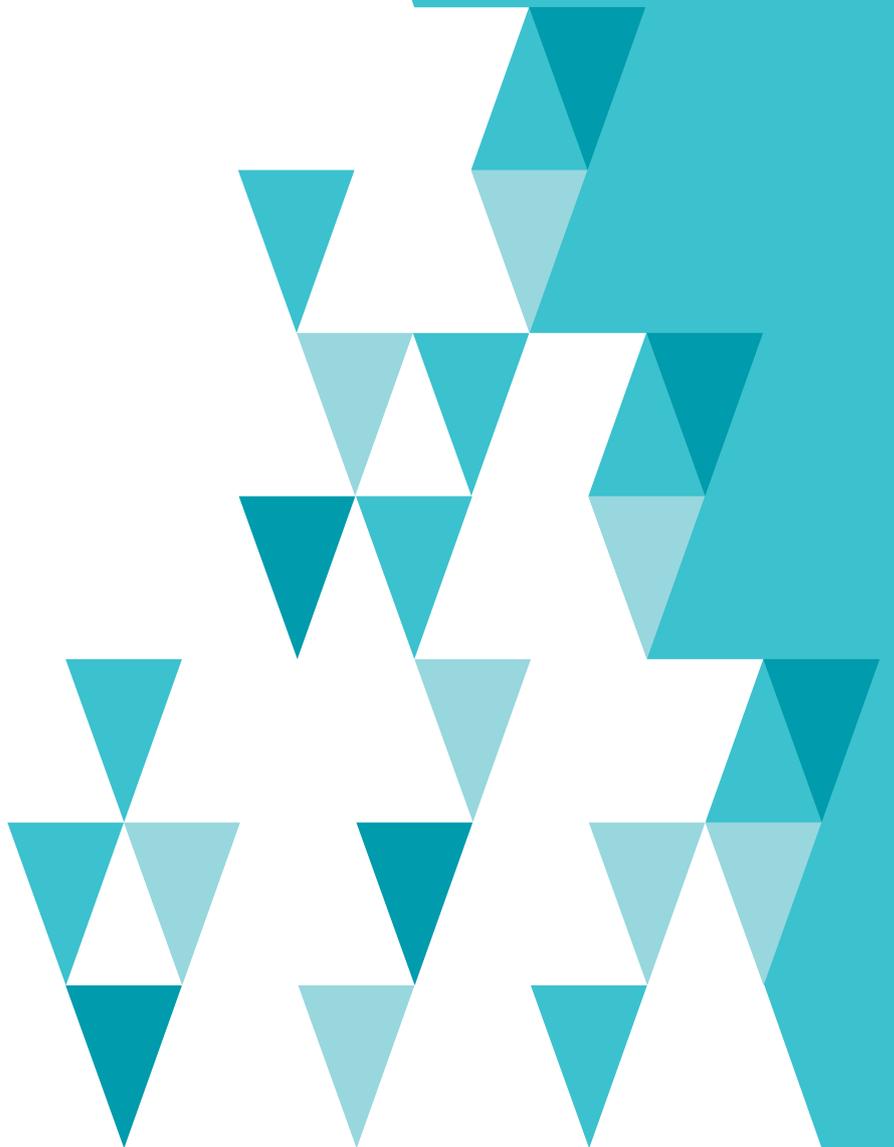


GCSE



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



Summer Series 2019

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 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 section on our website at www.ccea.org.uk.

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GCSE LEISURE, TRAVEL AND TOURISM

Chief Examiner's Report

Overview

The revised GCSE Leisure, Travel and Tourism specification was introduced for first teaching in September 2017 with the first sitting of Unit 1 Understanding the Leisure, Travel and Tourism industry offered in Summer 2018. The full roll out of the specification was completed this year with all three units available leading to the first award at qualification level. This was therefore the first opportunity for candidates to take Unit 2, Promoting and Sustaining the Leisure, Travel and Tourism Industry which is externally assessed and Unit 3 Working in the Leisure, Travel and Tourism Industry which is an internally assessed (controlled assessment).

It was pleasing to see some very good outcomes from both externally assessed units. The standard of work completed by candidates in Unit 3 was similar to previous years from the legacy specification and it was encouraging to see such good outcomes. It is clear that teachers and students alike have worked hard again this year.

Assessment Unit 1 Understanding the Leisure, Travel and tourism Industry

Overview

The Unit 1 examination paper required candidates to answer five questions. The total number of marks available is 100. The time allocated to complete the paper was one and a half hours.

In most instances, candidates were able to answer all of the questions and it was clear that the time assigned to the paper was both reasonable and appropriate. It was encouraging to note that some candidates achieved very high marks and this is an encouraging trend that hopefully will continue as the new specification continues to be established in existing and new centres.

With the exception of Question 5, 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. The revised specification for this unit is broader in scope and content than was the case in the legacy specification and this was reflected in the variety and types of questions that were presented to candidates. The new topics covered in this paper may have been challenging for some, particularly to those who may have focused their revision on questions from legacy past papers.

Individual questions and the paper as a whole were prepared with an incline of difficulty allowing the opportunity for candidates to attempt the less difficult questions early on in the paper/question. This provides an opportunity for candidates to achieve marks from each question in the paper. Differentiation was achieved in Questions 3, 4 and 5 where more detailed responses were required in order to achieve full marks. In particular Questions 3(a), 4(b) and 5 were set with an increasing incline of difficulty as candidates were required to demonstrate a higher level of explanation, analysis and evaluation in their answers. Generally speaking, candidates who answered all of these subsections fully were able to gain higher than average marks on the paper as a whole.

Questions 1 and 2 were generally accessible to all candidates; however, Question 1(e) and Question 2(d) proved more challenging than expected. For example, in Question 2(d) candidates struggled to correctly identify and outline the features of three different types of travel agents (multiple, miniple, independent or online travel agents). In some cases, a lack of familiarity with the detailed content of the new specification appeared to present candidates with some difficulty and questions requiring a basic knowledge of aspects of the specification content were poorly answered, examples include Questions 1(e), 2(f), 4(a), 4(c) and 4(e).

It was encouraging to note that there were few instances where questions were left unanswered although a larger than usual number of candidates provided answers that were incomplete or simplistic and undeveloped. As in previous years, candidates should be reminded that the number of lines and the number of marks available are an indication of the length and level of detail required in response to a question.

As in all instances, candidates should continue to be made aware of and to become familiar with the key command words that are used in the examination, including 'identify', 'define', 'describe', 'discuss', 'explain', 'analyse', 'evaluate' and 'justify'. The importance of reading each question carefully to identify key words and phrases should also be emphasised.

- Q1**
- (a)** This opening question was reasonably well answered by the majority of candidates. However, in some cases candidates provided a limited response or an incomplete definition and were awarded only 1 mark.
 - (b)** Whilst this question was correctly answered by many candidates, in some cases the candidate either did not correctly read the question or did not understand what was required in relation to four ways to classify leisure. In these cases candidates simply offered four examples of passive and active leisure activities and therefore could not gain any credit.
 - (c)** A reasonably well answered question with only a small number of candidates unable to complete Table 2 correctly.
 - (d)** This question required candidates to explain two health and well-being benefits for people who use leisure facilities. The two most common responses were weight control and a reduction in stress. There were some good answers here but unfortunately, some candidates gave answers that lacked a sound explanation and often marks awarded were lower than expected.
 - (e)** There were surprisingly poor responses from all candidates for this relatively straightforward question with only a very small number of candidates achieving full marks. The question required any four examples of facilities that provide countryside recreation such as outdoor activity centres and country parks. Candidates appeared to be unfamiliar with this part of the specification or at least not to understand the meaning of the term 'facility'.
 - (f)** Despite the issues reported in relation to Part (e), this sub-section was reasonably well answered by most candidates.
- Q2**
- (a)** As with Question 1(a), there was a good response from candidates to this question although some answers lacked sufficient detail for full marks.
 - (b)** This question required candidates to apply their knowledge of the types of air travel to the scenarios given. In general the question was poorly answered with only a few candidates able to achieve full marks.
 - (c)** Overall, this question was reasonably well answered with sound descriptions of two reasons why domestic tourism is popular with young families. Most candidates based their answer on cost and convenience.

- (d) Examiners noted some good answers to this question although some candidates may have mis-interpreted this as a general travel agency question. Some candidates were unable identify types of travel agents using the correct terminology.
 - (e) This question was generally well answered with most candidates able to list sea and rail as the other types of transport used in the leisure, travel and tourism industry.
 - (f) This question tended to be either answered well or very poorly.
- Q3**
- (a) Questions relating to the components of the industry have often featured in the past so the outcomes from this question were somewhat disappointing with some candidates unable to correctly identify even one component that would link with the sports arena. Often where these were correctly identified, explanations lacked detail.
 - (b) This question drew on the accompanying inset that gave information on the experience of sport by adults in Northern Ireland. Most candidates were able to explain one factor that influenced the level of participation in swimming and diving.
 - (c) This question required candidates to apply their knowledge to the information provided on the insert. The question was generally well answered.
 - (d) This question focused on how trends and fashions influence participation in leisure activities. Responses to this question were generally good with only a small number of candidates unable to fully answer this question.
- Q4**
- (a) In general, this question was poorly answered. Many candidates appeared to confuse the purpose of visitor attractions (education, preservation, conservation) with type of visitor attractions (natural, built, heritage) and therefore could not gain credit for their responses.
 - (b) This proved to be one of the more challenging questions on the paper and certainly proved to be a good discriminatory question. Never the less some good answers were seen from candidates who picked up on the reference to 'city centre' campus accommodation and understood that this gave easy access to transport as well as city centre facilities and attractions.
 - (c) Different types of leisure, travel and tourism destinations are listed in the specification; however, many candidates simply identified specific locations instead and therefore could not gain credit.
 - (d) The specification uses the classification of customer types developed by the Northern Ireland Tourist Board. Responses were often generic in nature rather than specific to the customer type as stated in the question.
 - (e) This question was reasonably well answered with usually 2 or 3 customer types being accurately identified. Often candidates appeared to be either familiar with this part of the specification or simply could not answer this part of the question.
- Q5**
- The final question proved to be challenging to some candidates due to the need to analyse three ways that the use of technology benefit customers when deciding to book tourism accommodation. In most cases candidates were able to correctly identify the ways that technology benefits customers although the analysis was often basic limiting the response to Level 2. A few candidates misinterpreted the question and went on to analyse benefits to accommodation providers; such responses could not gain credit.

Assessment Unit 2 Promoting and Sustaining the Leisure, Travel and Tourism Industry

Overview

This was the first assessment of the revised specification Unit 2. Much of the unit content will be familiar to teachers who delivered the legacy specification including topics such as marketing, organisational objectives and market research.

The Unit 2 examination paper required candidates to answer four questions. Questions 1 and 2 concentrated on aspects of marketing in leisure, travel and tourism organisations with Questions 3 and 4 focusing on travel and tourism matters. The total number of marks available is 100. The time allocated to complete the paper was one and a half hours.

As with Unit 1, individual questions and the Unit 2 question paper as a whole were prepared with an incline of difficulty giving candidates the opportunity to attempt the less difficult questions early on in the question/paper.

It was pleasing to note that there were only very few instances where candidates did not attempt every part of each question. This clearly showed that time was not an issue for candidates taking this unit. The quality of responses across the paper provide an indication of the sound preparation undertaken during class time in each centre.

Candidates should be reminded that the number of marks available and the number of lines provided for each part of the question are a valuable indication of the level of their response required.

As in all instances, candidates should continue to be made aware of and to become familiar with the key command words that are used in the examination. In particular they need to understand the meaning of words such as 'identify', 'define', 'describe', 'discuss', 'explain', 'analyse', 'evaluate' and 'justify'. The importance of reading each question carefully to identify key words and phrases should also be emphasised.

- Q1**
- (a)** This opening question was reasonably well answered; however, some candidates provided an incomplete definition of the term marketing and did not achieve full marks.
 - (b)** Candidates often struggled with this question and surprisingly, did not understand the need for an organisation to constantly alter the marketing mix.
 - (c)** A well answered question with most responses displaying a full understanding of the difference between tangible and intangible products and services.
 - (d)** This question was generally well answered with most candidates able to identify at least three ways to segment the market other than gender (which was given).
 - (e)** Many candidates struggled to explain why organisations target particular market segments.
 - (f)** Candidates did not always show a full understanding of the type of communication associated with each promotional technique although most achieved a minimum of 3 marks here.
 - (g)** This was quite well answered with most candidates able to identify at least two pricing strategies used by leisure, travel and tourism organisations.

- Q2**
- (a)** A wide range of responses were evident for this question. It appeared that candidates did not always understand what was required despite the phrase 'planning steps' being a direct lift from the specification. However, well prepared candidates were able to fully complete the question and in doing so gain full marks.
 - (b)** This question focused on why leisure, travel and tourism organisations engage in market research. Candidates clearly found this question challenging with many responses not worthy of credit.
 - (c)** This question was based on an insert that gave information about Titanic Boat Tours.
 - (i)** This question focused on the main and ancillary products or services provided by Titanic Boat Tours. Most candidates clearly understood the terms 'main' and 'ancillary' and were therefore able to correctly identify the required number of products or services from the insert.
 - (ii)** This proved to be a very accessible question relating to e-marketing with most candidates achieving full marks.
 - (iii)** Candidates were often unable to identify four criteria that could be used to analyse the effectiveness of the promotional brochure provided (design, use of images, appropriate language and the inclusion of detailed information). As a result marks awarded for this sub-section were lower than expected.
 - (iv)** This was a very accessible question with most candidates achieving full marks.
 - (d)** This question focused on a simple SWOT analysis based on the public boat tours operated by the Lagan Boat Company (insert).
 - (i)** This was a very accessible question with most candidates able to explain why car parking is described as a weakness and therefore achieving full marks.
 - (ii)** Generally candidates were able to explain why weather could be a threat but most omitted to consider the potential threat posed by regulations.
- Q3**
- (a)** This was usually a well answered question with the majority of candidates able to give a sound definition of the term sustainable tourism.
 - (b)** Having coped well with Part (a), candidates were able to both identify and describe two ways to practice the principles of sustainable tourism at a tourist destination. Many candidates achieved high or full marks for this question.
 - (c)** It was clear that candidates had a good understanding of the effects of tourism development on the environment. This question was generally well answered with most responses clearly focused on the environment and overcrowding the most popular effect.
 - (d)** Another well answered question as candidates were able to grasp the difference between positive and negative effects of leisure, travel and tourism development for people living close to a seaside resort. The majority of responses focused on effects associated with employment including seasonality and increased job opportunities. Some candidates did not notice the word economic and instead wrote about anti-social behaviour or the environment; such responses could not be credited.
 - (e)** This question based on the concept of the responsible traveler was generally well answered by the majority of candidates with many achieving full marks.

- Q4 (a)** This question was reasonably well answered although there was a tendency for some candidates to give only brief, basic responses.
- (i)** A poorly answered question with almost all candidates failing to demonstrate an understanding of the correct precaution in regard to malaria.
 - (ii)** Rather surprisingly this question was well answered with most candidates achieving high or full marks.
- (c)** This proved to be an accessible question, candidates demonstrated a good understanding of the elements of the safety demonstration given by cabin crew aboard aircraft and could competently explain why the stated information is important to the passenger.
- (d)** Usually candidates were able to provide sufficient examples of local customs regarding food and drink and dress that tourists need to be aware of when travelling overseas. However, explanations regarding food and drink tended to be weaker than those provided for dress. A generally well answered question to conclude the examination paper.

Principal Moderator's Report

Assessment Unit 3 Working in the Leisure, Travel and Tourism Industry

Overview

This unit is controlled assessment. The unit content is focused on practical issues related to working in the leisure, travel and tourism industry including customer service, health and safety in the workplace and job opportunities in the industry. The total number of marks available is 60. The weighting for the unit is 20%.

The controlled assessment comprises two compulsory tasks, each task has equal weighting within the unit. These tasks are further subdivided into two distinct parts that reflect the areas of study required for Unit 3. The tasks are reviewed every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. It is critical that centres complete the appropriate task for the year of submission. New tasks are released on our website in June to help teachers to plan for the start of the new academic year.

The tasks are set in a given scenario. Candidates will be required to base their responses on an appropriate leisure, travel and tourism organisation. It is important that the chosen organisation is sufficiently large to enable the candidate to meet fully the requirements of the controlled assessment tasks.

In the main, centres, presented portfolios from their candidates that were neat and tidy, and generally well organised. Centres are reminded of the importance of presenting candidates' work securely in report files. Each sub-task should be clearly identified. Each candidate's work should be accompanied by a completed coversheet available to download from the CCEA website

Task 1

- (a) This task required candidates to explain the importance of health and safety in the workplace and to describe the main responsibilities for employers and employees. This first part of the task was often completed with a basic understanding of why health and safety is such an important aspect of work in the leisure, travel and tourism industry.

The second element relating to roles and responsibilities of employees and employers was often presented as a list rather than the descriptions that were required. Indeed, some candidates listed a variety of health and safety regulations that, while they were factually correct, were often not wholly relevant to their chosen organisation. While some were able to understand that risk assessment was a major contributor to the removal of hazards in the work place, this was not usually developed to give a comprehensive description of the roles that employees and the employer should undertake in ensuring that those hazards are adequately dealt with in the workplace.

- (b) The benefits of excellent customer service were a feature of the legacy specification and this part of the task was completed to a good standard by the majority of candidates. The task required an analysis of four benefits of excellent customer service to the chosen organisation (See specification Section 3.3); however, some responses were more descriptive than analytical. To achieve Mark Band 3, the benefits of excellent customer service had to be clearly applied to their chosen organisation.

In the final part of Task 1, candidates were generally able to identify five personal issues for staff working in the leisure, travel and tourism industry (personal presentation, personal hygiene, personality, attitude and behaviour) and to explain their importance with examples.

Task 2

- (a) The description and explanation of the candidate's chosen organisational structure was often sound but frequently lacked the detail that might have been supported by a simple diagram or illustration. In almost every case, candidates demonstrated a simple understanding of a three-tier organisational structure but the application of this to their chosen organisation was often weak or limited. Many candidates achieved marks at Mark Band 2 for this part of the task. However, at moderation it was found that responses awarded marks at Mark Band 3 were often generously marked.
- (b) Descriptions of the roles and responsibilities of a supervisory post in the chosen organisation were often completed to a high standard and candidates were able to explain the types of difficulties that supervisory post holders frequently have to deal with, both with customers and with staff. There was clear evidence of a good understanding of what working in the leisure, travel and tourism industry is really like. This was usually as a result of candidates being able to visit a leisure, travel and tourism facility and hear at first-hand from employees what they do in their own organisation. These visits are clearly very useful to candidates and where these are possible within the constraints of the school timetable, they should be further encouraged.

However, some candidates clearly had difficulty identifying the qualifications that employees are usually required to have in order to obtain these posts at interview. All too frequently candidate's responses were wholly inaccurate and, in some cases demonstrated a total lack of understanding of what level of academic and/or vocational qualifications employees require if they are to gain posts at a supervisory level in the industry. This lack of understanding often limited the extent to which marks could be awarded for this task and in some cases where centre marks were generously applied, centre marks were eventually adjusted.

Summary

In this the first assessment of this unit from the revised specification, the moderating team felt that portfolio work this year was of a good standard and that the centres and the candidates should be congratulated on the outcomes for 2019. Centres are reminded that while annotation of their candidate's work is a great help during moderation, it is also extremely useful for teachers as they initially apply the assessment criteria to their candidate's work. Centres using annotation appear to be more accurate in applying the assessment criteria and appear less likely to have marks adjusted as a result. Some adjustments to centre marks have been applied this year.

While these comments refer to the broad matters relating to portfolio work, centres participating in the 2019 moderation process will already have received a Centre Report (Form TAC6) that includes specific comments on the outcomes and marking of their candidates' work. These comments have been prepared in order to support both teachers and future candidates.

Centres are encouraged to attend the agreement trial that will be held in the autumn. The agreement trial provides teachers with support materials including exemplar resources from this year's moderation that will provide useful insights into the marking and preparation of portfolio work for 2020.

Portfolio clinics are also available in October and February and centres are encouraged to submit material for feedback on their marking from the senior moderating team.

Finally, the moderating team appreciates the high level of professional commitment that has been made by teachers this year as well as the substantial efforts made by all of their candidates.

Further information on these and other matters relating to the leisure, travel and tourism programme can be downloaded from CCEA's website:

www.ccea.org.uk/leisure_travel_tourism

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