



GCSE EXAMINERS' REPORTS

LEISURE AND TOURISM

SUMMER 2016

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Annual Statistical Report

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LEISURE AND TOURISM

General Certificate of Secondary Education

Summer 2016

UNIT 1: CONTROLLED ASSESSMENT (2015-2016)

I am pleased to report that the majority of centres continue to interpret the specification correctly. There were fewer centres this year who 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.

It is pleasing to note that this year centres had used correct assessment materials.

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. Centres are strongly encouraged to adopt this approach to marking.

Once again, 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, in some centres 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. Detailed and thorough research and investigation must be evident in order to access the top end of level 3.

It was encouraging to see that, where applicable, the majority of Centres had taken the advice from last year's report by ensuring candidates produced Controlled Assessments that were completed within the 3 hour timeframe.

Section A

Candidates demonstrate the ability to select appropriate attractions from a range of either purpose built or natural visitor attractions, investigating the main features of the visitor attractions chosen then selecting one visitor attraction to describe in greater depth and detail. The majority of Centres chose Purpose Built attractions, those who chose to investigate natural attractions performed equally well.

Most candidates coped well with this task but some candidates failed to access the upper level marks because they had not selected appropriate attractions or had considered insufficient attractions. Some candidates did not understand the difference between built and purpose built attractions. Candidates are advised to investigate the main visitor attractions from the chosen type (4-5) within a clearly defined area if they are aiming to attain Level 3 marks.

Most centres encouraged candidates to consider a range of attractions from the chosen type that varied in size, this provided candidates with a structure within which to work.

The majority of evidence clearly showed that candidates had been able to undertake sufficient research and had selected their information from a range of sources. Many candidates benefited from visiting the visitor attractions on which they were basing their assessment. Once again, moderators were impressed by the way in which many candidates were able to select and organise their information. The majority of candidates were able to provide information about the main features of the different attractions selected.

When asked to investigate facilities/attractions within a chosen area, it would be useful if candidates were encouraged to define their chosen area clearly. This could be done through a description or using a map.

More candidates produced the outcome of their research in tabular format, thus addressing the task requirement. Some candidates are still not addressing this part of the task appropriately.

Section B

A range of destinations were chosen and on the whole these were appropriate. However, some centres had not paid sufficient attention to requirements of the scenario. The importance of the time frame, dates, budget and nature of the client group should be stressed. Where centres had provided candidates with pen portraits of the groups, candidates performed better.

Some centres had provided candidates with a fairly detailed assignment brief which contained information about the size of the party, their budget, the purpose of the visit, the dates of the visit and so on. This gave candidates a clear focus for the design of their itinerary and should be encouraged.

Candidates provided itineraries in a variety of formats, some of which were not entirely clear nor manageable. Centres that had spent time providing examples of travel itineraries to candidates before the assessment enabled candidates to clearly understand what is required and thus these performed well.

Many candidates had provided evidence that demonstrated they had given some consideration to the needs of the group, in choosing the activities and accommodation, but this was not always the case. Where this was the case, candidates were able to score higher marks because they produced better justifications for choices made.

It was encouraging to see that more candidates gave sufficient attention to the justification of the itinerary, adding more than only brief information at the end of the section. Centres should consider ways in which they could encourage candidates to justify in more detail why they have chosen a particular accommodation or activity for the group. This would become more evident to candidates if the needs of the group were discussed before actually embarking on the itinerary planning.

Section C

Many candidates produced evidence of a clear investigation into a range of job roles within one leisure or tourism organisation. Better candidates were able to provide evidence of investigation into a wide range of job roles and included a summary of the range of the job roles investigated.

Evidence submitted in relation to the chosen job for which candidates thought that they were suitable was wide and far reaching. Some centres had given a sound and clear structure to candidates who went on to produce a good and appropriate description of why they felt they were suitable for the chosen job, highlighting their own skills, qualities and qualifications, this is to be encouraged. Others, it appears, were left to their own devices to produce an explanation and had little or no understanding of the requirements i.e. skills, qualities and qualifications for the job role chosen. It is the quality of this section of the task that differentiates between levels.

Centres are encouraged to provide guidance to candidates in assessing their personal skills and qualities, it must be remembered that many candidates will not have had any experience of this due to their young age. Candidates are not required to produce a CV or letter of application but can do if they so choose.

Section D

Yet again there was an improvement in this task this year. More centres had taken the advice from last year's report thus allowing Candidates to access better marks.

The requirement of this task is to investigate the gaps in leisure provision in a chosen area.

Centres need to consider how to ensure that candidates have provided evidence of the research they have undertaken, and whether it is primary or secondary research or both.

Similarly, candidates must provide evidence of an investigation of the gaps in provision. It is pleasing to note that more candidates had conducted research and analysed their findings accordingly. Good use was made of pie charts, bar graphs, focus groups and personal observations, thus ensuring investigation into the gaps in provision was clearly being made.

It is suggested that candidates investigate the key components and conduct research into where the gaps are within the key components of leisure.

There were even fewer instances this year where there was confusion as to what provision was being researched and investigated. In previous years it was sometimes difficult to determine whether candidates were discussing gaps in the provision of leisure facilities for people living in the area, or gaps in provision for tourists visiting the area.

Candidates need to address fully the second requirement of this task which is to suggest one facility, either leisure or tourism, which could be developed. It is suggested that each of the bullet points written into the task be used as sub headings and addressed accordingly. It is the quality of this section of the task that differentiates between the levels.

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 more clearly 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 2016

UNIT 2: LEISURE AND TOURISM DESTINATIONS

INTRODUCTION: Overall, this examined unit resulted in approximately 6% achieving an A* grade, 15% achieving an A grade, 47% a C grade or higher and 83% an F grade or higher. The results are slightly lower than last year but this could be explained by entries from new centres. However, many candidates produced good responses to some testing questions, particularly in Section B.

Section A

1.
 - (a) (i)(ii) These questions were well answered by the majority of candidates.
 - (b) This question was well answered by the majority of candidates.
 - (c) The majority of candidates gained two marks as they often focused only on the summer months, whereas Level 2 answers needed to also include a winter sport.
2.
 - (a) The majority of candidates gained three or four marks. However, a significant minority were unsure of the term 'sports tourism'.
 - (b) The majority of candidates gained two or three marks. However, many candidates identified appropriate cultural attractions but failed to develop their answers.
 - (c) This question was well answered by the majority of candidates.
3.
 - (a) The majority of candidates gained three or four marks. However, a significant minority of candidates ticked five or six boxes and therefore only gained one or two marks.
 - (b) Some candidates provided some very good answers demonstrating they had a good knowledge of a seaside resort. However, many candidates only achieved Level 1 as their answers were generic – see General Recommendations below.
 - (c) The majority of candidates provided a valid reason or two but many failed to sufficiently develop their explanations as require for Level 2.

Section B

4.
 - (a) This question was well answered by the majority of candidates.
 - (b) The majority of candidates identified at least two negative environmental impacts but many failed to develop their descriptions sufficiently for Level 2 marks.

- (c) The majority of candidates gained three or four marks as they outlined at least two positive economic impacts and demonstrated some knowledge and understanding.
5. (a) This question was well answered by the majority of candidates.
- (b) Some candidates provided answers from a tourist's standpoint and thus gained no marks, whereas others gained two marks by correctly answering from the accommodation provider's standpoint.
- (c) The majority of candidates gained two marks as they provided one valid suggestion. However, few candidates achieved Level 2.
- (d) The majority of candidates only gained Level 1 marks as they provided generic answers – see General Recommendations below.
- (e) This question produced a mixed response as those candidates with a sound knowledge and understanding of sustainable tourism scored well, whereas other candidates only gained two or three marks.
6. (a) The majority of candidates gained three or four marks. However, a minority of candidates had insufficient knowledge of worldwide destinations.
- (b) This question produced some very good answers and many candidates gained Level 2 marks – it was pleasing to see that answers were largely detailed and realistic.
- (c) Candidates with a thorough knowledge of a long haul destination achieved Level 2 / 3 marks. However, a significant minority of candidates had little knowledge of their chosen destination.
- (d) Generally, candidates demonstrated an improved knowledge of socio-cultural impacts but many still lack the necessary understanding required to achieve Level 2 marks.

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/> or <http://resources.wjec.co.uk/> websites which has a number of excellent case studies. INSET support materials are another important resource. Candidates should be able to **name** key attractions, facilities (e.g. transport and accommodation) and events. Generic answers will only gain a maximum of half marks.

Case studies:

- **One UK.**
- **One long haul**
- **One short haul (Europe)**

Holistic approach - some centres are able to cover the majority of the specification through three case studies – one rural (countryside), one coastal and one urban (town/city). i.e. types of destinations (2.2.4).

Candidates who do not undertake detailed case studies are likely to be disadvantaged.

B. The candidates should be familiar with all terminology in the specifications and Teacher's Guide / ebook - <https://hwb.wales.gov.uk/> or <http://resources.wjec.co.uk/>

C. 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 especially when accompanied with peer marking. Is the answer basic or is it detailed / developed? Does it answer the question?

D. 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. In extreme cases candidates might be able to word process their answers.

E. OER's are an excellent way of preparing candidates for examinations.

LEISURE AND TOURISM UNIT 3

General Certificate of Secondary Education

Summer 2016

UNIT 3

It is pleasing to note once again that 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, in some centres 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, key words of these mark bands are, ***thorough and detailed***.

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.

Section A

Once again, many candidates were able to produce a reasonable SWOT analysis for an appropriate leisure **or** tourism organisation. Many Candidates used grid format to record their findings, this format worked well. Candidates were then asked to explain the main opportunities and threats facing the chosen organisation.

This year, fewer candidates tried to explain all four elements of the SWOT analysis when they only needed to work on opportunities and threats in more depth and detail. Those who tried to work on all four elements of SWOT in detail were constrained by the time element of the task. Centres are advised to look carefully at the section requirements before embarking on the task.

Section B

More candidates scored well this year 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; often, there was a limited range evident. Candidates should be encouraged to discuss how the products and services meet the needs of different customers; this would then help develop evaluative statements.

Section C

Once again, it was pleasing to see that many candidates had collected a wide range of printed material and or digital material. When this was evident candidates tended to score well because they had a clear focus and the materials allowed the candidates to evaluate the different features. Some candidates applied AIDA which substantiated their evaluations.

Fewer centres this year misinterpreted the task. Centres should note that the task looks at promotional materials, **not** promotional techniques. Candidates need to understand the difference between the concepts before undertaking the task.

Section D

Once again it was encouraging to see that the majority of centres understood the requirements of the task. The chosen organisation played an important part as candidates scored better when they had selected an organisation large enough to be using a wide range of ICT.

More candidates were able to suggest reasons why the chosen organisation uses these techniques demonstrating sound knowledge and understanding. It was evident that weaker candidates often missed this out and consequently were unable to access the upper level mark bands.

Centres had, on the whole, chosen an appropriate organisation thus allowing many candidates to describe a wide range of ways their chosen organisation uses ICT. However, some candidates found it difficult to explain how such uses of ICT impacts on both the chosen organisation and its customers. This was the second part of the task and where marks could clearly be differentiated.

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.

Resources to assist with case studies are available to centres on the NGFL Cymru website, www.ngflcymru.org.uk.

LEISURE AND TOURISM

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UNIT 4: CHOICE AND CHANGE IN LEISURE AND TOURISM

INTRODUCTION: Overall, this examined unit resulted in approximately 7% achieving an A* grade, 15% achieving an A grade, 70% a C grade or higher and 98% an F grade or higher. As the number of entries was low it is difficult to make a comparison with previous years. However, the general standard of the candidates' answers was very pleasing and is reflected in the 70% at C grade.

Section A

1. (a) This question was well answered by the majority of candidates.
- (b) This question was well answered by the majority of candidates. Level 1 answers generally failed to develop their outlines.
- (c) This question was well answered by the majority of candidates. Level 2 answers provided detailed descriptions and included several examples.
2. (a) (i) This question was well answered by the majority of candidates.
- (ii) The majority of candidates only gained one mark.
- (b) (i) This question was well answered by the majority of candidates.
- (ii) Many candidates gained full marks but a significant minority misunderstood the question.
- (c) The majority of candidates identified at least two reasons but many failed to develop their explanations and only two marks.
- (d) The great majority of candidates gained three or four marks. A minority of candidates included travel and tourism facilities.

Section B

3. (a) The great majority of candidates identified two examples of negative environmental impacts but some explanations lacked the necessary depth to gain the full four marks.
- (b) This question proved difficult for many candidates as their explanations were basic and unclear - candidates should understand that signs can inform, educate, warn, etc.
- (c) The majority of candidates only gained one or two marks as their answers simply focused on negative environmental impacts which were not applied to a person's choice of leisure / tourism activities.

- (d) The majority of candidates only gained one or two marks as they had insufficient knowledge of an appropriate sustainable tourism project – see the specification and general recommendations below.

Section B

- 4. (a)(b) The majority of candidates identified relevant advantages and provided sufficient detail for Level 2 marks. Weaker candidates achieved Level 1 as their answers were quite basic and not developed.
 - (c) The majority of candidates achieved Level 2 / 3 marks as they provided detailed discussions with appropriate examples. Some excellent Level 3 answers demonstrated a sound knowledge and understanding of how mobile phone technology can inform and assist tourists while on holiday.
- 5. (a) This question was well answered by the great majority of candidates.
 - (b) The majority of candidates gained one or two marks as they only gave one example.
 - (c) The majority of candidates produced detailed discussions which showed an excellent knowledge and understanding of the topic – upper Level 2 marks were the norm.
- 6. (a) The majority of candidates gained between four and six marks. However, some candidates clearly had little knowledge of their chosen destination – see general Recommendations below.
 - (b) The majority of candidates only gained two or three marks as they discussed the negative impacts but failed to apply their knowledge and understanding to people living in tourism destinations.

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/> - <http://resources.wjec.co.uk/> websites which have a number of excellent case studies. INSET documents are another important source.

Candidates must refer to named examples when answering questions on their chosen case studies – generic answers will only gain a maximum of half marks. Candidates should know the appeal of the tourism destinations studied.

- B. Candidates should be familiar with all terminology in the specifications and Teacher's Guide / ebook.
- C. 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.

- D.** 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.
- E.** Candidates should understand the impacts of technology (such as transport and ICT) on leisure and tourism activities.
- F.** 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. How do they meet the needs of local people / different customer types? How have they changed in recent years to meet customer needs?
- 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 especially when accompanied with peer marking. Is the answer basic or is it detailed / developed? Does it answer the question? See OER's for further information.



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