



GCSE EXAMINERS' REPORTS

LEISURE AND TOURISM

JANUARY 2015

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LEISURE AND TOURISM

General Certificate of Secondary Education

January 2015

UNIT 2: LEISURE AND TOURISM DESTINATIONS

Principal Examiner: Tony Proctor

SECTION A

1. (a) This question was well answered by the great majority of candidates.
(b)&(c) The majority of candidates were able to provide one reason for each question.
2. (a) The majority of candidates gained two or three marks. Centres might consider spending a little more time on world map activities.
(b) The majority of candidates gained two marks as they failed to develop their explanations. A minority of candidates were unsure of the term short haul.
(c) Rather surprisingly the great majority of candidates only gained two marks. Centres might consider more class activities on basic leisure and tourism glossary in order to support case studies.
3. (a)&(b) These questions were well answered by the great majority of candidates.
(c) The majority of candidates gave a detailed explanation and gained two or three marks. The better Level 2 answers provided specific figures from Figure 2 to support their explanations. E.g. sun hours and rainfall in millimetres.
4. (a) The great majority of candidates only gained one mark.
(b) The majority of candidates only gained one or two marks due to their lack of sustainable tourism knowledge and understanding.

Centres might consider studying a number of sustainable tourism scenarios in the UK and overseas tourism destinations (see page 12 of the specification).

SECTION B

5. (a) The majority of candidates only gained one or two marks. Centres might consider spending a little more time on major world tourism destinations (see 2a above).
(b) This question was well answered by the great majority of candidates.
(c) (i)&(ii) The majority of candidates only gained Level 1 marks as they failed to develop their answers, apply their examples to mountain areas and include some assessment.

6. (a) The majority of candidates gained one mark.
- (b) This question was well answered by the great majority of candidates.
- (c) (i)&(ii) The majority of candidates gained two or three marks. The candidates demonstrated some knowledge and understanding of positive economic and negative impacts but they failed to develop their answers sufficiently for Level 2. Development of answers is an area in which centres might give more attention in preparation for the examination.
- (d) The majority of candidates only gained one or two marks as they either didn't understand the question or failed to apply their answers to predicted passenger numbers.
7. (a)&(b) The majority of candidates gained one or two marks.
- (c) The majority of candidates gained two marks but a significant minority do not know the difference between built and purpose-built attractions (see 2c above).
- (d) The majority of candidates gained Level 2 marks as they had clearly studied a UK tourism destination and were able to link the attractions to different tourist types. A minority of candidates provided little evidence of studying a case study and some described non-UK tourism destinations.
- (e) The majority of candidates only gained Level 1 marks as they had insufficient knowledge and understanding of location and accessibility with regard to their case studies (see page 11 of the specification).

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 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. Statistics / data – e.g. visitor numbers, method of travel, spending, climate. Candidates should be able to interpret statistics and charts.
- D. Candidates will need to understand the different types of leisure travel. They also are able to give examples – named examples where appropriate.
- E. 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 – use examples from today or experiment with peer marking. Is the answer basic or is it detailed / developed? Does it answer the question?

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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk