



# **GCSE EXAMINERS' REPORTS**

**LEISURE AND TOURISM**

**SUMMER 2014**

## **Grade Boundaries**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

## **Online results analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

## **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

**LEISURE AND TOURISM**  
**General Certificate of Secondary Education**

**Summer 2014**

**UNIT 1: CONTROLLED ASSESSMENT**

*Chief Examiner:* Jayne Clancy

As last year it was pleasing to see that many centres continue to interpret the specification correctly. However, some centres had adopted an overcomplicated format, best practice was seen where a simple approach had been adopted i.e. controlled assessments that were submitted in report format or by a series of clearly annotated posters (sections A & B).

Fewer centres had used incorrect assessment materials. Controlled Assessments have a two year shelf life; centres **must use the current Controlled Assessment** which can be found on the WJEC website.

The majority of the evidence submitted as Controlled Assessments was structured appropriately with each section clearly identified; this assisted the moderation process greatly and should be encouraged. Generally, centres had provided sufficient annotation to enable moderators to understand why a particular mark had been awarded.

It was also pleasing to note that the majority of centres awarded marks at the correct level. Only in a relatively small number of cases was it necessary to alter the marks awarded by the centres. However, there was a tendency to be slightly generous towards the top of the mark range. When awarding at the top end Centres must address the mark band grids carefully to avoid being excessively generous.

It was encouraging to see that Centres had taken the advice from last year's report by ensuring candidates produced Controlled Assessments that were completed within the 3 hour timeframe rather than long winded portfolio style Assessments that obviously took longer to produce.

### **Administration**

All centres must ensure that the administration procedures set out by the WJEC are followed and the necessary documentation has been completed appropriately before submitting portfolio evidence for moderation. Failure to do so hinders the moderation process. In the majority of cases centres comply with the procedures but there are some centres that do not.

Centres must ensure that:

- All evidence provided for moderation matches those generated by the electronic sample.
- Both **assessor** and **candidate** sign cover sheets. When there are no signatures evident the candidate will be awarded nought.
- Cover sheets are appropriately completed with candidates' marks for each section.
- Evidence is submitted in suitable files or folders; cumbersome ring binders should be avoided. Avoid overuse of plastic pockets.
- Each sample of evidence is marked clearly with the centre's number and candidates' names and numbers.
- Evidence is organised by candidates into sections for each Controlled Assessment task. These must match the controlled assessment headings. Each task should be clearly titled and separate from other tasks.
- Candidates acknowledge any sources, copied materials, quotations etc.
- Centres meet submission deadline dates.

Assessors are required to annotate evidence appropriately, by doing so marks are better justified.

Candidates' evidence, when presented in envelope files / folders or held together with treasury tags was manageable and avoided costly packaging and cumbersome handling, this should be encouraged. Centres are advised to avoid placing work in a series of plastic wallets or bulky ring binder. It is not felt acceptable for centres to submit evidence in the form of draft classroom work. Handwritten evidence is acceptable, but should be neat and legible. Candidates are encouraged to produce word-processed evidence on A4 paper where possible.

Centres should discourage candidates from including unnecessary materials / information such as lengthy downloads from websites. This is a mere time wasting exercise and carries **no marks**. Candidates who rely on website information must analyse and assess appropriate information that meets the assessment criteria requirements not simply submit large quantities of downloaded material and then attempt to present it as their investigation.

Resources to assist with case studies are available to centres on the WJEC website.

## LEISURE AND TOURISM

### General Certificate of Secondary Education

Summer 2014

#### UNIT 2: LEISURE & TOURISM DESTINATIONS

*Principal Examiner:* Tony Proctor

#### INTRODUCTION:

Overall, this examined unit resulted in approximately 18% achieving an A grade, 54% a C grade or higher and 84% an F grade or higher. The results are very similar to the previous year's results and are particularly pleasing as there has been a good increase in the number of entries.

#### Section A

- Q.1 (a) This question was well answered by the great majority of candidates.
- (b) This question was well answered by the majority of candidates. However, a significant minority of candidates do not fully understand business tourism.
- (c) This question was well answered by many candidates. However, a significant number of candidates only gained one mark as they failed to name different types of leisure travel.
- (d) This question was well answered by the great majority of candidates.
- Q.2 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates gained one mark as they were unclear with regard to the purposes of National Parks.
- (c) (i) The majority of candidates gained one mark but often failed to develop their answers. E.g. By giving examples of activities popular with families.
- (ii) Many candidates gained only two marks as they identified a valid reason but failed to develop their answers.
- Q.3 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates gained only two marks as they often used heritage attractions for the two reasons.
- (c) Many candidates achieved Level 1 as they focused on the weather whereas better answers also included cost and journey time.

## Section B

- Q.4 (a) This question was well answered by the great majority of candidates.
- (b) This question was well answered by the majority of candidates. However, a significant minority only suggested one advantage.
- (c) (i) The majority of candidates achieved Level 1 as they only named one or two attractions with little reference to different visitor types. Many candidates included little or no evaluation. Candidates need to have a good knowledge of case studies and different visitor types in order to achieve upper Level 2 and 3.
- (ii) This question was well answered by the great majority of candidates.
- (iii) This question was well answered by the majority of candidates. A significant number of candidates simply referred to advertising without explaining why.
- Q.5 (a) (i) This question was well answered by the great majority of candidates.
- (ii) Many candidates achieved lower Level 2 marks as they were able to identify advantages and disadvantages but failed to develop their explanations sufficiently to gain the higher marks.
- (b) (i) Many candidates achieved Level 1 as they were able to describe a range of transport methods whereas some excellent Level 2 answers included several examples of different transport methods from different cities.
- (ii) The majority of candidates gained two marks as they were able to suggest appropriate measures. However, the better answers included some development and / or actual examples from city destinations.
- Q.6 (a) The majority of candidates only suggested one or two examples.
- (b) Many candidates found this question difficult as they were unable to develop their answers sufficiently for Level 2 marks. Many candidates do not understand the term 'changing family structure'.
- Q.7 (a) The majority of candidates achieved Level 1 as they were able to identify economic impacts. However, many candidates failed to link the creation of jobs and wealth / income to facilities such as restaurants and cafes.
- (b) Many candidates only gained one mark as they do not understand social impacts.
- (c) Many candidates gained two or three marks as they were able to explain a range of economic, social or environmental impacts.

### **General recommendations:**

- A. The candidates must undertake detailed case studies as given in 2.2.5 of the specifications. Centres should refer to the <https://hwb.wales.gov.uk/> website which has a number of excellent case studies. INSET support materials are another important resource. Candidates should be able to name key attractions and facilities.
- B. The candidates should know different visitor / tourist types.
- C. The candidates should know different types of tourism including leisure, business, health and education.
- D. The candidates must understand different positive and negative impacts – economic, environmental and social. In particular, centres should ensure that candidates understand social impacts.
- E. The candidates must refer to named examples of major attractions, transport facilities, accommodation providers and events when answering questions on their chosen case studies – generic answers will only gain a maximum of half marks.
- F. The candidates should be familiar with all terminology in the specifications and Teacher's Guide / ebook.
- G. Good examination techniques are worth centres exploring. A good number of candidates fail to read questions carefully, exemplify their answers, develop their answers and assess/evaluate. Command words such as explain, describe, assess and evaluate might be worth exploring. Mock answers illustrating the detail required for Level 2/3 is another strategy which many candidates may benefit from. I firmly believe that centres should give more time to the required case studies and examination techniques.
- H. Poor handwriting by candidates is an increasing issue for examiners. Centres' should highlight the potential problems of poor handwriting well before the actual GCSE examination.

**LEISURE & TOURISM**  
**General Certificate of Secondary Education**  
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**UNIT 3: CONTROLLED ASSESSMENT**

*Principal Examiner:* Jayne Clancy

**General Comments**

It was pleasing to see that many centres had interpreted the specification correctly. Some centres had adopted an overcomplicated structure – this should be avoided.

Most of the Controlled Assessments were structured appropriately with each section clearly identified; this assisted the moderation process greatly. Generally, centres had provided sufficient annotation to enable moderators to understand why a particular mark had been awarded.

It was also pleasing to note that the majority of centres awarded marks at the correct level or within tolerance. Only in a relatively small number of cases was it necessary to alter the marks awarded by the centres. However, there was a tendency to be slightly generous towards the top of the mark range.

Candidates are guided to produce their Controlled Assessment evidence within a 3 hour time slot. Most Centres had adhered to this time frame.

**Section A**

Candidates are required to investigate and describe the situations in which customer service is provided by one leisure, or one tourism organisation. Generally, candidates produced evidence of good investigative work.

Better candidates were able to identify a wide range of customers and describe situations in which the chosen organisation provides customer needs.

**Section B**

Candidates scored well when they had chosen an organisation that offered a wide range of products and services catering for a wide range of customers. They were able to thoroughly evaluate the products and services with sound understanding.

Weaker candidates simply described the products and services, there was a limited range evident.

**Section C**

Most candidates were able to produce a reasonable SWOT analysis for an appropriate leisure or an appropriate tourism organisation. Candidates were then asked to explain the main strengths and weaknesses. A number of candidates tried to explain all four elements of the SWOT analysis when they only needed to work on strengths and weaknesses. Consequently, this section often lacked the required detail as candidates were constrained by the timeframe when trying to give a detailed account of all elements of SWOT.

## Section D

It was most encouraging to see that the majority of centres understood the requirements of the task.

Most candidates had chosen an appropriate organisation that used a range of promotional techniques. This enabled them to produce reasonably detailed descriptions of promotional techniques used.

Better candidates were able to suggest reasons why the chosen organisation uses these techniques demonstrating sound knowledge and understanding. Weaker candidates often missed this out and consequently were unable to access the upper level mark bands.

### Administration

All centres must ensure that the administration procedures set out by the WJEC are followed and the necessary documentation has been completed appropriately before submitting portfolio evidence for moderation. Failure to do so hinders the moderation process. In the majority of cases centres comply with the procedures but there are some centres that do not.

#### **Centres must ensure that:**

- All evidence provided for moderation matches those listed on the sample sheet.
- Both **assessor** and **candidate** sign cover sheets. When there are no signatures evident the candidate will be awarded nought.
- Cover sheets are appropriately completed with candidates' marks for each strand.
- Evidence is submitted in suitable files or folders; cumbersome ring binders should be avoided. Avoid overuse of plastic pockets.
- Each portfolio is marked clearly with the centre's number and candidates' names and numbers.
- Evidence produced is organised by candidates into sections for each Controlled Assessment task. These must match the controlled assessment headings. Each task should be clearly titled and separate from other tasks.
- Candidates acknowledge any sources, copied materials, quotations etc.
- Centres meet submission deadline dates.

Assessors are required to annotate controlled assessments appropriately, by doing so marks are better justified.

Candidates' evidence, when presented in envelope files / folders or held together with treasury tags was manageable and avoided costly packaging and cumbersome handling, this should be encouraged. Centres are advised to avoid placing work in a series of plastic wallets or bulky ring binder. It is not felt acceptable for centres to submit evidence in the form of draft classroom work. Handwritten evidence is acceptable, but should be neat and legible. Candidates are encouraged to produce word-processed evidence on A4 paper where possible. Centres should discourage candidates from including unnecessary materials / information such as lengthy downloads from websites.

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**UNIT 4: CHOICE AND CHANGE IN LEISURE AND TOURISM**

*Principal Examiner:* Tony Proctor

**Introduction:** Overall, this examined unit resulted in approximately 34% achieving an A grade, 63% a C grade or higher and 93% an F grade or higher. The A and C percentages are particularly pleasing as they show an increase of more than 10% when compared with summer 2013. However, as the number of entries were low a comparison is difficult to make.

**Section A**

- Q.1 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates gained only one mark as many suggestions were irrelevant.
- (c) This question was well answered by the great majority of candidates.
- Q.2 (a) This questions was well answered by the great majority of candidates.
- (b) The majority of candidates provided detailed explanations and therefore achieved Level 2.
- Q.3 (a) This question was well answered by the majority of candidates. N.B. pollution on its own is not acceptable. Air pollution or noise pollution is acceptable.
- (b) This question was well answered by the great majority of candidates.
- (c) Many candidates achieved Level 2 marks as they showed very good knowledge and understanding of their case study, especially those that explained the purpose of the Moroccan sustainable tourism project.
- Q.4 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates gained two marks as they were only able to explain one example with sufficient clarity.
- (c) The majority of candidates gained one mark. Many answers were unrealistic.

## Section B

- Q.5 (a) This question was well answered by the great majority of candidates.
- (b) This question was well answered by the great majority of candidates.
- (c) The majority of candidates achieved Level 2 marks as their answers were detailed and supported by sufficient exemplification.
- (d) The majority of candidates achieved Level 1 or lower Level 2 as they were able to describe the key leisure facilities of a chosen area. Better answers demonstrated a good knowledge of a local areas leisure facilities and a sound evaluation linked to different types of people.
- Q.6 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates achieved Level 1 or lower Level 2 as they were only able to describe a limited range of attractions – some candidates failed to name the key attractions within their chosen tourism destination. Better answers included a good range of named attractions linked to different tourist types.
- (c) The majority of candidates achieved Level 1 or lower Level 2 as they were able to describe and evaluate positive economic impacts but showed little or no understanding of positive social impacts.
- (d) This question was well answered by the majority of candidates.
- Q.7 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates achieved Level 2 as their explanations were sufficiently detailed.
- (c) The majority of candidates only gained two marks as their descriptions lacked knowledge and understanding.
- (d) (i) The majority of candidates only provided one valid reason.
- (ii) The majority of candidates achieved Level 2 marks as their outlines were detailed and realistic.

### General recommendations:

- A. Candidates must undertake detailed case studies as given in 2.4.5 of the specification. Centres should refer to the <https://hwb.wales.gov.uk/> website which has a number of excellent case studies. INSET documents are another important source.
- B. Candidates must refer to named examples when answering questions on their chosen case studies – generic answers will only gain a maximum of half marks.
- C. Candidates should be familiar with all terminology in the specifications and Teacher’s Guide / ebook.
- D. Candidates must understand the different positive and negative impacts – economic, environmental and social. Answers on social impacts are particularly weak. At least two destinations should be studied in detail - see 2.4.5 in the specification.
- E. Candidates must understand sustainable tourism and have a detailed knowledge of at least two case studies - see 2.4.5 in the specification. Candidates should be able to describe the case studies and evaluate their progress.
- F. Candidates should understand the impacts of technology on leisure and tourism activities.
- G. Candidates benefit from studying the range of leisure facilities in their locality especially as it often improves their ability to apply their knowledge and understanding.
- H. Good examination techniques are worth centres exploring. A good number of candidates fail to read questions carefully, exemplify their answers, develop their answers and assess/evaluate. Command words such as explain, describe, assess and evaluate might be worth exploring. Mock answers illustrating the detail required for Levels 2 and 3 is another strategy which many candidates may benefit from. I firmly believe that centres should give more time to detailed case studies and examination techniques.
- I. Poor handwriting by candidates is an increasing issue for examiners. Centres’ should highlight the potential problems of poor handwriting well before the actual GCSE examination.



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