General Certificate of Secondary Education
June 2011

Leisure and Tourism   **48403**

(Specification 4840)

Unit 3: The business of leisure and tourism

Report on the Examination

General

What was done well:

- With a small number of exceptions, candidates had studied relevant leisure and tourism organisations from the sectors listed in Unit 2; inappropriate exceptions included references to the NHS and to building sites, probably because of candidates' lack of knowledge of pertinent examples that they should have studied in class.
- Most candidates were able to apply their knowledge to a new situation (the unknown case study presented in the insert: the cruise sector) and to make mature and pertinent comments, showing their ability to "think on their feet". This was particularly noticeable for questions 1(b), 2, 5(a) and 6. This precisely corresponds to Assessment Objective 2 of the AQA GCSE: "Apply skills, knowledge and understanding in a variety of contexts".
- Most candidates had clearly been exposed to the terminology of the Unit; they were able to answer questions about specific concepts such as "supervisory", "customer-fronting" and "market segmentation".

What could be improved:

- Some answers were disappointing because candidates did not carefully read the questions; this was particularly the case for 3(a) and 4(a), and in a few cases for question 2.
- In terms of QWC (Quality of Written Communication), it must be noted that candidates' spelling was sometimes very defective; in an exam for GCSE Leisure and Tourism, it was unfortunate to see that some could not spell the words "leisure", "restaurant" or "brochure".
- A small number of candidates did not attempt some of the questions, especially 3(b) and 5(b). There is no evidence that it was due to lack of time, maybe simply uncertainty or lack of self-confidence.

Question 1

Question 1 was about a Polish restaurant supervisor called Tom Wnuk who works on a cruise ship.

Candidates were asked to define 'supervisory'. Most candidates were able to gain at least one mark, showing their understanding of that term, however some answers were just tautological ('it means he supervises things') if not wrong ('it means he supervises the customers'). Candidates should be advised to use different terms in their definitions (i.e. not to define 'supervisor' through the term 'supervising') hence **recommendation number 1**. Some good definitions referred to Tom as a manager of the staff below him in the hierarchy, or as a leader who looks after and inspires other workers.

Candidates were then asked to explain why Tom's background as a cook is important for his job as a restaurant supervisor. Many candidates came up with very good elements of answer, for example about the fact that Tom has had supervisors himself, so he should know what makes a good supervisor – or about the fact that he could help in the kitchen, should a cook be off sick at the last minute – or about the fact that he would be respected by other staff in the restaurant.

Tom's job is also customer-fronting – and candidates were asked to define that term. Most candidates were able to gain at least one mark; some good answers gave examples of other customer-fronting jobs such as receptionist or tour guide. Many candidates showed their knowledge of other terms such as 'front-of-house'; although these terms are outside the Specification itself, it was very good to see candidates' familiarity with them, as they constitute the vocabulary of the leisure and tourism industry that the AQA GCSE aims to present and introduce.

Question 2

Question 2 was based on an extract from Tom's rota, showing the shifts when Tom works in the restaurant.

Candidates were asked to suggest possible advantages and disadvantages of shift work – and most managed to score some marks. They found it easier to identify disadvantages; some very good answers referred to Tom 'working unsociable hours' (sic) which can 'upset his sleeping patterns' (sic) and 'disrupt his eating habits' (sic). The most commonly mentioned advantage was about longer rest periods – some answers quoted relevant points from Figure 2 (e.g. 5 days rest in a row mid-June); this was good as it showed candidates' ability to interpret data presented in a table.

Some candidates, however, did not properly read the question: instead of 'advantages and disadvantages *of shift work* for people working in the leisure and tourism industry', they just considered 'the advantages and disadvantages of working in the leisure and tourism industry', i.e. they missed the reference to 'shift work' – and instead wrote about seasonality, wages, career opportunities and other industry-wide issues. This was outside the scope of the question and irrelevant.

Question 3

Question 3 was about two jobs at different levels of seniority in one organisation that candidates had studied. Most answers were adequate. However, many candidates did not write about two jobs at different levels of seniority; as a consequence, the maximum they could score for 3(a) was 4 marks out of 8. Is it because candidates did not properly read the question, or because they had missed that part of the Specification? The Specification unambiguously states that '*candidates need to be able to describe the duties, personal qualities and skills expected of the holders of two customer service jobs at different levels of seniority*' – hence **recommendation 2**.

Question 4

Question 4 was about promotional materials, especially websites.

For 4(a), candidates were asked to suggest two advantages for Saga of using websites for their promotion and sales. It seemed simple and straightforward, but very few candidates properly answered: most missed the words '*for Saga*' in the question; instead, they wrote about advantages *for customers* (e.g. booking online is easier or faster). It is critical that candidates pay close attention to the entire wording of the question, not just the command term – hence **recommendation 3**.

For 4(b), candidates were asked to name two types of promotional material that Saga could use. Most candidates scored at least one mark, though it should be stressed that 'television' alone is not a correct/sufficient answer (it should read "television commercial").

For 4(c), candidates had to evaluate the advantages and disadvantages for leisure and tourism organisations of using one of the types of promotional material named in 4(b). Although most answers were balanced, they were often written as a list of advantages followed by a list of disadvantages. The command term "evaluate" required candidates to form a judgement, ideally with a conclusion based on the evidence provided, in order to score at the top of level 2. Very few candidates wrote truly evaluative answers.

Question 5

Question 5 was about marketing - more specifically about Saga's target markets.

Most candidates suggested some reasons why people aged over 50 are the target market for Saga cruises, often with valid reasons (such as the fact that retired people may be able to go on a cruise any time in the year, or may want to socialise with other travellers the same age). Some answers however displayed a naive sense of stereotyping (e.g. about people over 50 being unable to walk, going to bed early in the evening or having never travelled before).

For 5(b), most candidates showed some understanding of the purpose of market segmentation; collectively their answers were better than for the comparable question 4(c) in January 2011. Many good answers referred to the fact that different groups have different needs and expectations, and that promotional materials need to be designed differently, when targeting different customer groups. One excellent answer also referred to market segmentation creating a brand and a bond between the organisation and a particular type of customers. For such questions, the use of examples is always welcome; it can help candidates score higher, as through examples they may further demonstrate their knowledge and understanding.

Questions 6 and 7

Questions 6 and 7 were both about health and safety.

Still on the theme of cruise ships, candidates had to suggest why health and safety is particularly important on cruise ships. Most candidates scored some marks; some very good answers, clearly inspired by the stimulus material, referred to confined spaces, virus spreading and contamination of groups of people away from medical facilities. Some weaker answers were just about health and safety in general, without any reference to the context of cruise ships.

Questions 7(a) and 7(b) were comparable to 6(a) and 7(b) in January 2011 – and similar comments apply. For 7(a), candidates had to describe one health and safety issue that they had studied and that two leisure and tourism organisations have to deal with. Many candidates did this well – however several wrote about two different issues, one in each organisation they had studied: this was wrong.

For 7(b), candidates were asked to compare how the two chosen organisations deal with the health and safety issue described in 7(a). Candidates who had two different issues (e.g. fire and food poisoning) could not really answer this comparative question, except by describing how each organisation deals with their own issue. Some other candidates however did remarkably well; many scored top marks and it seems that they were ready for such a comparative question.

Overall recommendations

- **Recommendation number 1**: Practise with candidates definitions of key terms from the Specification such as 'supervisory' and 'customer-fronting'.
- **Recommendation number 2**: Follow the Specification very closely, for example about number of examples, of jobs and of organisations to study. If in doubt, contact AQA.
- **Recommendation number 3**: Remind candidates that they must pay close attention to all the words in the question; rather than rushing to answer, they need to take time to double-check what is being asked.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.

UMS conversion calculator www.aqa.org.uk/umsconversion