

GCSE



**Chief Examiner's Report**  
**Leisure, Travel and**  
**Tourism**

Summer Series 2018





## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in Leisure, Travel and Tourism for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# GCSE LEISURE, TRAVEL AND TOURISM

## Chief Examiner's Report

### Assessment Unit 1      Understanding the Leisure, Travel and Tourism Industry

This year marked the first year of teaching for the new revised specification in Leisure, Travel and Tourism that will replace the legacy Leisure and Tourism programme. While two units will be assessed through a written examination in the revised specification, only Unit 1, 'Understanding the Leisure, Travel and Tourism Industry' was offered in Summer 2018.

The examination paper was structured in a similar fashion to that presented to candidates in the legacy specification. Candidates were required to answer 5 questions and the total number of marks available in the examination was 100. The time allocated to complete the paper was one and a half hours.

All questions on the examination paper were attempted suggesting that the time assigned to the paper was both reasonable and appropriate. Each question contained a number of subsections all of which were designed to test the candidate's knowledge and depth of understanding of specific parts of the specification.

Individual questions and the paper as a whole display an incline of difficulty allowing the opportunity for candidates to attempt the less difficult questions early on in the paper where brief written responses were required. Differentiation was achieved in subsections at Questions 4 and 5 where more detailed analysis was required in order to achieve full marks. These questions tested the candidate's ability to demonstrate a detailed knowledge and understanding of the leisure, travel and tourism industry. The incline of difficulty was particularly evident in Questions 4(b), 4(d) and 5(b) as candidates were required to demonstrate a level of analysis and evaluation in their answers and this was reflected in the marks that were awarded. In only a few instances, these questions were left unanswered but more frequently where answers were provided, some were incomplete or contained simple undeveloped answers. While such answers are appropriate in some of the easier subsections, it is not ideal when detailed explanations or analysis is required. As in previous years, candidates should be reminded that they should match the level of their response to the number of marks that are available for each part of the question.

As was the case in the legacy specification, candidates should be familiar with the key command words that are used in this examination and in particular they should be able to understand the meaning of words such as *identify*, *define*, *describe*, *discuss*, *explain*, *analyse*, *evaluate* and *justify*. This is important preparation for candidates who are intending to present themselves for both examinations in this revised specification.

As stated on the front cover under 'Information for Candidates', quality of written communication (QWC) was assessed in Question 4(d) and Question 5(b). Candidates should be aware that QWC includes more than just spelling, punctuation and grammar.

Further information on these and other matters relating to the leisure travel and tourism programme can be downloaded from [www.ccea.org.uk/leisure\\_travel\\_tourism](http://www.ccea.org.uk/leisure_travel_tourism).

**Q1 (a)** This opening question was reasonably well answered by the majority of candidates who were able to correctly identify two different facilities where sport and recreation might be undertaken. Candidates who identified a specific location rather than a type of facility did not gain credit.

- (b) Most candidates were able to correctly complete Table 1 using the examples of leisure activity shown in Fig.1.
  - (c) A well answered question with examples for each reason for using leisure and tourism facilities. There were only a small number of candidates unable to fully answer this question.
  - (d) The majority of candidates were able to give a full definition of tourism.
  - (e) The majority of candidates were able to identify and describe a type of tourism other than domestic tourism with many achieving full marks.
  - (f) This was a straight forward question assessing Assessment Objective 1. Most candidates handled this question well.
  - (g) Answers to this question were poor and it was clear that many candidates did not fully understand what was meant by a socio-economic group. Descriptions on how this may affect an individual's choice of leisure, travel or tourism activity were generally basic or limited.
- Q2**
- (a) This question was based on data relating to accommodation and reason for overnight trips taken by Northern Ireland residents. It was generally well answered by most candidates.
  - (b) Most candidates were able to answer this question correctly and gave sound descriptions of two other types of board available in tourism accommodation.
  - (c) This question provided a range of answers that usually provided two benefits of taking a camping or caravan holiday. However, the analysis was usually weak and was mostly descriptive in nature.
  - (d) An understanding of some of the information that was provided in the insert was necessary to answer this question correctly. Generally, this was answered well and often was rewarded by full marks.
  - (e) While some candidates could identify two disadvantages of car hire, the descriptions were sometimes weak or lacking in detail. Never the less many candidates received full marks for this particular question.
- Q3**
- (a) Surprisingly, this question was often poorly answered with very few candidates being able to correctly identify two responsibilities of regional tourist boards such as Tourism NI.
  - (b) Some limited knowledge of ABTA's financial protection was evident but very few candidates were able to fully describe how this protection is provided to customers.
  - (c) Well answered throughout with only a small number of candidates unable to identify three different types of visitor attractions and give a correct example of each.
  - (d) This proved to be challenging for some candidates while others were able to fully answer the question. Some of the reasons provided to explain why the group would use a tour operator were lacking in detail.
- Q4**
- (a) Most candidates were able to attempt this question with some success although some appeared to be unsure about what is meant by the term 'budget airline'. Never the less there were some very sound explanations of the disadvantages of this form of travel. Some candidates indicated that food and drink is not available on budget airlines and this is not correct. Food and drink are available here but is not complimentary or included in the cost of the flight.

- (b)** This question was generally well answered. Most candidates were able to give sound explanations for two benefits of online check-in and therefore achieved high marks for this sub-section.
  - (c)** This was well answered by most candidates.
  - (d)** Most candidates were able to provide a reasonable or detailed analysis of two reasons why leisure and tourism organisations monitor customer feedback and online reviews left on social media sites.
- Q5**
- (a)** The types of leisure, travel and tourism organisations is not new to this specification. Therefore it was surprising to see poor answers that indicated a limited understanding of the public, private and voluntary sectors in the leisure, travel and tourism industry.
  - (b)** This question was a good discriminator. The question was answered comprehensively by some candidates who achieved Level 3 marks. However, other candidates gave a basic or limited analysis of some benefits arising from a partnership between the leisure centre and a private company. Some candidates missed the focus of the question – benefits of the partnership to the leisure centre.

## Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Arlene Ashfield**  
(telephone: (028) 9026 1200, extension: 2291, email: aashfield@ccea.org.uk)
- **Officer with Subject Responsibility: Margaret McMullan**  
(telephone: (028) 9026 1200, extension: 2285, email: mmcmullan@ccea.org.uk)



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