www.travelweekly.com/	http://www.skillsactive.com/careers/your_career/your_career9.html

http://www.prospects.ac.uk/cms/ShowPage/Home_page/Explore_types_of_jobs/Types_of_Job/	http://targetjobs.co.uk/hospitality-leisure-and-tourism/default.aspx
http://www.connexions-direct.com/_library/publications/WITourism-05.pdf	http://www.connexions-direct.com/jobs4u
http://www.itg.org.uk/	http://www.leisureopportunities.co.uk/
http://www.fasttomato.com/index.aspx	http://www.eclips-online.co.uk/demo/mainpage.php

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http://www.cascaid.co.uk/kadol/Start.do Kudos Online Careerscape Online	http://www.careers-gateway.co.uk Careers Gateway www.careers-gateway.co.uk
http://seasonworkers.com/ SeasonWorkers.com Short term jobs, courses & volunteer projects worldwide	http://www.trainingfortourism.com/resources/index.html TRAINING FOR TOURISM A lifelong learning tool for people working in tourism and hospitality

http://www.travelvocation.com/ TRAVELVOCATION Where Will Your Career Take You?	http://www.theskillspassport.com/ uksp Your FREE guide to success in the Hospitality, Leisure, Travel & Tourism Industries
http://www.leisurecruit.co.uk/ leisurecruit.com	http://www.careerintravel.co.uk/holiday-rep-careers-week-in-the-life-of-a-holiday-rep.htm Careerin Travel E-Learning & Careers Advice

Other forms of Support

In order to help you implement the new GCSE Leisure and Tourism Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Leisure and Tourism.

Hodder Education is producing the following resources for OCR GCSE Tourism for first teaching in September 2009, which will be available in Summer 2009.

OCR Leisure and Tourism for GCSE Teacher's Resource CD-ROM
ISBN: 978 0340 98499 4 (Available June 2009)

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Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.

Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

Professional Development

The 2012-13 OCR Professional Development Programme offers more accessible and more cost effective training, with the same valued content that you expect from us.

At OCR, we are constantly looking for ways in which we can improve the support we offer to teachers. Most recently we have been considering the increasing challenges that schools face in releasing teachers for INSET, and how OCR can make its professional development programme more accessible and convenient for all.

From September 2012, our new improved programme will include:

- FREE online professional development units available when and where you want them
- FREE live web broadcasts of professional development events
- FREE face to face training for GCSE controlled assessment and GCE coursework
- A series of 'not to be missed' premier professional development events.

For more information, please email training@ocr.org.uk or visit www.ocr.org.uk/training.

e-Communities

There are over 70 e-Communities that can offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit https://community.ocr.org.uk, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at https://interchange.ocr.org.uk

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Frequently Asked Questions

B181

Can candidates re-sit their external examinations?
Yes, but only by re-sitting the qualification in its entirety. Single unit re-sits are not available from September 2012.

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How many leisure and tourism organisations I need to get my candidates to study?
There is no actual number given but the use of leisure and tourism organisations to exemplify unit themes will bring the unit content to life for the candidate. This specification should not be delivered in an academic way and learners must be provided with as many opportunities as possible to access local contexts to reinforce their learning.

Do I need a form links with local businesses?
You might find prominent local business people are also parents/governors and so contact could be made easier. Any links already established can be used on the new specification ensuring that the appropriate theory is covered.

The businesses in my local area are all from the same sector. Can I use case study material to fill the gaps in students' knowledge?
Yes, case studies can be used as additional resources and will only serve to reinforce the learning package offered to candidates.

For religious/cultural reasons, I am unable to take my students out on visits. How can I make my teaching applied?
Part of the school may be run as a business eg - the canteen or attached leisure Centre. It is possible to use these facilities. You can also arrange for guest speakers to come to your school/college to talk directly to your candidates.

Why do candidates need to study attitudes and cultures in this unit?
This unit aims to prepare students for working in the leisure and tourism industries both in the UK and overseas. It is therefore important that candidates recognise that customs, practices, languages etc may be very different from those with which they are familiar.

Candidates find Health and Safety legislation both dull and difficult. Must they study this in detail?
It is important that candidates recognise the name of significant pieces of Health and Safety legislation, as well as how these pieces of legislation may affect the work of people in the leisure and tourism industries. They will not be tested in detail about specific aspects of individual Acts, but they may be tested on the practical application of Health and Safety law through scenario-based tasks.

Where can I obtain guidance about what the examination might look like?
The specimen assessment materials are available on the OCR website. This will provide a clear steer to Centres about the type of questioning that will appear in examination papers. Pay particular attention to to the mark scheme – this shows how the questions will be marked with clear guidance on use of command words and requirements of more discursive questions.

Many lists of examples are given in the specification. Are these lists exhaustive?
No, they are for information only to help you understand the direction of the specification content. Candidates can draw on other relevant examples in the development of knowledge and understanding for this unit.

Do I need access to ICT facilities to teach this unit?
There are many case studies, worksheets etc on dedicated business studies websites which can be very useful. If ICT access is limited, candidates might do better using the ICT time available on their controlled assessment.

The specification says my candidates may need to evaluate and demonstrate judgement skills. How can I enable lower ability candidates to evaluate? Will they be heavily penalised in the examination if they can't do this?
Candidates need to learn the skill of evaluation. The English department may be using a technique called PEE – point, evidence, explanation/evaluation. Rather than just making a decision they need to be able to explain why they made the decision (based on evidence).

To make some question more accessible, they will be broken down in bullet points telling the candidates what they need to include in their answer. This should enable candidates across the ability range to access higher levels of the mark scheme.

What are the deadlines for entering candidates for examinations? Can I make a late entry at a higher fee?
Entries must be made for units to the published deadlines. If entries are not made by the final entry date then a late fee charge will be made.

With the legacy specification some of my candidates were allowed readers/scribes in their examination are the same arrangements available with the new specification?
Yes, further guidance can be found in section 6.1 of the specification.

How long should I spend teaching the theory?
The guided learning hours are 60 – 70 for this unit. Guided learning hours include candidates' independent study (eg - research, homework). You will need to allocate some time for revision before the examination itself. OCR has produced a scheme of work available on the website to show you how you could break the learning down into manageable chunks for this unit.

Are my candidates assessed for their quality of written communication in the written examination?
Yes, QWC is embedded in one of the levels of response questions. This will be marked with an asterisk (*) for ease of identification.

Where can I share resources/good practice with colleagues?
The OCR e-community is the place to share resources. An e-community has been set up for the new specification which will provide a valuable forum for teachers to share good practice in relation to the delivery of this unit.

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In sections 2.1.1 and 2.1.8 there seems to be a lot of content listed, are candidates expected learn all of this in detail?
Candidates are expected to "skim" the content coverage. The external examination can only assess what is listed and the contexts provided.

This unit seems quite similar to the examination on the legacy specification – unit 4875?
Yes it is, but equally there are new areas of study, most notably the European and global contexts provided.

The question paper seems quite structured in approach, will this trend continue?
Every attempt will be made to base live assessment material on the specimen paper. This will include a direct correlation between the use of command words, paper structure and number of decisive questions.

How do I avoid the topic areas becoming dull?
Bring the learning experience to life in the classroom. For section 3.1.8, candidates could be split into groups, with each one looking at a few destinations before providing feedback to the rest of the group. Perhaps a travel agent could be invited to the centre to comment on some of the destinations listed.

I notice employment opportunities are contained in this unit and B183?
Yes. Here more of the 'skimming' technique is needed to cover the contexts. In unit B183, an in-depth review of the job roles are required.

In section 2.1.10 it mentions "the candidate will be required to study at least one UK example and one international example". Can you give any further guidance here?
Really, the choice of UK and international context can vary from centre to centre. As long as it supports the required in section 2.1.10, this should not be an issue. Ultimately the locations are nothing more than contextual/reference points to be used to develop themes of learning.

Do the candidates have to complete a period of work experience for the demands of the specification to be met?
Teaching aids such as DVD's, the Internet and case studies can be used, but delivery must emphasise the vocational element. Work experience is desirable but not mandatory and students can also find that visits to local organisations are very valuable.

Does the examination have pre-release material?
No the examination is based on unseen material.

When can I take the exams for this subject?
The exams will be available in January and June for 2013 and in June only from 2014. Centres must ensure that examinations are taken at the end of the course and in the same series that the candidates will certificate for qualification, making all assessment linear.

The laws outlined in 2.1.5 are very complex, how do I teach these to Level 2 students?
Students do not need to know the complexities of the law but they are expected to know the basic principles as they might face in the workplace. You may find that examples from various organisations are useful in teaching.

Section 2.1.4 includes some complex business areas, how much should I teach?
Students of Leisure and Tourism need to learn enough of the theory to be able to apply this to

practical situations that may be faced in the industry. The depth of technical knowledge is not as important as the ability to apply some knowledge to common industry situations.

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Do candidates have to study all eight of the job roles specified on page 17 under section 2.3.2 of the specification?
Yes. The external assessment could test any aspect of these job roles within a variety of contexts.

Can candidates choose different job roles to study, based on their own areas of interest?
If curriculum time permits, then it is a good idea to allow candidates to pursue areas of personal interest. However, it is essential that candidates cover all aspects of all eight specified job roles, in order to prepare sufficiently for the external assessment for this module. These eight job roles must therefore take priority in teaching and learning.

How can you teach candidates about a typical daily routine for these job roles, if you haven't ever worked in a similar capacity?
There are a large number of detailed case studies available via the Internet looking at 'a day in the life of….' which will help guide candidates.

Do candidates have to study three named organisations for each of these job roles?
Yes. This will enable candidates to gain a broad perspective of the types of employment that are available in these industries. This breadth of study will also highlight the ways in which different organisations may appeal to different people as a potential employer.

How can candidates get job descriptions for these types of jobs?
Many job search web-sites will provide generic job descriptions for similar job roles, as well as advertising specific details of job vacancies in these areas. Candidates can contact organisations directly to ask for copies of job descriptions – many are available to download.

The unit specification talks about people profiles. What are these?
These will be summaries of the details of a prospective applicant for a specified job role. Candidates must use these details to assess the suitability of someone for the stated job role.

Do candidates need to know how to complete all of the different types of documentation listed in 2.3.4?
Yes. The practical, applied nature of this unit will provide candidates with many opportunities to fill in forms etc. Any of these document types may occur as part of the written assessment tasks.

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Do I need a form links with local businesses?
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I have no experience in risk assessment. How can I teach something this complex to Year 10 and Year 11 candidates, if I have very limited knowledge of the subject myself?
Basic risk assessment can be taught easily. The Health and Safety Executive identifies five stages in risk assessment. As long as candidates can name these five stages and can briefly describe what each stage is about, then you have covered the unit's requirements regarding risk assessment.

Where can I obtain guidance about what the examination might look like?
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www.ocr.org.uk/gcse2012

Contact us

Keep up to date with the latest news by registering to receive e-alerts at **www.ocr.org.uk/updates**

Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

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