

## **J444/J488 Single/Double Award GCSE Leisure and Tourism**

### **General questions**

#### **When are contexts available?**

The 'live' contexts will be made available in June 2009 so that Centres can start preparing their lesson plans and schemes of delivery. Please note that the specification only contains specimen tasks giving Centres an indication of the types of context that will form the 'live' controlled assessment material. The controlled assessment materials will be reviewed once they have been in existence for two years and centres will be notified of any changes through the usual communication channels.

#### **Can I do the course in a linear way?**

Yes. All the controlled assessment work can be completed at the end of the course or it may be entered in earlier sessions within the restrictions of the terminal rule for each subject. The specification will give guidance on this.

#### **Can I modify the context?**

No. A choice of contexts will be provided which will supply the candidate with enough of a range to make an informed choice of an area that is of particular interest to them.

#### **Can I devise my own tasks?**

No. The tasks are clearly linked into assessment objectives so they cannot be changed.

#### **Can candidates take tasks home to complete?**

This will vary from subject to subject but one of the principles of Controlled Assessment is to complete tasks within the classroom or studio environs. Therefore it is expected that for this specification the response to the assessment tasks will be completed under classroom conditions.

#### **What can candidates bring into class to help them do a task?**

Teachers will give clear guidance on what materials are suitable and what are not. It is likely that candidates will have access to their research notes which they collected in the allotted time for researching their chosen context and also their action plans. No new material should be introduced once the allotted time for researching and creating/revising the action plans has passed. It maybe that candidates hold some of their research notes on-line which they may wish to refer to during the write up phase. This is possible as long as the centre can validate that this information was collected during the research phase to the unit and no new material has been added.

**Can candidates word process their work and use ICT to draw graphs?**

It is expected that students will use ICT in the production of their work wherever applicable.

**Can candidates have access to the Internet?**

Yes in the research phase as the candidate investigates particular contexts, but not in the write up.

**Can candidates talk to each other?**

In the learning and research phases of the unit it may be that candidates pool resources and some generic classroom activities are created to reinforce learning and understanding. However, in the write up the candidate needs to work on their own to produce individual, authentic evidence.

**What should I do if there is evidence of candidates producing identical work?**

The teacher is required to authenticate the work and the marks awarded for each candidate. Where the teacher is not prepared to authenticate the work, marks should not be submitted.

Teachers should keep an eye open for all potential plagiarism and report it to the school authorities and take the action above.

**Are candidates able to copy sections straight from a book or a website?**

This will very rarely be appropriate and only where tasks require the use of reference books or websites. As a requirement for both controlled assessment units a bibliography is required with all sources fully acknowledged.

**Can candidates draft and redraft tasks?**

Candidates can redraft tasks in most subjects. Where this is the case teacher involvement should be advisory at a top level only. For example if the candidate is struggling with evaluation techniques teachers could offer support on the types of techniques that could be considered - i.e. cost/benefit, short verses long term etc. but specifics of assessment tasks should not be entered into. All drafts should be included in the candidate portfolio.

**Can I tell candidates their mark for each task?**

Yes. But the marked task must not be given back to or shown to the candidate. The candidates must also be told that this is a provisional mark, subject to moderation and conversion from a raw mark to a UMS mark. It might be better practice to give the candidate an indication of the mark rather than the mark itself.

**What feedback can I give to a candidate?**

Formative feedback is important. Feedback specific to the completed task must not be given. The type of feedback should be advisory and should focus on top level techniques and areas of study that will help a candidate to demonstrate their knowledge/understanding of a particular issue.

**Is there a way of me sharing good practice as a teacher with other practitioners?**

Yes you can use the e-community for the new specification which has been established with a view to providing a forum for practitioners to share good practice and resources connected with the delivery of the course.

### **Can I get guidance on my marking?**

Yes. OCR runs regular INSET events where internal assessment will feature strongly. The Qualification Manager for the relevant subject can be contacted via the Customer Contact Centre. Mark schemes will be available to guide the centre through the marking process. In time exemplar material will be provided to reflect the standard for this particular specification.

### **Will the marking of the tasks be moderated?**

Yes. A moderator, appointed by OCR, will moderate a sample of your candidates' work. The centre should keep a portfolio of work for each of its students with as much evidence as possible. The Moderator will inform the Centre what he/she needs to see in the first instance.

## **Unit-specific questions**

### **Unit B181: Understanding the leisure and tourism industries**

#### **Can candidates re-sit their external examinations?**

Yes, candidates may re-sit each unit once before entering for certification for a GCSE (Single Award) or GCSE (Double Award).

#### **Can I leave the examined units to be sat at the end of the course?**

Yes, as long as candidates take at least 40% of the assessment in the same series they enter for either single-award or double-award qualification certification.

#### **How many leisure and tourism organisations do I need to get my candidates to study?**

There is no actual number given but the use of leisure and tourism organisations to exemplify unit themes will bring the unit content to life for the candidate. This specification should not be delivered in an academic way and learners must be provided with as many opportunities as possible to access local contexts to reinforce their learning.

#### **Do I need to form links with local businesses?**

You might find prominent local business people are also parents/governors and so contact could be made easier. Any links already established can be used on the new specification ensuring that the appropriate theory is covered.

#### **The businesses in my local area are all from the same sector. Can I use case study material to fill the gaps in students' knowledge?**

Yes, case studies can be used as additional resources and will only serve to reinforce the learning package offered to candidates.

#### **For religious/cultural reasons, I am unable to take my students out on visits. How can I make my teaching applied?**

Part of the school may be run as a business e.g. - the canteen or attached leisure centre. It is possible to use these facilities. You can also arrange for guest speakers to come to your school/college to talk directly to your students.

### **Why do candidates need to study attitudes and cultures in this unit?**

This unit aims to prepare students for working in the leisure and tourism industries both in the UK and overseas. It is therefore important that candidates recognise that customs, practices, languages etc. may be very different from those with which they are familiar.

### **Candidates find Health and Safety legislation both dull and difficult. Must they study this in detail?**

It is important that candidates recognise the name of significant pieces of Health and Safety legislation, as well as how these pieces of legislation may affect the work of people in the leisure and tourism industries. They will not be tested in detail about specific aspects of individual Acts, but they may be tested on the practical application of Health and Safety law through scenario-based tasks.

### **Where can I obtain guidance about what the examination might look like?**

Specimen assessment material is available on the OCR website. This will provide a clear steer to centres about the type of questions that will appear in examination papers. Pay particular attention to the mark scheme – this shows how the questions will be marked with clear guidance on use of command words and requirements of more discursive questions.

### **Many lists of examples are given in the specification. Are these lists exhaustive?**

No, they are for information only to help you understand the direction of the specification content. Candidates can draw on other relevant examples in the development of knowledge and understanding for this unit.

### **Do I need access to ICT facilities to teach this unit?**

There are many case studies, worksheets etc. on dedicated business studies websites which can be very useful. If ICT access is limited, candidates might do better using the ICT time available on their controlled assessment.

### **The specification says my candidates may need to evaluate and demonstrate judgement skills. How can I enable lower ability candidates to evaluate? Will they be heavily penalised in the examination if they can't do this?**

Candidates need to learn the skill of evaluation. The English department may be using a technique called PEE – point, evidence, explanation/evaluation. Rather than just making a decision they need to be able to explain why they made the decision (based on evidence).

To make some question more accessible, they will be broken down in bullet points telling the candidates what they need to include in their answer. This should enable candidates across the ability range to access higher levels of the mark scheme.

### **What are the deadlines for entering candidates for examinations? Can I make a late entry at a higher fee?**

Entries must be made for units to the published deadlines. If entries are not made by the final entry date then a late fee charge will be made.

### **With the legacy specification some of my candidates were allowed readers/scribes in their examination. Are the same arrangements available with the new specification?**

Yes, further guidance can be found in section 6.12 of the specification.

### **How long should I spend teaching the theory?**

The guided learning hours are 60 – 70 for this unit. Guided learning hours include candidates' independent study (e.g. - research, homework). You will need to allocate some time for revision before the examination itself. OCR has produced a scheme of work available on the website to show you how you could break the learning down into manageable chunks for this unit.

### **Are my candidates assessed for their quality of written communication (QWC) in the written examination?**

Yes, QWC is embedded in one of the levels of response questions. This will be marked with an asterisk (\*) for ease of identification.

### **Where can I share resources/case studies with colleagues?**

The OCR e-community is the place to share resources. An e-community has been set up for the new specification which will provide a valuable forum for teachers to share good practice in relation to the delivery of this unit.

### **In sections 3.1.1 and 3.1.8 there seems to be a lot of content listed. Are candidates expected to learn all of this in detail?**

Candidates are expected to “skim” the content coverage. The external examination can only assess what is listed and the contexts provided.

### **This unit seems quite similar to the examination on the legacy specification – unit 4875?**

Yes it is, but equally there are new areas of study, most notably the European and global contexts provided.

### **The question paper seems quite structured in approach. Will this trend continue?**

Every attempt will be made to base live assessment material on the specimen paper. This will include a direct correlation between the use of command words, paper structure and number of decisive questions.

### **How do I avoid the topic areas becoming dull?**

Bring the learning experience to life in the classroom. For section 3.1.8, candidates could be split into groups, with each one looking at a few destinations before providing feedback to the rest of the group. Perhaps a travel agent could be invited to the centre to comment on some of the destinations listed.

### **I notice employment opportunities are contained in this unit and B183?**

Yes. Here more of the “skimming” technique is needed to cover the contexts. In unit B183, an in-depth review of the job roles are required.

### **In section 3.1.10 it mentions “the candidate will be required to study at least one UK example and one international example”. Can you give any further guidance here?**

Really, the choice of UK and international context can vary from centre to centre. As long as it supports the required in section 3.1.10, this should not be an issue. Ultimately the locations are nothing more than contextual/reference points to be used to develop themes of learning.

**Do the candidates have to complete a period of work experience for the demands of the specification to be met?**

Teaching aids such as DVDs, the Internet and case studies can be used, but delivery must emphasise the vocational element. Work experience is desirable but not mandatory and students can also find that visits to local organisations are very valuable.

**How many times may candidates re-sit the examined unit of the GCSE in Leisure and Tourism?**

Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.

**Does the examination have pre-release material?**

No the examination is based on unseen material.

**When can candidates take the exams for this subject?**

The exams will be available from 2010 in January and June.

**The laws outlined in 3.1.5 are very complex. How do I teach these to Level 2 students?**

Students do not need to know the complexities of the law but they are expected to know the basic outlines as they might face in the workplace. You may find that examples from various organisations are useful in teaching.

**Section 3.1.4 includes some complex business areas. How much should I teach?**

Students of Leisure and Tourism need to learn enough of the theory to be able to apply this to practical situations that may be faced in the industry. The depth of technical knowledge is not as important as the ability to apply some knowledge to common industry situations.

**Unit B183: Working in the leisure and tourism industries**

**Do candidates have to study all eight of the job roles specified on page 22 under section 3.3.2 of the specification?**

Yes. The external assessment could test any aspect of these job roles within a variety of contexts.

**Can candidates choose different job roles to study, based on their own areas of interest?**

If curriculum time permits, then it is a good idea to allow candidates to pursue areas of personal interest. However, it is essential that candidates cover all aspects of all eight specified job roles, in order to prepare sufficiently for the external assessment for this module. These eight job roles must therefore take priority in teaching and learning.

**How can you teach candidates about a typical daily routine for these job roles, if you haven't ever worked in a similar capacity?**

There are a large number of detailed case studies available via the Internet looking at 'a day in the life of....' which will help guide candidates.

**Do candidates have to study three named organisations for each of these job roles?**

Yes. This will enable candidates to gain a broad perspective of the types of employment that are available in these industries. This breadth of study will also highlight the ways in which different organisations may appeal to different people as a potential employer.

**How can candidates get job descriptions for these types of jobs?**

Many job search web-sites will provide generic job descriptions for similar job roles, as well as advertising specific details of job vacancies in these areas. Candidates can contact organisations directly to ask for copies of job descriptions – many are available to download.

**The unit specification talks about people profiles. What are these?**

These will be summaries of the details of a prospective applicant for a specified job role. Candidates must use these details to assess the suitability of someone for the stated job role.

**Do candidates need to know how to complete all of the different types of documentation listed in 3.3.4?**

Yes. The practical, applied nature of this unit will provide candidates with many opportunities to fill in forms etc. Any of these document types may occur as part of the written assessment tasks.

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### **I have no experience in risk assessment. How can I teach something this complex to Year 10 and Year 11 candidates if I have very limited knowledge of the subject myself?**

Basic risk assessment can be taught easily. The Health and Safety Executive identifies five stages in risk assessment. As long as candidates can name these five stages and can briefly describe what each stage is about, then you have covered the unit's requirements regarding risk assessment.

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