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Leisure and Tourism

GCSE 2012

Leisure and Tourism

Specification

J444 – Single Award

J488 – Double Award

Version 1

April 2012



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1 Introduction to GCSE Leisure and Tourism

1.1 Overview of GCSE Leisure and Tourism and GCSE (Double Award) Leisure and Tourism

GCSE Leisure and Tourism Single Award

Unit B181 A: Understanding the leisure and tourism industries 1 hour 30 mins/80 marks	Examined unit – written paper 40% of the single award 20% of the double award Mandatory
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+

Unit B182 Moving forward in leisure and tourism 45 hours (6 hours action planning, up to 22 hours research and up to 17 hours writing up) / 60 marks	Controlled Assessment 60% of the single award 30% of the double award Mandatory
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+

GCSE Leisure and Tourism Double Award = GCSE Leisure and Tourism Single Award and:

Unit B183 Working in the leisure and tourism industry 1 hour 30 mins/80 marks	Examined unit – written paper 20% of the double award Mandatory
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+

Unit B184 Meeting customer needs in the leisure and tourism industries 45 hours (6 hours action planning, up to 22 hours research and up to 17 hours writing up) / 60 marks	Controlled Assessment 30% of the double award Mandatory
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1.2 Guided learning hours

GCSE (Single Award) in Leisure and Tourism requires 120–140 guided learning hours in total.

GCSE (Double Award) in Leisure and Tourism requires 240–280 guided learning hours in total.

1.3 Aims and Learning Outcomes

The aims of these specifications are to:

- encourage candidates to be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- allow candidates to gain an insight into related sectors such as business, retail and distribution, and hospitality and catering
- prepare candidates to make informed decisions about further learning opportunities and career choices.

The specification must also enable candidates to:

- actively engage in the study of leisure and tourism to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- understand the nature of the leisure and tourism industry
- develop an understanding of the contribution that leisure and tourism makes to society and the economy
- develop an awareness that health and safety issues are integral to leisure and tourism
- develop an awareness and understanding of sustainable development and environmental issues.

1.4 Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2.1 Unit B181: Understanding the leisure and tourism industries**Overview:**

This unit will provide the candidate with an introduction to the leisure and tourism industries.

The leisure and tourism industries provide a variety of opportunities for people to engage in recreational, entertainment, social and business activities. The industries also provide employment opportunities covering a wide range of career options.

The candidate will research the organisations that offer products and services related to the leisure and tourism industries and will study the reasons why people use these organisations. The candidate will then study the range of employment opportunities within the leisure and tourism industries before moving on to study the organisation structure and key operational practices used by businesses in the leisure and tourism industries and the functional areas which support them.

There will be a need for the candidate to be familiar with health and safety practices.

The candidate will then broaden their understanding of the leisure and tourism industries by studying a range of key destinations on an international scale, the visitor attractions found at these locations and their appeal to particular visitor types. The candidate will also study the different methods of transport used to get to such destinations.

The candidate will then have to study the rapid pace of change in the UK leisure and tourism industry over a five year period, developing the ability to interpret and discuss statistical data from a variety of sources.

Sustainability is an important issue for the leisure and tourism industries and the candidate will finally need to be familiar with how organisations can minimise the negative impact of the leisure and tourism industries on environments and cultures, in both local and global contexts.

2.1.1 Different types of leisure and tourism organisations

The leisure and tourism industries consist of a wide range of different types of organisations, offering a variety of products, services and facilities.

The candidate will need to understand the types of organisations which make up the industries, as well as being able to understand, explain and discuss the range of products, services, activities and facilities that a particular organisation offers.

The following components of the leisure and tourism industries must be studied.

Component	Providers
Entertainment	<ul style="list-style-type: none"> • Cinema • Tenpin bowling • Theatre • Bingo • Nightclub • Concert venue • Laser tag • Pub/bar • Restaurant
Visitor attractions	<ul style="list-style-type: none"> • Themed – zoo, aquarium, safari park • Amusement park • Gallery
Culture	<ul style="list-style-type: none"> • Stately home • Castle • Museum
Leisure	<ul style="list-style-type: none"> • Sports and recreation centre • Health club and spa • Sports club (including athletics) • Indoor winter sports facility • Outdoor activity centre • Sports arena • Paintballing
Accommodation	<ul style="list-style-type: none"> • Hotel • Hostel • Bed and breakfast (B&B) and guesthouse • Holiday cottage (letting agency) • Holiday park and centre • Campsite • Caravan park • Conference centre
Travel	<ul style="list-style-type: none"> • Airline • Rail operator • Coach operator • Car hire • Ferry • Cruise line
Tourism	<ul style="list-style-type: none"> • Travel agent • Tour operator • Guiding and information service

2.1.2 The reasons why people use leisure and tourism facilities

Increased leisure time and greater access to facilities have led to more people using the wide range of products, services and facilities which leisure and tourism organisations have to offer.

The candidate will need to explain and discuss the reasons why people use leisure and tourism facilities. These reasons can be categorised as follows:

- for recreational purposes
- for entertainment
- to relax
- for health reasons
- for social reasons
- for business purposes
- for convenience
- because of the cost
- for the expert service or product knowledge offered.

2.1.3 Employment opportunities in the leisure and tourism industry

The organisations providing leisure and tourism products, services and facilities generate employment on a wide scale. They offer career opportunities both directly and indirectly, with many different entry levels and progression routes.

The candidate will need to explain and discuss the duties and responsibilities of a given range of job roles at various levels within the industries. There will be a need to discuss career prospects within each job category.

The job categories which the candidate must study are as follows:

- point of sale – ticket sales, receptionist, travel agents
- cabin crew – air, rail, sea, road
- administration – customer service agents, website administrator
- facility management – hotel, conference, health club
- instructors – fitness, outdoor activity, winter sports
- waiting – general, silver service, wine waiter
- food preparation – chef, kitchen staff
- information services – guides, tourist information centre (TIC) staff
- housekeeping – cleaning, room service
- entertainers – host/hostess (e.g. ‘redcoats’), children’s representatives.

2.1.4 How leisure and tourism organisations operate as businesses

The candidate will need to study organisation structures and key operational practices used in the leisure and tourism industries and the functional areas that support them. The candidate will need to be familiar with organisation charts and the different levels of responsibility within an organisation.

The candidate will need to understand that many organisations operate a three-tier organisation structure, although this may vary according to the scale and size of the organisation.

Typically, the three-tier structure will consist of:

- managerial
- supervisory
- operative levels.

The candidate will need to discuss organisational structures, identify types of jobs at various levels and explain the difference between levels of responsibility and accountability within a leisure and tourism organisation.

Leisure and tourism organisations group together key tasks into departments/functional areas within their structure. This enables an organisation to operate more efficiently and allows an organisation to develop discrete job roles. The candidate will need to consider the consequences for a leisure and tourism organisation without this structure.

The candidate will need to be familiar with the following functional areas and how they can work in a series of leisure and tourism contexts:

- human resources
- marketing
- sales
- operations
- finance
- administration/ICT.

The candidate will need to discuss the following key operational tasks:

- recruitment and selection
- market research
- product development
- keeping sales records
- regular maintenance.

2.1.5 Health and safety issues

The candidate will need to be familiar with general health and safety legislation which covers the safety of customers and employees within leisure and tourism organisations. The candidate will need to discuss how staff and visitors are protected by each of the following Acts/Regulations (or as amended):

- Activity Centres (Young Persons' Safety) Act, 1995
- Children Act, 2004
- Health and Safety at Work Act, 1974
- Fire Precautions Act, 1971
- Control of Substances Hazardous to Health (COSHH) Regulations, 2002.

The candidate will need to have an understanding of, and be able to apply knowledge of, health and safety practices in a variety of working environments, such as, for example, a food preparation environment. The candidate will need to recognise potential hazards and how they could be managed safely in these working environments.

2.1.6 How people travel and why they select their chosen method

There are four main methods of travel which people can use for leisure, tourism or business purposes.

The candidate will need to discuss the advantages and disadvantages of each method of travel and be able to form judgements about suitable choices for different client groups.

The candidate will need to discuss the four main methods of travel which are:

- air
- road
- rail
- sea.

2.1.7 Where people go in their leisure time and why they select their chosen destination(s)

The candidate will need to investigate a range of key destinations on a national and international scale, **see section 2.1.8**. The candidate will need to discuss the appeal and activities offered by different destinations for different visitor types.

The candidate will need to understand a range of visitor types. These can be categorised as:

- independent travellers
- families
- retired people
- couples
- groups
- business travellers
- visiting friends and relatives (VFR)
- school groups
- special interest groups.

2.1.8 Visitor attractions and activities, both in the UK and internationally

The candidate will need to study the following destinations:

Country	Destination	Reason to visit	Exemplification
Australia	Sydney	sightseeing	Harbour Bridge
Brazil	Rio de Janeiro	festival	Mardi Gras
Canada	Whistler	skiing	Whistler
China	Xi'an	culture	The Silk Road
Egypt	Cairo	monuments	Pyramids
France	Paris	theme park	Disneyland Paris
India	Agra	one of new Seven Wonders	Taj Mahal
Italy	Rome	heritage	Coliseum
Japan	Tokyo	environment	Mount Fuji
Kenya	Masai Mara	safari	Masai Mara
Maldives	Kuramathi	honeymoon	Resort
Peru	Machu Picchu	trekking/historical monument	Inca Trail
Singapore	Sentosa Island	beauty and well-being	Spa Botanica
South Africa	Pretoria to Cape Town	train journey	The Blue Train
Spain	Barcelona	sport	Nou Camp
Spain	Majorca	climate	Palma Nova
United Kingdom	Cornwall	conservation/education	Eden Project
United Kingdom	London	business	Earls Court
United Kingdom	Wimbledon	sport	Wimbledon Tennis Championships
United Kingdom	Edinburgh	festival	Edinburgh Festival
United Kingdom	Warwick	historical	Castle
USA	New York	shopping	Macy's
Vietnam	Hanoi	culture	Chi Minh's Mausoleum
Wales	Snowdonia	walking	Mountains
Zambia	Victoria Falls	sightseeing	Victoria Falls

2.1.9 Leisure and tourism industry

Leisure and tourism activities are influenced by many variables, such as income, hours of work, public holidays, paid leave entitlements, retirement arrangements and the range of accommodation available.

The candidate will need to look at the factors that have influenced the ways in which the leisure and tourism industries have developed over a five year period.

The candidate will need to study these trends within the leisure and tourism industries over a five year period and be able to discuss available statistical data from a variety of sources.

The candidate will need to study trends in:

- volume of visitor numbers (domestic and inbound)
- spending by tourists (domestic and inbound)
- accommodation stock (UK based)
- accommodation used (domestic and inbound)
- activities undertaken on holiday trips (within the UK)
- employment in leisure and tourism (UK).

2.1.10 The importance of sustainability, both in the UK and international leisure and tourism/The importance of recognising similarities and difference of attitudes and cultures

Sustainability is an important issue for the leisure and tourism industries as organisations often take steps to minimise their impact on environments and cultures in both local and global contexts.

The candidate will need to discuss how and why leisure and tourism activities can have a positive or negative influence on local populations and their environments. The candidate will need to understand why leisure and tourism organisations must make appropriate choices to minimise the potential impacts of leisure and tourism development.

The candidate will need to study why each of the following is important for sustainable practice:

- using renewable resources
- supporting local producers
- encouraging local employment
- recognising and maintaining different cultures and traditions.

The candidate will be required to study at least one UK example and one international example in relation to the issues identified above.

2.2 Unit B182: *Moving forward in leisure and tourism*

Overview:

The leisure and tourism industries aim to provide an enjoyable experience for all their customers. They operate in an increasingly competitive business environment, where rapid development and change are the norm. Customers are becoming more demanding in what they want and expect from the leisure and tourism industries. To ensure that new customers are attracted to, and that existing customers return to, a particular facility rather than to a potential rival, a leisure and tourism facility needs to continue to develop the experience it provides and its products and services. When making decisions about how to develop, a leisure and tourism facility needs to consider not only effective and successful ways of meeting customers' wants and needs but also the impact(s) a new development may have on the local community and the environment.

In this unit the candidate will choose and research a named facility in the leisure and tourism industries. The candidate will investigate the facility's current customers and the experience, products and services it provides to meet their customer needs. The candidate will analyse this existing provision so that they can make suggestions about possible future developments for the facility. Based on this analysis, the candidate will then recommend a future development and produce a piece of promotional material for the facility.

The following sections contain the knowledge, understanding and skills which the candidate will need to acquire before choosing and researching a named facility in the leisure and tourism industries.

2.2.1 Features of leisure and tourism facilities

The candidate will need to study the characteristic features of different types of leisure and tourism facilities, including themed attractions*; theme parks*; hotels; cinemas; theatres; and leisure, sports and fitness centres.

2.2.2 Operating as a business

The candidate will need to understand how leisure and tourism facilities operate as businesses. This will require the candidate to develop their knowledge and understanding of a facility in the context of:

- aims and objectives, mission and vision
- products and services
- business systems, such as booking systems and customer records
- coping with seasonality
- health, safety and security as part of the efficient running of the business.

The candidate will need to understand the SWOT (Strengths, Weaknesses, Opportunities, Threats) model and how this model can be used by a facility to help it find out how it is performing.

The candidate will need to understand that a SWOT model involves looking at:

- strengths
- weaknesses
- opportunities
- threats.

The candidate will need to be able to complete a SWOT analysis in relation to a particular context.

* Guidance for centres - Although learners may choose to study any type of themed attraction or theme park, it is recommended they choose one relatively local and/or small in scale, rather than a very large national attraction which may not be readily comparable to other facilities studied within 2.2.1

The candidate will need to understand that strengths and weaknesses are internal factors which the facility can control. Opportunities and threats are outside the control of the facility.

2.2.3 Customer information

The candidate will need to study the external customers of leisure and tourism facilities, who are the most important part of a leisure and tourism business, since without external customers, there would be no business.

The candidate will need to study the different types of external customer – individuals, groups, people of different ages, people from different cultures, non-English speakers and people with specific needs, such as sight- and hearing-impaired people, those requiring wheelchair access, those requiring facilities for young children, and business people.

The candidate will need to study the reasons why external customers use leisure and tourism facilities, including reasons of personal preference and interests, lifestyle, social interaction, disposable income, use of time, location and accessibility, fashion, health and gender.

The candidate will need to consider the importance of identifying, meeting and, if possible, exceeding the differing needs of external customers.

2.2.4 Marketing in action

The candidate will need to understand the main principles of marketing and its importance for leisure and tourism facilities. This will require the candidate to understand the marketing mix (or the 4Ps):

- product (what experience, service and products – main and ancillary – a facility offers)
- price (how much the experience, services and/or products cost the customer)
- place (nature of the place where the experience, services and products are offered)
- promotion (how facilities get people to buy their experience, services and products).

The candidate will need to realise the importance of each aspect of the marketing mix and how they work together to deliver a facility's mission and vision.

The candidate will need to understand the product life cycle, including an identification of where the facility is in the product life cycle and how it could develop in future. The candidate will need to consider that individual components of a particular facility may have different life cycles.

The candidate will need to understand target marketing, which is a tool that helps a facility ensure that it is offering the right goods and services to its customers.

The candidate will need to understand that different groups of customers, known as 'market segments', have different needs. The candidate will need to understand that markets can be segmented in a number of ways such as by age, gender, social group and lifestyle.

2.2.5 Impact on the external environment

The candidate will need to understand that a leisure and tourism facility will have impacts, both positive and negative, on the local community, economy and environment. The candidate will need to consider the impacts that a facility has on matters such as demography, jobs, conservation, regeneration, incomes, education, crime, overcrowding, pollution (land, air and water) and vandalism.

2.2.6 Impact of the external environment

The candidate will need to understand that the local community, economy and the environment will have an impact on a leisure and tourism facility. An example of this might be a pressure group opposed to the noise caused by visitors leaving the premises, particularly at night.

2.2.7 Promotional activity

The candidate will need to be familiar with a range of promotional materials. These materials could include advertisements, brochures and leaflets, posters, internet sites, videos and promotional artefacts.

The candidate will need to know how promotional materials are made available to customers so that they can find out about a leisure and tourism facility.

The candidate will need to understand ways of measuring the effectiveness of such promotional materials, including the way they are designed, the words and images they contain and techniques such as AIDA (Attention, Interest, Desire, Action).

2.2.8 Action planning

The candidate will need to know and understand the key components of an action plan. The candidate will need to understand that for any action plan to be effective objectives need to be set, resources need to be managed and timescales need to be set for completion of key activities. The candidate will need to be familiar with a variety of action plan templates and know how to amend these action plans should circumstances change.

2.2.9 Researching

The candidate will need to understand that the primary or field research which they will carry out for themselves may involve interviews, surveys, observation or questionnaires.

The candidate will need to understand that secondary or desk research means research using information provided by someone else, which may involve obtaining information from newspapers, magazines and the internet.

2.2.10 Sourcing

The candidate will need to know how to reference sources of information and compile a bibliography.

2.3 Unit B183: Working in the leisure and tourism industries

Overview:

This unit will provide the candidate with an insight into working in the leisure and tourism industries.

These industries provide employment opportunities covering a wide range of career options across a range of organisations.

The candidate will research the organisations which offer employment and will study a range of key job roles available either in the UK or overseas. The candidate will be expected to make a detailed study of eight specified job roles across the leisure and tourism industries. This will entail research into the skills, qualities and qualifications required of someone working in each of these roles, as well as the working practices associated with each job.

It is intended that this area of study will add depth to the candidate's understanding of working in the leisure and tourism industries in contrast to Unit B181. In Unit B181 the candidate's learning experience offered more breadth as they developed their understanding of a series of overarching features of the leisure and tourism industries.

Working in the leisure and tourism industries may, at times, involve working overseas. The candidate will be required to understand how employees may need to adapt to a foreign environment. This will involve understanding cultural differences in the customs and practices of the local people.

The candidate will study essential systems used in the leisure and tourism industries and must be able to apply their knowledge and understanding of these systems to complete realistic scenario-based tasks.

2.3.1 Different types of leisure and tourism organisations

The candidate will study working practices within a variety of leisure and tourism organisations. These will be related to the job roles as identified below in section 2.3.2.

The types of organisations correspond to a selection of those already studied in Unit B181, see section 2.1.1.

2.3.2 Employment opportunities in the leisure and tourism industries

The job roles which form the framework of this unit and external assessment are as follows:

- entertainments industry ticket seller (including festivals)
- facility manager in a health club
- ski instructor
- blue badge guide
- children's representative
- conference organiser in a conference centre
- scheduled airline - member of a cabin crew
- receptionist in a hotel.

The candidate will need to study all of the following in relation to each of the specified job roles:

- main duties of the role
- skills and personal qualities required by the role
- training needs and qualifications required for the role
- pay and working conditions
- typical daily routine for someone working in the role.

The candidate will need to identify three organisations in the leisure and tourism industries which employ people in the specified job roles. This must be completed for each of the eight job roles listed. The candidate will compare the pay and working conditions, the daily routine and the locations where people may be employed in each job role, across the three chosen organisations.

The candidate will need to form justified decisions to match people profiles to job roles based on a small amount of stimulus material. The candidate will need to draft a job advertisement for one of the job roles.

Conversely, the candidate will need to analyse and make judgements about the suitability of the specified job roles for a variety of people profiles.

2.3.3 How leisure and tourism organisations operate as businesses

Daily working routines form an integral part of how businesses operate.

The candidate will need to discuss working conditions within a variety of leisure and tourism organisations and how these vary from organisation to organisation. The candidate will need to understand that working conditions in certain organisations may affect where someone chooses to work.

The candidate will need to discuss a range of working conditions:

- types of employment, including part-time, full-time, seasonal and temporary
- rates of pay
- working time, including number and lengths of breaks
- holiday entitlement
- duties and responsibilities
- physical location of where one works, including health and safety aspects such as cleanliness, noise levels, restroom facilities, temperatures/air conditioning, smoking arrangements, etc.

2.3.4 The use of up-to-date business systems

Leisure and tourism organisations exist as customer-focused industries. To remain competitive, they must operate efficient systems. The candidate must have an understanding of some of these systems:

- check-in/check-out procedures
- reservation systems
- customer complaints procedures
- accident reports
- health and safety procedures
- sales records.

The candidates will need to discuss/appraise these systems.

The candidate will need to complete the following types of documentation:

- accident report form
- complaints record
- booking form
- sales record
- check-in/check-out documents.

The candidate will need to:

- write a response to a formal complaint
- plan an itinerary using given information.

The candidate will need to apply knowledge and understanding of the jobs identified in section 2.3.2 in order to respond to given scenario-based tasks at an appropriate level.

2.3.5 The importance of recognising similarities and difference of attitudes and cultures

Working in the leisure and tourism industry may, at times, involve working overseas.

The candidate will need to understand how working in another country may involve experiencing different attitudes and cultures and so the candidate will need to have an appreciation of:

- customs
- practice
- language
- religion
- social attitudes.

2.3.6 Health and safety issues

The candidate will need to discuss health and safety procedures within practical situations as part of a given job role in leisure and tourism.

The candidate will need to refer to the relevant legislation by name only, without citing specific aspects of the legislation.

The candidate will need to be familiar with the following types of procedures:

- health and safety for employees and customers
- evacuation
- first aid
- maintaining health and safety records, e.g. accident reports
- child protection issues including Criminal Records Bureau (CRB) checks
- basic risk assessment.

2.3.7 Visitor attractions and activities, both in the UK and internationally

The candidate will need to apply knowledge and understanding of visitor attractions and activities, both in the UK and internationally, to the specified job roles in section 2.3.2.

The candidate will need to have an understanding of the visitor attractions within each of the specified job role contexts.

2.4 Unit B184: Meeting customer needs in the leisure and tourism industries

Overview:

The leisure and tourism industries are service industries and cannot survive without customers. Successful organisations in the leisure and tourism industries must make sure that their customers are satisfied with services and products which they receive as well as seeking to develop the overall customer service experience. To ensure that they provide excellent customer service, leisure and tourism organisations need to identify and meet the needs of a variety of customers and, if possible, exceed customers' expectations.

When people are on holiday or travelling for business purposes, they are not only using the experiences, services and products offered by the travel and tourism industries but also those provided by the leisure and recreation industries. They will make use of a range of organisations, amenities and facilities.

In this unit, the candidate will choose and research a customer brief and from this establish the needs of their chosen customer(s). The candidate will need to identify how best to meet these needs, propose a series of travel plans and produce a proposal satisfying the requirements of their chosen customer(s). The candidate will also need to assess whether the proposal they have made better meets the needs of their customer brief than the alternative proposal given.

The candidate will need to investigate possible destinations, consider the transport options, the range of accommodation available and the ways in which the customer(s) will be able to spend their time at their destination. The candidate will need to bear in mind the indicative budget if provided in the customer brief and the length of stay.

The following sections contain the knowledge, understanding and skills which the candidate will need to acquire before choosing and researching a customer brief.

2.4.1 The leisure and tourism industry

The candidate will need to understand what the leisure and tourism industry is.

Tourism is a broad area but it usually covers temporary travel away from home or work. An essential part of tourism is the traveller's intention to return home afterwards. The candidate will need to understand:

- the reasons why people travel including for a leisure holiday, sightseeing, visiting an attraction, visiting friends/family, going to a sports event, taking part in an activity and on business
- the different types of holidays available including independent, package, fly drive, special interest, activity, two-centre, tour and cruise, and short break
- accommodation types and their comparative advantages and disadvantages including full-board, half-board, B&B, self-catering, all-inclusive, hotels, motels, guesthouses, gites, camping and caravanning
- transport methods (road, rail, air and sea) to, from and within a destination and their comparative advantages and disadvantages.

The candidate will need to understand the role of a travel consultant.

Leisure can be described as the range of activities that individuals undertake in their free time. The candidate will need to know that destinations offer a wide range of leisure activities to suit the needs of all types of customer.

The candidate will need to understand different types of leisure and tourism organisations and their characteristic features, see Unit B181 section 2.1.1.

2.4.2 Travel destinations

The candidate will need to understand the following characteristics of domestic tourism, short haul destinations in Europe and long haul destinations outside Europe:

- the different types of destinations such as coastal areas, seaside resorts, countryside areas, forests, mountain areas, lakes, sporting venues, theme parks, modern built attractions, places of historic interest, towns and cities
- the range and variety of leisure, recreation and cultural activities available including festivals and events, food and drink, visiting places of interest such as museums and galleries, sightseeing and sporting activities such as winter sports, sailing, golf, scuba diving, rambling, etc.

2.4.3 Customers

The candidate will need to study external customers and their importance to the leisure and tourism industries. The candidate will need to develop their knowledge and understanding of:

- the different types of external customers including individuals, groups, people of different ages, people from different cultures, non-English speakers, people with specific needs, e.g. sight- and hearing-impaired people, those requiring wheelchair access, those requiring facilities for young children, and business people
- the factors which influence people's choice of destination including its location and accessibility, the amount of disposable income, the size and gender mix of the household, the amount of time available, age, health and personal preferences, seasonality and trends
- the reasons why people choose and use leisure and tourism facilities including their interests, age group, gender, specific needs, lifestyle, disposable income, use of time, location and accessibility, fashion and health
- the importance of identifying, meeting and, if possible, exceeding the differing needs of external customers.

2.4.4 Travel plans

The candidate will need to know the different methods that are available for customers to travel to and from, as well as within a specific destination. The candidate will need to understand that there are options and that choices can be made according to the customer needs and suitability.

2.4.5 Action planning

The candidate will need to know and understand the key components of an action plan. The candidate will need to understand that for any action plan to be effective objectives need to be set, resources managed, and timescales set for completion of key activities. The candidate will need to be familiar with a variety of action plan templates and know how to amend these action plans should circumstances change.

2.4.6 Researching

The candidate will need to understand that the primary or field research which they will carry out for themselves may involve interviews, surveys, observation or questionnaires.

The candidate will need to understand that secondary or desk research means research using information provided by someone else, which may involve obtaining information from newspapers, magazines and the internet.

2.4.7 Proposing

The candidate will need to understand appropriate formats for presenting information to customer(s) – written report, brochure, leaflet, itinerary, PowerPoint presentation and storyboard.

2.4.8 Sourcing

The candidate will need to know how to reference sources of information and compile a bibliography.

3.1 Overview of the assessment in GCSE Leisure and Tourism

For GCSE in Leisure and Tourism, candidates must take:

GCSE Leisure and Tourism J444

Unit B181: *Understanding the leisure and tourism industries*

40% of the total GCSE	4 questions, candidates answer all questions.
1 hour 30 mins written paper	
80 marks	This unit is externally assessed.

Unit B182: *Moving forward in leisure and tourism*

60% of the total GCSE	Candidates will choose one type of leisure and tourism facility from a list of four and then choose a local facility on which to base their subsequent investigations.
Controlled assessment	
60 marks	
6 hours action planning, up to 22 hours research and up to 17 hours writing up	Candidates complete all tasks. This unit is internally assessed and externally moderated.

3.2 Overview of the assessment in GCSE (Double Award) Leisure and Tourism

For GCSE (Double Award) in Leisure and Tourism, candidates must take:

GCSE (Double Award) Leisure and Tourism J488

Unit B181: *Understanding the leisure and tourism industries*

20% of the total GCSE 1hour 30 mins written paper 80 marks	4 questions, candidates answer all questions. This unit is externally assessed.
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Unit B182: *Moving forward in leisure and tourism*

30% of the total GCSE Controlled assessment 60 marks 6 hours action planning, up to 22 hours research and up to 17 hours writing up	Candidates will choose one type of leisure and tourism facility from a list of four and then choose a local facility on which to base their subsequent investigations. Candidates complete all tasks. This unit is internally assessed and externally moderated.
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Unit B183: *Working in the leisure and tourism industries*

20% of the total GCSE 1hour 30 mins written paper 80 marks	4 questions, candidates answer all questions. This unit is externally assessed.
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Unit B184: *Meeting customer needs in the leisure and tourism industries*

30% of the total GCSE Controlled assessment 60 marks (6 hours action planning, up to 22 hours research and up to 17 hours writing up)	Candidates will choose one customer brief from a list of six. Candidates complete all tasks. This unit is internally assessed and externally moderated.
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3.3 Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Demonstrate knowledge and understanding recall, select and communicate their knowledge and understanding of a range of contexts
AO2	Application apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks
AO3	Analysis and Evaluation analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

3.3.1 AO weightings – GCSE Leisure and Tourism

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B181: <i>Understanding the leisure and tourism industries</i>	18%	16%	6%	40%
Unit B182: <i>Moving forward in leisure and tourism</i>	16%	24%	20%	60%
Total	34%	40%	26%	100%

3.3.2 AO weightings – GCSE (Double Award) Leisure and Tourism

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B181: <i>Understanding the leisure and tourism industries</i>	9%	8%	3%	20%
Unit B182: <i>Moving forward in leisure and tourism</i>	8%	12%	10%	30%
Unit B183: <i>Working in the leisure and tourism industries</i>	9%	8%	3%	20%
Unit B184: <i>Meeting customer needs in the leisure and tourism industries</i>	8%	12%	10%	30%
Total	34%	40%	26%	100%

3.4 Grading and awarding grades

Both GCSE and GCSE (Double Award) results are awarded on the scale A* to G (A*A* to GG). Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G, GG or g) will be recorded as *unclassified* (U, UU or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 41/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Max Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
30%	120	108	96	84	72	60	48	36	24	0
20%	80	72	64	56	48	40	32	24	16	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

Qualification	Max Uniform Mark	Qualification Grade															
		A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	UU
GCSE (Double award)	400	360	340	320	300	280	260	240	220	200	180	160	140	120	100	80	0

The written papers will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark(s) for the controlled assessment(s) to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.5 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of leisure and tourism.

They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks. They review the evidence, make simple connections and draw basic conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of leisure and tourism.

They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of leisure and tourism.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.

They analyse and evaluate the evidence available. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

3.6 Quality of written communication

Quality of written communication is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

In internally assessed units B182 and B184, criteria for assessing quality of written communication will appear in the marking criteria for controlled assessments. It will be embedded in the marking criteria for one particular assessment objective for each unit where it is considered to be most appropriate.

In externally assessed units B181 and B183, quality of written communication will be embedded in one level of response question containing each of the three assessment objectives. The question which carries quality of written communication will be the one that is considered most appropriate and will change from session to session. The criteria for assessing quality of written communication will be outlined in specific instructions at the front of each mark scheme for a particular examination series.

4 Controlled assessment in GCSE Leisure and Tourism

This section provides general guidance on controlled assessment: what controlled assessment tasks are; when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the OCR [website](#).

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. There are no restrictions regarding time or feedback to individual learners during the teaching and learning phase.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

4.1 Controlled assessment tasks

For this GCSE in Leisure and Tourism, OCR will assume a high level of control for task setting. A number of contexts will be available from OCR for the controlled assessment units. Once a context has been chosen, the candidate will carry out necessary research in order to respond to a series of tasks. These tasks have been designed to meet the full assessment requirements of the unit. It is important that before the candidate begins the assessments they are equipped with the necessary knowledge, understanding and skills which are listed in the unit specifications for Units B182 and B184.

Unit B182 – The candidate must choose one type of leisure and tourism facility from a list of four and then choose a local facility on which to base their subsequent investigations. The series of tasks, which the candidate must complete are supplied by OCR. It should be noted that the types of leisure and tourism facility have been chosen to be as wide ranging as possible to suit all centre requirements.

Unit B184 – The candidate must choose one customer brief from a list of six on which to base their subsequent investigations. The series of tasks which the candidate must complete are supplied by OCR. It should be noted that the customer briefs have been chosen to be as wide ranging as possible to suit all centre requirements.

Centres must be aware that live controlled assessment material will be reviewed on a regular basis to ensure that it continues to be fit for purpose. Should it be necessary to amend or revise the material then centres will be notified, and the latest version of the live controlled assessment material will be made available on Interchange.

Controlled assessment tasks will be available on Interchange from 1 June for certification in the following academic year. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#):

Live OCR controlled assessment material must **NOT** be used as practice material. Centres should devise their own practice material or use the **specimen** controlled assessment material.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 45 hours in producing the work for each controlled assessment unit – i.e. 45 hours for Unit B182 and 45 hours for B184. Candidates should be allowed sufficient time to complete the tasks.

The overall time limits available to the candidate to complete the controlled assessments are specified in sections 3.1 and 3.2 of these specifications. A more detailed breakdown of time limits for particular tasks is contained in the specimen controlled assessment material for Units B182 and B184.

For this GCSE in Leisure and Tourism, OCR will assume a medium level of control for task taking. There will be a limited level of control for research and a high level of control for the action planning and write-up phases of the candidate's investigations. The task taking parameters will be defined for several key controls and the remainder will be set by centres as outlined below.

Suggested steps and timings for both units B182 and B184 are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

4.2.1 Preparation and research time

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

- Introduction to the task (teacher led) **6 hours**

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Research (limited supervision)

The candidate can complete the research phase (Task 2) individually, or in a group without direct teacher supervision. All other tasks must be completed individually and under direct supervision. The teacher must be able to authenticate the work.

- Research/collection of evidence: up to **22 hours**

During the research phase candidates can be given support and guidance.

Teachers **can**:

- explain the task
- advise on how the task could be approached
- advise on resources
- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**:

- comment on or correct the work
- practise the task with the candidates
- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet- or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

Group work is permissible for the research phase of these units. However, the candidate must complete and/or evidence all work individually. Where group work is suggested as an alternative to individual work, the candidate will still be analysing the outcome of the group work on an individual basis before forming their own conclusions.

The candidate will have the opportunity to use information from a wide range of resources as part of Task 2 in Units B182 and B184. This research will help the candidate to produce evidence which is clearly targeted to meeting the assessment requirements of each of the remaining tasks. It is not permissible, however, for the candidate to introduce any new material into their evidence that is not accessed during Task 2 and teachers must safeguard against this.

The candidate must also be guided on the use of information to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced. In both Units B182 and B184 the candidate will be asked to compile a bibliography during their research time, which will be required for review at the point of internal assessment and external moderation.

4.2.2 Producing the final piece of work

Producing final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions.

- Writing up/production of final piece of work: up to **17 hours**

Feedback to the candidate will be permissible but tightly defined. Within these specifications, OCR expects teachers to equip the candidate with the knowledge, understanding and skills they will need before they respond to the tasks. It should be remembered that the candidate is required to reach their own judgements and conclusions without any guidance or assistance from others. When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Each candidate must produce individual and authentic evidence for each of the (mini) tasks. It is particularly important that those candidates who conducted research as part of a group still produce individual evidence.

Access to resources will be limited to those appropriate to the tasks and as required by the units. The candidate will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria but this must be closely monitored and supervised, especially the level of ICT access. During the write up (Unit B182 Tasks 3–5 and Unit B184 Tasks 3–8), the candidate should **only** have access to the notes which they have made during the research phase of task taking (Task 2). Generating and reviewing the action plan should be done in the specific time allocated for the completion of this task and should not form part of the write-up phase. It is the responsibility of the centre to ensure that these are only research notes and that they do not include a draft or final version of the tasks.

Candidates must work independently to produce their own final piece of work.

4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible.

Work submitted for moderation or marking must be marked with the:

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of these specifications. Work submitted on paper must be secured by treasury tags.

4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment tasks*). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

4.3.2 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the marking criteria, teachers select one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for each controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the marking criteria strands.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit(s), then the candidate should be indicated as being absent from that unit(s). If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and coversheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.3.4 Marking criteria for controlled assessment tasks

Unit B182 Moving forward in leisure and tourism

TASK 1

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO2	The action plan includes the appropriate basic information but is limited in scope. No clear indication of how the action plan will help the candidate to set about carrying out the investigations required to complete Tasks 3-5. 1-2 marks	The action plan is sound and helps the candidate to set about carrying out the investigations required to complete Tasks 3-5. 3-4 marks	The action plan is comprehensive and fit for purpose and is clearly targeted to allow the candidate to set about carrying out the investigations required to complete Tasks 3-5. High levels of application with clear evidence that changes have been made to action plan as the investigation has progressed with clear reasoning given. 5-6 marks	6

0 marks = no response or no response worthy of credit.

TASK 2 IS NOT ASSESSED AND DOES NOT CARRY ANY MARK TARIFF

TASK 3

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO1	<p>Identification of facility type, location, mission and vision its main business systems and health, safety and security measures, the experience, main products and services together with the prices charged.</p> <p>There is some reference to the main types of customers and how they find out about the facility.</p> <p>1-5 marks</p>	<p>Sound description of facility type, location, mission and vision, its main business systems and health, safety and security measures, the experience, main/ancillary products and services together with their pricing structure.</p> <p>There is a description of the types of customers and how they find out about the facility.</p> <p>6-10 marks</p>	<p>Comprehensive, detailed description of facility type, location, mission and vision, its main business systems and health, safety and security measures, the experience, main and ancillary products and services together with their pricing structure.</p> <p>A detailed description of the types of customers, including an identification of the market segments they represent and how they find out about the facility.</p> <p>11-16 marks</p>	16
AO2	<p>A description of the point the facility has reached in the product life cycle – where it is with brief statement.</p> <p>1-2 marks</p>	<p>A detailed explanation of the point the facility has reached in the product life cycle.</p> <p>3-4 marks</p>		4
AO3	<p>An attempt to analyse how well the facility meets the needs of its current customers. Judgements if any are very weak and superficial.</p> <p>1 mark</p>	<p>A sound analysis of how well the facility meets the needs of its current customers with some appropriate judgements made based on research.</p> <p>2-3 marks</p>	<p>Comprehensive analysis and evaluation of how well the facility meets the needs of its current customers. Strong links to research and findings.</p> <p>4-5 marks</p>	5

0 marks = no response or no response worthy of credit.

TASK 4

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO2*	<p>Suggestions for new product(s)/ service(s) are made.</p> <p>There is a basic application of the SWOT model to the facility. Very limited and lacks detail. Quality of written communication demonstrates limited clarity and coherence with basic use of correct terminology. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p style="text-align: center;">1-2 marks</p>	<p>Suggestions for new product(s)/ service(s) are made and clearly explained.</p> <p>There is a sound application of the SWOT model to the facility.</p> <p>Some room for improvement in application of technique.</p> <p>Quality of written communication demonstrates clarity and coherence with appropriate use of correct terminology. There may be occasional errors of grammar, punctuation and spelling but these are not intrusive.</p> <p style="text-align: center;">3-5 marks</p>	<p>Two realistic suggestions provided as to how to enhance the customer experience with clear explanation.</p> <p>A very detailed application of the SWOT model to the facility.</p> <p>Extremely focused and targeted. Quality of written communication demonstrates clarity, coherence and fluency with effective and confident use of appropriate and correct terminology. There are few, if any, errors of grammar, punctuation and spelling.</p> <p style="text-align: center;">6-8 marks</p>	8
AO3	<p>There is an attempt to compare the two suggestions.</p> <p>There is a limited attempt to evaluate the impact each suggestion may have on the facility as a business, the local community and the environment. No real attempt to prioritise which suggestion to take forward.</p> <p style="text-align: center;">1-2 marks</p>	<p>A reasoned comparison of the two suggestions is made but there is room for improvement.</p> <p>There is some evaluation of the impact each may have on the facility as a business, the local community and the environment. A suggestion to take forward is made with some analysis and justification.</p> <p style="text-align: center;">3-6 marks</p>	<p>A detailed and reasoned comparison of the two suggestions is made.</p> <p>There is a comprehensive evaluation of the impact each may have on the facility as a business, the local community and the environment. Clear judgement backed up by analysis in choosing and justifying which suggestion to take forward.</p> <p style="text-align: center;">7-10 marks</p>	10

0 marks = no response or no response worthy of credit.

* = This assessment objective includes assessment of quality of written communication.

TASK 5

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO2	The piece of promotional material includes the appropriate basic information but is very limited in scope 1-2 marks	The piece of promotional material is sound. It has been given some careful thought and shows reasonable levels of application. 3-4 marks	The piece of promotional material is fit for purpose and shows high levels of application. 5-6 marks	6
AO3	Limited analysis of the method chosen to promote the suggestion. Judgements are weak and superficial. 1 mark	A sound attempt to justify chosen method to promote suggestion. Analysis clear and judgements when made are sound and coherent. 2-3 marks	A comprehensive justification of the method chosen to promote the suggestion. Strong evidence of analytical and evaluative skills with judgements often going back to original research. 4-5 marks	5

0 marks = no response or no response worthy of credit.

Unit B184 Meeting customer needs in the leisure and tourism industries
TASK 1

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO2	The action plan includes the appropriate basic information but is limited in scope. No clear indication of how the action plan will help the candidate to set about carrying out the investigations required to complete Tasks 3-8. 1-2 marks	The action plan is sound and helps the candidate to set about carrying out the investigations required to complete Tasks 3-8. 3-4 marks	The action plan is comprehensive and fit for purpose and is clearly targeted to allow the candidate to set about carrying out the investigations required to complete Tasks 3-8. High levels of application with clear evidence that changes have been made to action plan as the investigation has progressed with clear reasoning given. 5-6 marks	6

0 marks = no response or no response worthy of credit.

TASK 2 IS NOT ASSESSED AND DOES NOT CARRY ANY MARK TARIFF

TASK 3

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO1	Customer needs are identified although evidence brief and underdeveloped. 1-2 marks	Customer needs are accurately identified and described. 3-4 marks	Customer needs have been identified and described in detail. Evidence is both realistic and appropriate. 5-6 marks	6

0 marks = no response or no response worthy of credit.

TASK 4

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO1	Methods of travel are identified to and from the destination as well as within the destination. Evidence brief and underdeveloped. 1-2 marks	Methods of travel to and from destination as well as within the destination are accurately identified and described giving a range of options. 3-4 marks		4
AO2	There is an attempt to produce a plan of the journey to and from the destination which gives basic information. Some aspects of the plan might not be realistic. 1-3 marks	There is a clear proposal of a plan of the journey to and from the destination. The plan is both realistic and appropriate to customer brief. 4-6 marks		6

0 marks = no response or no response worthy of credit.

TASK 5

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO1	Some organisations, facilities, experiences, services and products identified. Evidence brief and underdeveloped. 1-2 marks	A range of suitable organisations, facilities, experiences, services and products identified and described. 3-4 marks	A comprehensive range of organisations, facilities, experiences, services and products identified and described. Evidence is both realistic and appropriate. 5-6 marks	6
AO2	There is generality in the proposal, which does not clearly apply to the needs of the chosen customer brief. The proposal may be incomplete and/or the format inappropriate. 1-4 marks	A range of suitable organisations, facilities, experiences, services and products have been applied to the main needs of the chosen customer brief. The proposal and format are fit for purpose. 5-8 marks	A comprehensive range of organisations, facilities, experiences, services and products have been clearly applied to the needs of the chosen customer brief. The proposal and format are engaging and particularly suited to the customer brief. 9-12 marks	12

0 marks = no response or no response worthy of credit.

TASK 6

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO3	Little attempt made to consider the value of the sources used. Judgements, if any, are weak and superficial. 1-2 marks	There is a sound assessment of the value of the sources used. There is some analysis within the work. Judgements when made are sound and coherent. 3-4 marks	There is a full assessment of the value of the sources used. Strong evidence of analytical and evaluative skills. 5-6 marks	6

0 marks = no response or no response worthy of credit.

TASK 7-8

Assessment objective	Level 1	Level 2	Level 3	TOTAL
AO3*	<p>Some limited analysis with no real justification of how the choice made meets the needs of the customer brief. Limited attempt to assess whether choice of international destination better meets the needs of customer brief than alternative last minute deal. Quality of written communication demonstrates limited clarity and coherence with basic use of correct terminology. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>1-4 marks</p>	<p>A sound attempt to justify how the choice made meets the needs of the customer brief. Analysis is clear and judgements assessing whether choice of international destination better meets the needs of customer brief than alternative last minute deal sound and coherent. Quality of written communication demonstrates clarity and coherence with appropriate use of correct terminology. There may be occasional errors of grammar, punctuation and spelling but these are not intrusive.</p> <p>5-9 marks</p>	<p>A comprehensive justification of how the choice made meets the needs of the customer brief.</p> <p>Strong evidence of analytical and evaluative skills with judgements often going back to original research in assessing whether choice of international destination better meets the needs of customer brief than alternative last minute deal. Quality of written communication demonstrates clarity, coherence and fluency with effective and confident use of appropriate and correct terminology. There are few, if any, errors of grammar, punctuation and spelling.</p> <p>10-14 marks</p>	14

0 marks = no response or no response worthy of credit.

* = This assessment objective includes assessment of quality of written communication.

4.3.5 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

The candidate can complete the research phase (Task 2) individually, or in a group without direct teacher supervision. All other tasks must be completed individually and under direct supervision. The teacher must be able to authenticate the work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and OCR [Interchange](#).

4.3.6 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Leisure and Tourism units B182 and B184 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

- 1 Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
- 2 Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
- 3 Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR [Interchange](#).

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- [GCSE Leisure and Tourism Specification](#)
- [Specimen assessment materials for each unit](#)
- [Guide to controlled assessment in Leisure & Tourism](#)
- [Sample schemes of work and lesson plans](#)
- [Teacher's handbook.](#)

5.2 Other resources

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

5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.



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

Hodder Education produces the following resources for OCR GCSE Leisure and Tourism for first teaching from September 2009:

- OCR Leisure and Tourism for GCSE: Teachers Resource CD-ROM

5.2.2 Endorsed publications

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.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Leisure and Tourism specifications.

activeresults

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- Richer and more granular data will be made available to centres including question level data available from e-marking
- You can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- Our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

5.4.2 OCR 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 and free access to candidate information at your convenience. Sign up on the [OCR website](#).

6 Equality and Inclusion in GCSE Leisure and Tourism

6.1 Equality Act information relating to GCSE Leisure and Tourism

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in these specifications are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assistants	Yes	All written examinations
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL Signers	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra time	Yes	All written examinations

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- At least 40% of the assessment must be taken in the examination series in which the qualification is certificated.
- Candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of these specifications GCSE Leisure and Tourism and GCSE (Double Award) Leisure and Tourism (July 2009) available on the [website](#).

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Leisure and Tourism certification is available in June 2014 and each June thereafter.

GCSE (Double Award) Leisure and Tourism certification is available in June 2014 and each June thereafter.

	Unit B181	Unit B182	Unit B183	Unit B184	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

7.2 Certification rules

For GCSE Leisure and Tourism from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

For GCSE (Double Award) Leisure and Tourism, from June 2014 onwards, where a candidate is taking GCSE (Double Award) Leisure and Tourism for the first time and where they have not previously been awarded GCSE Leisure and Tourism, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

From June 2014, candidates who have already been awarded GCSE Leisure and Tourism and decide to move on to GCSE (Double Award) Leisure and Tourism have three options available to them for certification of the double award:

- Re-take all of the GCSE Leisure and Tourism units alongside the additional units required for GCSE (Double Award) Leisure and Tourism. The new results for the units that have been re-taken will then be used in the calculation of the GCSE (Double Award) Leisure and Tourism grade. Any results previously achieved will not be re-used.
- Re-take the externally assessed unit B181 alongside the additional units required for GCSE (Double Award) Leisure and Tourism and carry forward the result for the controlled assessment unit B182 that was previously used towards GCSE Leisure and Tourism. The new result for the externally assessed unit B181 will then be used in the calculation of the GCSE (Double Award) Leisure and Tourism grade.
- Take just the additional units required for GCSE (Double Award) Leisure and Tourism and carry forward the result for GCSE Leisure and Tourism.

Candidates must choose which of these options they want to follow before entries for the double award are made. All new and re-taken units must be entered in the series in which the double award is certificated.

Where a candidate decides to carry forward a result for the controlled assessment unit B182 they must be entered for this unit in the series in which the double award is certificated, using the entry code for the carry forward option (see section 7.4).

Where a candidate decides to carry forward the complete result for GCSE Leisure and Tourism they must be entered for the carry forward unit code B180 in the series in which the double award is certificated.

GCSE Leisure and Tourism and GCSE (Double Award) Leisure and Tourism can be certificated concurrently if all units are taken in the same series.

7.2.1 Rules for re-taking a qualification

Candidates may enter for each qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade; any results previously achieved will not be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved will not be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

For any further advice on rules for re-taking a qualification, please contact OCR.

7.3 Making entries

7.3.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the controlled assessment units, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year in which they enter the work for assessment.

Unit entry code	Component code	Assessment method	Unit titles
B180	80	Carried forward	GCSE Leisure and Tourism (J444) result carried forward
B181	01	Written Paper	Understanding the leisure and tourism industries
B182A	01	Moderated via OCR Repository	Moving forward in leisure and tourism
B182B	02	Moderated via postal moderation	
B182C	80	Carried forward	
B183	01	Written Paper	Working in the leisure and tourism industries
B184A	01	Moderated via OCR Repository	Meeting customer needs in the leisure and tourism industries
B184B	02	Moderated via postal moderation	
B184C	80	Carried forward	

7.3.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

- GCSE Leisure and Tourism certification code J444
- GCSE (Double Award) Leisure and Tourism certification code J488

7.4 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

7.4.1 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 0004.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

8 Other information about GCSE Leisure and Tourism

8.1 Overlap with other qualifications

There is a degree of overlap between the content of these specifications and that for the GCSE in Applied Business.

8.2 Progression from these qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or Qualifications and Credit Framework, or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework or Qualifications and Credit Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

These specifications comply in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE controlled assessment regulations* and the *GCSE subject criteria for Leisure and Tourism*. All documents are available on the [Ofqual website](#).

8.5 Language

These specifications and associated assessment materials are in English only. Only answers written in English will be assessed.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These specifications offer opportunities which can contribute to an understanding of these issues as outlined below.

Unit	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural
B181	x	x	✓	✓	✓	✓	✓
B182	x	x	x	✓	✓	✓	✓
B183	x	x	✓	✓	✓	✓	✓
B184	✓	✓	✓	✓	x	✓	✓

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

These specifications support these issues, consistent with current EU agreements, as outlined below.

Unit	Sustainable Development	Health and Safety Considerations	European Developments
B181	✓	✓	✓
B182	✓	✓	x
B183	x	✓	x
B184	x	✓	✓

8.8 Key Skills

These specifications provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B181			✓									
B182	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B183											✓	✓
B184	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. These specifications provide candidates with a wide range of appropriate opportunities to use ICT in order to further their study of Leisure and Tourism.

The assessment of this course provides candidates with the opportunity to:

- research a particular leisure and tourism context using a variety of research methods, some of which may be ICT based.

There is also the opportunity for candidates to produce their evidence for Units B182 and B184 with the assistance of ICT.

8.10 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues.

Candidates should be able to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values
- research and undertake enquiries into issues and problems, using a range of information, sources and methods
- interpret and analyse critical sources used
- evaluate different viewpoints, exploring connections and relationships between different viewpoints and actions in different contexts (from local to global)
- assess critically the impact of actions on communities and the wider world.

These specifications will provide candidates with the opportunity to:

- work individually and in groups
- take into account legal, moral, economic, environmental and social dimensions of different problems and issues
- take into account a range of contexts such as local, national, European, international and global
- use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

Appendix: Guidance for the production of electronic controlled assessment

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit codes B182/B184, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)



YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark www.ocr.org.uk/gcse2012
- Be among the first to hear about support materials and resources as they become available. Register for email updates at www.ocr.org.uk/updates.
- Book your inset training place online at www.ocreventbooker.org.uk
- Learn more about active results at www.ocr.org.uk/activeresults
- Join our leisure and tourism social network community for teachers at www.social.ocr.org.uk

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: general.qualifications@ocr.org.uk

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,
Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit www.ocr.org.uk/centreapproval to become an approved OCR centre.

Contact us

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