

## **GCSE**

### **Leisure and Tourism**

General Certificate of Secondary Education **J444**

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

### **OCR Report to Centres June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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.

OCR will not enter into any discussion or correspondence in connection with this report.

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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 defining industry components was weak across the range of candidates. As with past series of examinations some candidates had difficulty with the more challenging analysis part (d) questions, notably due to the lack of knowledge in the area of finance. Overall it was pleasing to see well prepared candidates had written very good answers to all questions across the whole paper.

## **Comments on Individual Questions:**

Question No.

1 (a) (i) Candidates were able to identify themed visitor attractions from the grid given however too many included Eden Project as a themed attraction.

1 (a) (ii) Candidates were able to identify cultural attractions from the grid given however too many included Eden Project as a cultural attraction as well as many including attractions not listed in the grid.

1 (b) The majority of candidates could identify at least one activity, such as rock climbing, but many confused the question to mean both indoor and outdoor centres and then discussed leisure centres that they had studied.

1 (c) This question generated some excellent answers offering detailed discussion of the activities provided. Weaker responses tended to discuss the marketing opportunities available to visitor attractions.

2 (a)(i), (ii) & (iii) Some candidates showed good knowledge having clearly learned the components of the industries. However there were many errors with confusion over all three components.

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. There were some weak answers to the Children's representatives part of the question where candidates interpreted this to be a welfare representative or social services type role not relating at all to the leisure or tourism industries.

2 (c) Candidates often showed a good understanding of appeal and some very well thought out answers often based on parks such as Butlin's, Pontin's and Haven. The weaker answers missed the key point which was that the question was based on a holiday park and not a theme park. Although credit was given where answers included reference to theme parks with on-site accommodation.

3 (a)(i) Candidates who had learned the content of the specification had no problems. However many incorrect answers were seen for both destinations.

3 (a)(ii) The majority of candidates were confident with Barcelona, giving a variety of reasons mainly based on football. Kurumathi was dealt with competently by many, but often caused less well prepared candidates to give generic answers such as beach or weather 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 best option for a group was often a tour bus however many misread the question and discussed how to fly from Japan to London. The Mid Wales part of the question was generally well answered. Overall the answers clearly showed most candidates that had learned this part of the specification.

3 (c) Some candidates constructed well written answers that demonstrated good core knowledge of the area of finance including discussion on wages and salaries along with budgeting and profit and loss. However many candidates had problems with the question giving answers discussing the marketing methods used by a holiday park.

4 (a) Many candidates managed to correctly identify upward trends.

4 (b) Good answers, candidates clearly understood the concept of trend analysis with some well constructed answers. Weaker answers often failed to develop the points made and so did not achieve full marks for the question.

4 (c)(i) Many responses to this question showed understanding of exchange rate fluctuations. Weaker answers showed that candidates got confused with immigration to the UK.

4 (c)(ii) Many responded with cheaper stays for people but few wrote full answers and so did not get full development marks.

4(d) The key to the question was discussing income generated and resulting jobs. Some very good answers developed a range of ideas from GDP down to local level employment. Many gave good examples of key tourist destinations, which had clearly been learnt. Weaker answers often considered destinations in the UK such as a theme park or Eden Project and considered the cultural benefits inbound tourism might bring for the UK populations education.

## **B182 Moving forward in leisure and tourism**

### **General Comments:**

The large 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.

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 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; 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 Questions:**

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 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. There was more evidence than in previous years of primary research, which provides candidates with evidence for their conclusions to, for example, Task 3 AO3. The

research for Task 2 should not be included in the candidates' evidence for the controlled assessment.

### **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. However, AO3 was often only superficially addressed and candidates had not 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, so judgements were subjective and general, rather than based on research evidence.

### **Task 4**

This task was answered well by candidates. It was pleasing that most 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 a table does not, of itself, constitute a comparison. A number of candidates found it difficult to evaluate the possible impacts of their suggestions, and instead made superficial and often sweeping statements. For these candidates this was a missed opportunity to undertake research (see Task 2). The quality of written communication was generally of a high standard.

### **Task 5**

Almost every candidate made a creditable attempt at this task. The actual piece of promotional material (if a leaflet, poster, etc.) should be included to evidence AO2. 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.

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