

GCSE

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Leisure and Tourism (2346)

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Examiners' Report

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Unit 1 (5346): Investigating Leisure and Tourism

General Comments

The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 9 questions and 90 marks were available.

The questions related to leisure, tourism and the links between Leisure and Tourism. All questions linked to the information under 'what you need to learn' in the qualification specification.

To pass the exam candidates needed to demonstrate some knowledge and understanding of the Leisure and Tourism industries. Higher grades were awarded to candidates who could demonstrate a higher level of knowledge, applied to specific leisure and tourism situations. Candidates were also required to demonstrate the ability to give more detailed reasoning and analysis in their responses.

Most candidates attempted all questions and consequently they picked up marks across the paper.

Marks were not awarded or deducted for poor spelling, punctuation and grammar.

Question 1

Q1(a) Answered well with most candidates achieving maximum marks.

Q1(b) Responses were generally good on this question. There were many candidates that knew the tourism key components and gained maximum marks. Many used '*tour operator*' and '*attractions*'. Some candidates did however, confuse the Leisure and Tourism key components. A few candidates repeated the key components mentioned in Q1(a) e.g. travel agents and some gave examples of jobs within the industry. In addition some candidates had separated the key component accommodation and catering. Candidates must give the exact terms as per the specification.

Question 2

Q2(a) Generally, answered well. Many candidates chose to describe the key components by giving examples of activities within each key component. This was accepted in this exam. Of the three key components arts and entertainment was answered best. For children's play activities some candidates repeated the key component. For example '*Its activities children do and play with*'. Countryside recreation was the weakest of the three descriptions. Again many candidates just repeated the key component.

Examples of good answers.

'Where young children go to play in a safe or supervised environment e.g. adventure playground or play scheme.'

'Where people can go to do outdoor recreational activities in the countryside like walking in the Brecon Beacons or horse riding in the New Forest.'

'Where people are shown things to entertain them like going to a cinema to watch a film or going to the theatre to watch a show like the Lion King.'

Q2(b) Most candidates gave two appropriate home-based leisure activities. The response needed to be an activity. Those candidates who gave responses such as '*computer games*' rather than '*playing computer games*' were not awarded marks. The most common response was '*watching television*'.

Question 3

This question was answered well. Virtually all candidates attempted this question.

Q3(a) Many candidates produced a detailed description of a fitness instructor's duties and scored maximum marks.

Examples of typical basic and detailed responses.

Basic response

'Help you get fit.'

Detailed responses

'A fitness instructor is someone who shows you how to use the equipment like the weights and tells you how much you should do.'

'They must inspect and make sure all equipment is safe and in working order to ensure that it cannot cause harm to the customer when completing their fitness regime.'

Q3(b) Again most candidates attempted the question with some gaining maximum marks, demonstrating a clear understanding of the role of a librarian. There were however, some generic responses such as *'to keep it clean and tidy'*, which was not specific to a library.

Basic response

'To help people find books.'

Detailed response

'Tells you all about books and where they are in the library such as where you can find a book on science. They tell you or show you which section it is in.'

Q3(c) Out of the three jobs described park ranger had the poorest responses. Many lacked detail. A number of candidates just focused responses around looking after the animals.

Basic response

'Makes sure the animals are not getting hurt'.

This example was awarded maximum marks as it gave detail about the tours.

'Looks after the environment but also gives guided tours to groups of visitors and educates them to be more aware of wildlife and what wildlife there is in the park.'

Question 4

On the whole this question was poorly answered. Many responses linked to the Unit 2 Marketing. Candidates focused on promotional offers rather than products and/or services available at a cinema. For example:

'Special offers on tickets'

'Cheap mornings for families'

A number of candidates did not consider the needs of a family and/or did not note the question was specific to a family with children under 8. To gain the maximum marks the explanation needed to consider the whole family. Few did this. Some candidates gave products or services that were not specific to a cinema the favourite *'toilets'*.

Response that achieved 2 out of a potential 3 marks.

'Film parental guidance. With a PG film the family know it is a film that children can watch like Disney.'

Response that was awarded maximum marks.

'Booster seats. This means that the children can see the film as some times adults heads get in the way. Having a booster seat means they can see so are happy. They don't moan and upset their parents so everyone can see and have a good time.'

Question 5

Q5(a) Many candidates gave examples of facilities rather than activities. A number giving 'gym', 'sauna or Jacuzzi' or some type of courts such as 'tennis courts'. Some candidates gave more than two examples. Overall there was a good range of activities given by candidates who scored 2 marks.

Q5(b) This part of the question required candidates to describe changes to leisure centres over the past 20 years. To gain maximum marks responses needed to give a detailed explanation about how the facility has changed. Many responses just described how it is now and did not make the reference to change and therefore marks were limited to a maximum of 2 rather than 6. There were some responses that explained why leisure centres have changed rather than how the provision has changed. Lower level candidates often used the word 'now' to try and show the changes for example:

'Leisure centres now have a gym with lots of equipment like weights. Now they also have bigger pools with slides...'

Candidates must explain in more detail how the provision has change to move to Level 2 or 3 to achieve higher marks.

Typical Level 1 response that was only descriptive about the current facilities:

'Leisure centres have changed they now have loads more facilities such as they have gyms, swimming pools with waves and fast slides. Some leisure centres have a crèche and play balls. For games like football there are modern astro turf. This is how they have changed.'

Examples that shows reference to change:

'They (leisure centres) are technologically more advanced and improved, e.g. weight training - 20 years ago it was mainly free weights whereas now there are a lot of machine weights for every muscle. A lot of swimming pools now have wave machines and other fancy things like slides where you can have fun, whereas 20 years ago it was mainly a rectangular pool used only for swimming.'

'Leisure centres have changed its facilities over the last 20 years a huge amount. They now have gyms so a customer can work out and not just swim. The gyms have modern facilities that you can programme to your own requirements like your weight height and so on. There is now saunas and tanning beds that never existed in leisure centres before. 20 years ago it was just a pool and a basic gym with equipment that was harder to use and you had to work out yourself like how long you were running on the treadmill. Now there are also loads of classes to join in with like Pilates that was not around 20 years ago as it is new.'

Question 6

Q6(a) This part of the question referred to the links between Leisure and Tourism. Many candidates are now starting to show some good links rather than just identifying which industry each aspect belongs to. There were a few responses that showed clear links between both leisure and tourism but these were limited.

Level 2 showing some basic links:

'They are on holiday which is tourism as they are in Spain. They travelled there by plane which is also tourism. On holiday they stayed in a hotel which is tourism. They went on some excursions which were leisure -pub as catering and the football match leisure. They needed to get transport to the football so that is the link as they needed tourism to do leisure.'

For a Level 3 response candidates must make clear links between Leisure and Tourism and demonstrate understanding on how the two industries rely on one another.

Below is a good response that showed these clear links:

'This holiday is linked to both regions of leisure and tourism. They booked a holiday through the travel agent which is tourism. The events they took part in such as the water park is leisure, without tourism they would not have reached the water park, as their transport method would have been transportation and would have been tourism. During their visit they would eat and drink beverages which is catering and that is leisure. Their resort representative is a link as they would not have been able to do the leisure pub crawl if they had not booked it through the representative and they are tourism as they work for a tour operator. The excursion to Barcelona is also leisure as they are watching a football match. They would need transport there tourism and food and drinks during the day, catering leisure. Each needs one another to make it work otherwise they would be hungry or could not get there. They would not do any leisure things had they not gone on holiday.'

Q6(b) Many candidates identified the correct holiday type. There were some candidates however that were clearly unaware of the types of holidays and gave answers such as *'mans holiday'*, *'holiday to Spain'*.

Q6(c) Most candidates just achieved at least one mark on this question. Most responded with *'it is less than five hours away'*.

Example that was awarded full marks:

'Short haul means the flight is within Europe and takes less than 5 hours. Spain normally takes about 2 hours.'

Question 7

Q7(a) The quality of answer was variable. A number of responses were very general and were not specific to museums, with many candidates using the information relating to York. When specific products or services were identified most included a description.

Example responses awarded maximum marks:

'A tour guide, a person who guides you round the museum, helping you find your way around and explaining the history behind the artefacts.'

'Souvenir shop so you can buy things to remind you of the museum such as pens or postcards.'

Q7(b)(i) A great majority of candidates attempted this question and selected the correct walk.

Q7(b)(ii) Many candidates produced Level 2 responses to this question, 2 marks being the most common mark achieved. It is a great shame that many candidates seemed surprised that people could be married this long and if they were they must be 'very old'.

Example answer showing links and explanation:

'The valentine walk offers the opportunity to take a romantic walk for their silver wedding anniversary with other couples, sharing their experiences and looking back on their own marriage. Afterwards they can sit together over a cosy cup of tea and discuss the stories they have heard, comparing to their own.'

Q7(c) Most candidates attempted this question however, only a few managed to give Level 3 responses. Many said 'because it has...' and just listed activities from the previous pages without any explanation. Some candidates were able to identify the differing appeal i.e. the older generation wishing to reflect and remember whereas the younger generation may wish to go for educational reasons.

Typical Level 1 response:

'York has loads of things for people to see for history. It has the roman baths, the birthplace where Guy Fawkes was born. There is also the historic toilet tour and the city walls.'

A very good example of a detailed explanation:

'York is a popular destination of historic interest as there are many land marks like the roman baths. It has loads of the historic sights too and because of this it makes it a popular place to visit. The city walls go round York and these date back to long ago making them historic. Because there are buildings that have not changed for years means people will visit as it is different to now and lots of cities are now changed as hotels and pubs are built and they don't look old anymore. York is different as it is like it used to be and it attracts all types of people because of this. York also is the birthplace of guy fawkes and he is very known for history and the blowing up of parliament. Every year we have a Bonfire Night because of him. People like children at school might want to visit as part of school work to do with history.'

Question 8

Q8(a) Some candidates misread the question and explained why the length of time spent, rather than money, would be a factor. Many however, gave 'expensive' as a reason and explained why teenagers would find it so, recognising that teenagers don't have a lot of money/could not afford it because they are still at school or don't work.

Basic responses that are not clearly linked to teenagers:

'Its really expensive and they wont have the money.'

'To visit a bowling alley can be expensive and cost too much. They might not want to go so would not spend the money to get in as there are costs for food and drinks to think about too'.

Good response clearly linked to teenagers:

'To visit a bowling alley is a very expensive and a teenager who may only get pocket money as they do not work would have to save up for transportation as there are not many bowling alleys near by. Then there would be the entrance fee of maybe £10 and food and drink they need to buy inside. They need money to go bowling as it is expensive so a teenager will not be able to afford to go each week as parents wont give you that sort of money all the time. This will limit a teenager to spend their leisure time there as it might not be possible'.

Q8(b)(i) Most answers were concerned with the lack of strength, mobility or impaired senses of senior citizens. Many answers were about disabled people and responses based on stereotypical images of this customer type. Many candidates suggested lighter balls or pins, shorter lanes, an alley separate to those of teenagers. A high number of candidates referred to discounts / promotional ideas which were not awarded any marks.

Q8(b)(ii) Very few candidates achieved more than Level 1, as many responses gave a description of the product/service rather than an explanation of how the product/service suggested met the needs of senior citizens.

Example with basic explanation:

Idea - *'Larger letters on the keys on the computer.'*

Explanation - *'Larger letters on the keys will make it better for older people to see as you get older your eye sight gets worse.'*

Example with clear explanation and linked to senior citizens:

Idea - *'Lighter bowls with bigger finger holes'*

Explanation - *'This would help senior citizens as they are not as strong as teenagers and adults so by introducing a lighter bowling ball but with adult sized finger holes so their fingers can fit in means they can bowl efficiently without straining or hurting themselves. The lighter bowls will allow the senior citizens to play a full game as they wont get tired too quickly which the normal sized balls might make them. Older people are not as fit as teenagers so find bowling harder.'*

Question 9

Q9(a)(i)(ii) Most candidates were awarded just one out of the possible two marks available. Responses to *domestic tourists* were much better than *inbound tourists*. Some candidates however, did not understand what the term 'domestic' meant and gave responses such as *'A holiday but there is violence'* or *'Somewhere you go as a tourist but there is trouble'*. There were lots of incorrect answers referring just to Cardiff for example: *'Tourist is someone who lives in Cardiff'*.

Many candidates referred to an inbound tourist as a person who was coming back off holiday or someone who travelled around different countries.

The higher scoring candidates were able to provide good examples of specific destinations.

Example 2 marks responses for domestic tourists:

'Someone who goes on holiday within their own country e.g. going on holiday to Cornwall from Yorkshire.'

'A holiday that you spend in your own country such a family living in Manchester who go to London.'

Example 2 marks responses for inbound tourists:

'Travel from abroad into the UK e.g. from France to Cardiff.'

'People from surrounding countries coming into a town e.g. Paris to Southampton.'

Q9(b) The vast majority of responses marked were Level one achieving 1-2 marks. There were limited responses with any analysis. Where candidates showed some basic analysis they achieved 3-4 marks. Very few were awarded higher marks. Overall there was very little analysis. Most responses were mainly descriptive.

Typical Level 1 response that mainly just described the transport in Cardiff:

'There will be a lot of cars coming in to Cardiff and there might be loads of traffic. Cardiff has a airport, motorway and more than one train station.'

Level 2 response showing some explanation:

'Transport links can lead to the success of a destination. Cardiff has a major motorway which means that people have an option to come in a car. If there are too many cars the area will be congested which would mean people might miss a match. Cardiff has an airport which means that the team can come easily and people from around the world can come and support their teams especially if it was an international event like Portugal playing at Cardiff for football. There is two railway stations with links to cities in the UK.'

A good Level 3 response:

'Cardiff has a major motorway which means that people who want to come cheaply can come in a car. There are two railway stations which means if people wanted to have a drink and not drive they could get a train and as there are two stations this means there will be links to loads of cities in the UK. There will be more trains so less chance of them been to busy and full. Cardiff has an international airport which means that people from around the world can come to watch a match. Some events are international like rugby and football so the people playing will be able to get there without hassle so they will play better. The supporters from abroad can also get there. If a stadium had bad or no transport links them people would not be able to get there or might get fed up with the travel and not go again. They will also tell other people not to go which will result in no tickets sold which might mean the stadium goes bust.'

Q9(c) Most candidates achieved at least 2 marks on this question, as they were able to gain credit for a list or simple description of impacts. For the negative impacts many candidates concentrated on either pollution, litter and / or fighting amongst drunk supporters. For positive impacts the common responses were about more jobs, more money and more able candidates referred to the implication of house prices. Higher marks were not common with very few candidates demonstrating analytical skills for the impacts.

A Level 2 response:

'It attracts so many tourists from abroad and within the UK which allows a lot of money coming in but with all these tourists coming in it can get congested with traffic in Cardiff. This causes pollution and disturbance to people who live local areas. If tourists from abroad are coming in from other countries accommodation and catering will be needed. This will result in more hotels and restaurants being made. This means more employment in the areas working in the hotels, restaurants and bars. It will also affect housing prices as they will go up. More air and rail stations will get congested with people. Another airport will need to be made and everyone will be worried and concerned'.

A good Level 3 response which considers both positive and negative impacts. In addition this response thought about a range of impacts:

'There are loads of positive and negative aspects. Firstly social impacts. The positive ones are that people from around the world will be coming which means locals can meet new people and find out about how they live etc. The negative thing is if too many people arrive they might loose their own welsh identity. Other positive impacts are the local people are going to have excellent facilities and events on their doorstep like concerts. Economic impacts are that there will be more money coming in to the area which means there will be more jobs. People will be coming and staying in hotels which means jobs and they will be year round as rugby and football

happen in the winter months and concerts are all year. People will be spending money in restaurants, shops and hotels which means money is going into the local area. The negative part is that it might mean house prices go up as more people want to move as it will be the place to buy. This is bad for first time buyers. The last impacts are environmental. This is a bad impact as there will be loads of pollution and litter from all the people that will visit. Overall Cardiff will benefit from a stadium as there will be lots more money coming in which more improvements so better for locals'.

General comments

In preparing candidates for the exam centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question i.e. identify, describe, explain, analyse etc.

Unit 2 (5347): Marketing In Leisure And Tourism

Assessment Evidence

The tasks for the unit are set within the Specification. There are four tasks for the unit and shown on page 25 of the Specification. Each task should be completed following investigation of a leisure or tourism organisation. The tasks are:

- a) describe the 4Ps in relation to the selected organisation and show how they work together to meet the organisations objectives
- b) include an item of promotional material that you have produced for the organisation, designed to attract a particular target market
- c) assess the range of promotional techniques and materials the organisation uses, including research methods used to identify target markets
- d) compare one of the organisations promotional campaigns with the promotional campaign of one other leisure or tourism organisation.

Included in many portfolios were the tasks set by the centre, indicating that candidates had been given incorrect information about the evidence requirements. In some cases, additional tasks were set. In some cases, tasks were similar to those above but with changes such as in task (c) asking for description rather than assessment and in task (d) asking for a comparison of a leaflet.

The Leisure and Tourism Organisation

Most candidates selected Leisure and Tourism organisations to investigate. The most popular type of organisation was a leisure centre but theme parks (particularly members of the Tussauds group) and other local attractions, as well as fast food outlets such as McDonalds were also popular. For this qualification, fast food outlets are acceptable as an example of the catering component of the leisure industry. Shopping centres are also acceptable as an example of a visitor attraction. Candidates should note, however, that the organisation is the shopping centre and not the individual shops and outlets within it. For most centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable.

In a minority of situations, candidates chose to study non-leisure and tourism organisations. Where candidates have not investigated a leisure and tourism organisation, credit was not given, as indicated in last years report. Candidates must study a leisure and tourism organisation that can clearly be related to one of the components in Unit 1: Investigating Leisure and Tourism. Teachers are advised to confirm with candidates, their choice of organisation to ensure they have selected one that is appropriate.

Candidates must complete all tasks for this unit on the same organisation. Where candidates completed each task on a different organisation, marks were limited, as indicated in last years report. Teachers are advised to remind candidates of the need to complete all tasks based on the same organisation.

Task (a)

This task addresses AO1 - *show knowledge and understanding of the specified content in a range of vocationally related situations*. Most candidates produced work where the 4Ps of a leisure and tourism organisation were described. Many candidates failed to make reference in their descriptions to the requirements set out in the 'what you need to learn'. For example, few candidates made any reference to distribution channels in place, product life cycle, brand name and after sales service in product and credit terms and profitability in price. In many cases, candidates attempted to explain how the 4Ps worked together to meet the organisations objectives. There

were still a significant number of candidates that made not attempt to complete this part of the task. Where this part of the task was attempted, it tended to be how they work to meet the objective and not how they work together to meet the objective. In some cases, candidates selected objectives that were very specific e.g. reduce prices, increase level of promotion where they could not fulfil the requirements of the task i.e. the 4Ps cannot work together to meet the objective. Candidates are advised to select objectives that can be met by 4Ps working together e.g. increase visitor numbers, market share, profit etc.

Task(b)

This task addresses AO2 - *apply the knowledge, skills and understanding specified in the subject content in a range of vocationally related situations*. Candidates are required to produce an item of promotional material. Many candidates submitted more than one piece of promotional material. Candidates are only required to submit for moderation the piece of promotional material used to determine the mark awarded for the task. More than one item is only required if they are each used in conjunction with each other e.g. a t-shirt worn by PR staff handing out free merchandise. Candidates are not required to submit draft versions of their material. Many candidates gave several versions of their material and some gave several examples of a material. In these cases, it was not always clear which version/example was used for assessment purposes. The majority of candidates gave a rationale for their choice of material. This is not a requirement of the task and does not contribute to any mark awarded. The assessment is to be made against the material submitted. In summary, the only evidence required to be submitted for moderation is the one item used to determine the mark awarded.

Task (c)

This task addresses AO3 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions*. The task is divided into three elements each of which requires candidates to make an assessment and judgement. They are to assess:

- i) the range of promotional techniques
- ii) the range of promotional materials and
- iii) the research methods used to identify target markets.

Many candidates gave descriptions rather than attempted to make any assessments.

Many candidates failed to make any distinction between promotional techniques and materials. Most candidates failed to address techniques at all. Many candidates referred to the term techniques but instead described or assessed promotional materials. The Specification specifies the techniques and materials to be considered on page 23.

Many candidates did make an assessment of promotional materials. The most common approach was to use the AIDA technique. Many candidates presented their assessments in the form of a table, taking the headings from the information given in the guidance section of the specification. A number of candidates chose a different approach. Having selected a range of materials, they stuck these onto blank pages. They then drew attention to the key positive and negative points using arrows and made their assessments on the page, adjacent to the material which was used as stimulus. Any of these, or alternative approaches are acceptable. The key requirement is for candidates to make an assessment. Even with the table provided, many candidates still submitted evidence that was descriptive i.e. they described the parts of the material relevant to the heading rather than made an assessment.

A significant minority of candidates failed to make any reference to market research in the evidence submitted for moderation. Where reference to the organisations market research was made, it tended to be descriptive with little or no assessment. For this series, it was noted that some candidates were giving theoretical assessments of different methods of market research but these were not applied to the organisation and the assessments weren't in relation to how they are used to identify target markets. As with the previous series, assessment linked to market research used to identify target markets was rarely made.

Candidates should ensure that all three parts of the task are completed and that the focus of their evidence is judgemental - that they have made assessments.

Task (d)

This task addresses AO3 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.* Candidates are required to compare promotional campaigns of two leisure and tourism organisations. They are not required to compare the campaigns of contrasting organisations - they can compare similar types of organisations. As with the previous series, many candidates failed to compare organisations promotional campaigns. A campaign would normally take place over a period of time and use a range of promotional techniques and materials. There would normally be a specific purpose or objective e.g. to promote an event (Halloween evening), the launch of a new product (such as a ride at a theme park), to attract a new target market etc. As with the previous series, instead of campaigns, most candidates compared organisations, their products and services, general promotional activities, websites or a specific material of each organisation. As indicated in last years report, where comparison is not made of promotional campaigns, the marks available will be limited.

Additional Evidence

Many candidates included in their portfolios, evidence that did not relate to the assessment tasks for this Unit. There are no requirements for candidates to describe the organisations target market, how they segment their market or complete a SWOT analysis for the organisation. Theoretical descriptions of marketing are also not required. The only evidence that candidates need to submit for assessment and inclusion in their portfolios is that related to the four tasks for this unit. Candidates do not need to show coverage of the 'what you need to learn'. The topics in the 'what you need to learn' are assessed as follows:

Market segmentation

Candidates will need to understand different approaches to market segmentation in order to complete task (c) where they assess research methods used to identify target markets. They do not need to identify the target markets of the organisation nor show how they segment their market. This topic includes target marketing. Candidates must show they have a thorough understanding of target marketing when producing their promotional material.

Marketing mix

Candidates are required to describe the 4Ps. The 'what you need to learn' outlines how the candidate could describe these in detail i.e. for product candidates are required to learn about brand name, product life cycle and after sales service as well as product and service features. Candidates are also required to explain how these 4Ps work together to meet the organisations objectives. The key requirement here is how they work together i.e. how they are a mix. Promotion is one element of the marketing mix and is assessed in all four tasks. In task (a) they have to describe the

promotional activities of the organisation and explain how it works with the other Ps to meet the organisations objectives. In task (b) they have to produce their own item of promotional material. In task (c) they have to assess the promotional techniques used by the organisation and assess the promotional materials used by the organisation. In task (d) they must compare the promotional campaign of the organisation with the promotional campaign of another leisure and tourism organisation.

Market research

This is assessed in task (c) where candidates must assess market research methods used to identify target markets.

SWOT analysis

This topic is not assessed.

Marking

For many centres, marking was not accurate. There was a tendency to be generous, particularly when awarding marks from within Mark Band 3. In some cases, marking was harsh when awarding marks from within Mark Band 1. This was similar to the last series although this series there was more consistency and fewer extremes. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors comments justifying their choice of mark band and mark awarded would have assisted the moderation process. For example:

MB2 as there is assessment of materials and research methods. The work is not descriptive and there are clearly judgements made but these aren't really detailed and techniques aren't covered. This is 7 marks because there are no details or techniques.

Marks should only be awarded from the range for mark band 3 when all requirements of the statement have been met to an appropriate standard for GCSE qualifications.

For task (a) there should be *'a detailed description of the 4Ps in relation to the selected organisation'*. The 'what you need to learn' section of the specification gives an indication of the topics to be included for each 'P'. It is unlikely that a detailed description of an organisations 4Ps could be produced in one side of A4, if written. Candidates must also show *'a thorough understanding of how the 4Ps work together to meet the organisations objectives'*. Whilst not specifying the number of objectives that need to be covered, there should be sufficient to demonstrate a thorough understanding. This could not be achieved with fewer than two objectives. Candidates demonstrating a thorough understanding will make a link between all four elements of the marketing mix at some point.

In this example, the candidate is explaining how the 4Ps meet the objectives but not how they work together.

To increase the profit

Product meets the objective because there are so many products a customer can buy all over the leisure centre from the water bottles and towels to the personal training. With all these products sold there will be more profit. Price meets the objective because when you look at how much it costs to join the leisure centre it is a lot more

expensive than others in the area and you have to join for a year even if you don't go so that is a lot of money they will get so more profit. Promotion meets the objective because they rely a lot on word of mouth which doesn't cost any money so they are not spending and this means more profit. Place doesn't really meet the objective because you can only join when you see a membership person and so it costs the company money to employ this person.

This example shows how the 4Ps work together to meet the objective:

To attract a wider range of market segments

This year they started to try to get more school groups to come in. They sent letters to all school teachers in the area and it gave details of the product available. The product had been adapted for school teachers because they offered a talk which they didn't used to give. They charge for this talk but if you go in a group you get a discount anyway. In this case you can see the 4Ps have worked together to meet the objective. They are meeting the objective because they have a new market segment - school children. They probably already had these people but now they had introduce a new product to get more school children to come. They let school teachers know about this in their promotion - product and promotion working together. To meet the objective, school children wont come if they cant afford it so they offer group discounts and details of this were given in the letter - promotion and price. The talks was a new product and they are charging for this although the charge might mean you don't meet the objective the talk (product) will encourage people to go and the price is not too expensive especially when they get group reductions anyway. All of this is given in the letter - promotion, price, product. Because they can book as a group this is place so because they can book as a group they can meet the objective because it wouldn't be good if they had to go as individuals but the group price you can only get if you book as a group - price and place. You also have to book in advance to get the talk (product) so that is place and product and the booking form is with the letter (place and promotion). So you can see that they all have to work together. The letter (promotion) tells about the talk (product) and the special group price (price) and gives them a booking form (place) to encourage school teachers to take their pupils so then they are meeting the objective and without the letter the teacher wouldn't know and if the letter didn't give details of the price or the product the teacher wouldn't be interested and if the letter didn't have the booking form the teacher might have thought it was too much hassle and not take their children.

For task (b) the promotional material must be '*well structured, innovative and creative*' and '*show an in-depth understanding of target marketing*'. The promotional material must therefore have an element of originality and innovation. The material must show evidence of the in-depth understanding of target marketing. From the promotional material, the target market should be clear and information provided relevant to their needs and communicated in an appropriate manner. Use of computer software or colour does not in itself make the promotional material innovative. There should be something original in the material produced.

Where innovative material was submitted, candidates often failed to show any understanding of target marketing. Target marketing was often more evident when submitting a straightforward leaflet, similar to those found in service stations, hotels and TICs.

For task (c) all three aspects of the task must be covered. There should be '*a detailed assessment*' of promotional techniques and materials. There should be some reference to how the '*techniques and materials work together as a strategy*'. There should also be an '*analysis of the research methods used to identify target markets*'.

Much of the evidence submitted was descriptive and so would be limited to mark band 1. Even when using AIDA or a table with key headings taken from the guidance notes in the specification, candidates were still descriptive. For example:

There are lots of pictures of young people on the swings and the roundabout. The front cover has big writing saying the name of the play scheme and what age group it is for. Inside there is lots of information. There is information about price, what is involved and where it is. Inside there are lots of pictures of children doing the activities. On the back is a booking form and details of where it should be sent.

Where evidence is descriptive (as above) then marks should be awarded from mark band 1. If there is some assessment but work is mainly descriptive it is still mark band 1. Marks can only be given for mark band 2 where there is clearly an assessment. For mark band 3, these assessments must be detailed. It is not sufficient for there to be one or two assessments that are detailed. The assessor should consider that holistically, the evidence gives a detailed assessment. This is an example of what would be considered a detailed assessment of one item of promotional material.

The website is firstly easily found because it has the same name as the organisation. It is also very easy to find information on the website. This is really important as they are trying to attract elderly people who may not be used to using the internet so if it was complicated to find your way around it then they would not look at it and find the information. They may also think that if it is that hard to get information, they may go to somewhere else that is easy. The problem with the website though is when you look at the home page it isn't very good attention. Especially if you are an old person. They say there are attracting older people but it has a picture of a family on it and not older people. It also only has the name and nothing that makes you want to read. There is nothing like 'Come to the Gardens' or anything like that. The name of the company does stand out though as it is in a large font and in dark blue writing and I think the older people will like that. There isn't really anything that gives desire or interest. The only thing it is really good for is action because as I have said it is easy to work your way around and find information about how to book and where it is. A shame there isn't something a bit more exciting on it.

On its own this would not gain marks from mark band 3 but if there were a number of assessments with this level of detail across all three aspects of the task, mark band 3 would be appropriate.

For task (d) promotional campaigns should be compared and this should be '*detailed*'. The 'what you need to learn' section of the unit on page 25 refers to five aspects of a campaign: objectives, target markets, promotional techniques, promotional materials and methods of evaluation. It is expected that candidates refer to at least these aspects of a campaign when making comparisons. Conclusions made should be reasoned. It is not sufficient for similarities and differences to be identified for Mark Band 3. Candidates must also give '*substantiated conclusions*'. They must refer to data to support their conclusions. If data is not available from the organisation, it is sufficient for candidates to undertake a survey and use the results to substantiate their arguments. Conclusions must be '*consistently and clearly presented*'.

Many candidates failed to make any comparisons in their evidence. They would describe a promotional campaign (or promotional materials) of one organisation and then describe the same for another organisation. In some cases, candidates would assess the campaign or material for each organisation. Where they fail to make any comparison, draw any conclusions about similarities and differences in approach, mid point of mark band 1 would be most appropriate. It is only where candidates are able to make any conclusions from their comparison that higher marks can be awarded.

Where similarities and differences are identified, this would be considered a straightforward conclusion and so again limited to mark band 1. It is only where a conclusion is reasoned that marks from mark band 2 could be considered. Those reasoned conclusions should be in relation to the comparison and not the individual approaches of each organisation.

As with the previous series, many candidates presented their comparison in the form of a table. Often the table had three columns, the aspects of the campaign, organisation 1, organisation 2. They failed to include a column for the comparison. Some had the comparison as a separate section after the table but often this was limited to one paragraph. As such, the conclusions are more likely to be straightforward than reasoned. When using the table, the aspects of the campaign considered tended to be those taken from the specification: objectives, target markets, promotional techniques, promotional materials, methods of evaluation. Candidates, however, would tend to give objectives of the organisation rather than the campaign and the target markets of the organisation rather than the campaign. Candidates should ensure that all of their evidence for this task clearly relates to a promotional campaign.

Administration

The deadline for submission of portfolios for moderation was 16 May - one day later than the previous year taking account of the 15th being a Sunday. Many centres submitted the portfolios for the 6th May. This was the deadline for other GCSEs. A number of centres did not meet the deadline of 16 May. A significant number of centres submitted late entries. For these centres, Edexcel cannot guarantee to get results for their candidates in the summer. Details of how to enter candidates for moderation can be found on the Edexcel website www.edexcel.org.uk. This gives details of documentation required and deadlines to work to.

Centres were required to complete carbonated OPTEMS forms with candidate marks. There is one form for each internally assessed unit. Each internally assessed unit is marked out of 50. The mark awarded should be put onto the OPTEM form for that unit. As with the previous series, many centres completed only one OPTEM form giving the total number of marks awarded for both internally assessed units. A number of centres again doubled the number of marks awarded and put this mark on the OPTEM form. In both cases, this delayed the moderation process. In some cases, the mark awarded on candidates evidence was not the same as the mark given on the OPTEMS.

Centres are required to send a sample of 10 portfolios for each unit. Edexcel identify those that should be sent on the OPTEMS form. Where the sample highlighted does not include the highest and lowest mark awarded for the unit, centres should also send these in the sample sent to the moderator. A number of centres sent an inappropriate sample in that they did not send the candidates highlighted and/or did not send the highest and lowest. Some centres also failed to send alternative samples where those asterisked had been withdrawn. This delayed the moderation process as moderators had to request additional samples from centres. Where there are these delays, it cannot be guaranteed that candidates would be certificated in August.

Centres are required to sign the OPTEMS forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process. Moderators commented that there were a number of candidates who produced similar work and submitted work taken directly from websites and textbooks and these were referred for further investigation.

For each candidate, there should be a Mark Record Sheet. These are provided in the Teachers Guide and can be found on the Edexcel website www.edexcel.org.uk. These should be completed with candidate name and number and centre number and the marks awarded for each task.

Each candidate should produce a front sheet for their portfolio that should include centre name and number, candidate name and number and unit title.

Edexcel has produced assessment/feedback sheets for assessors to use. These were circulated to all centres during the Spring Term in the Internal Assessment Activities pack. They are also available on the Edexcel website www.edexcel.org.uk. Where these had been used to comment on the quality of the evidence as it related to the mark band statements, it assisted the moderation process. If these sheets are not used, there should be an assessment sheet at the front of each task specifying the mark awarded.

Moderators found it useful where assessors had annotated candidate work. Annotation should focus on the Mark Band descriptors. In task a) annotation could highlight clearly where the candidate had explained how the 4Ps work together to meet the organisations objectives. Assessors could use the abbreviation 'WT' against the relevant sentences/paragraph. In task c) annotation could highlight where each assessment is made. The abbreviation 'Ass' could be used against the relevant sentences. Where it is considered an assessment is detailed the abbreviation could be 'DA'. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. For task d) the assessor could highlight each reasoned conclusion using the abbreviation 'RC' and where the conclusions were substantiated 'SRC'.

General Comments

Types of Evidence

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for task a), b), c) and d). Class notes and activities should not be sent in their portfolios.

Where candidates have demonstrated performance through oral communication, their portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidates performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. In a small number of cases, this approach to assessment was used but often the supporting evidence was lacking. Please note, as indicated in last years report moderators will expect to see sufficient evidence being made available to support the mark awarded.

Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

All forms of promotional material should be sent to the moderator - a photograph of large and bulky items is not sufficient unless to support marks awarded for creativity e.g. if a display has been created where it is taken apart for moderation. In such

cases, the photograph can be sent with the promotional materials used to make up the display.

Photographs of the organisation and copies of their promotional material are not required in candidates portfolios unless they directly contribute to the mark awarded. Candidates are not required to provide background information on the organisation, its structure and development unless it contributes to one of the four tasks for the unit.

General Performance

Overall, candidates showed some understanding of marketing concepts. They were able to describe organisations marketing activities in some detail but were less able to evaluate, assess or analyse the specified activities. Candidates were able to produce effective promotional material but fail to clearly link their material to a specified target market or show any originality in their designs.

Unit 3 (5348): Customer Service in Leisure and Tourism

This was the second series for the moderation of this internally assessed unit. This report comments on the marking from this series. This report will also comment on any changes observed by moderators since the last series. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

Assessment Evidence

The tasks for the unit are set within the Specification. There are four tasks for the unit and shown on page 37 of the Specification. Three of the tasks should be completed following investigation of a leisure and tourism organisation. The fourth task (d) can be completed independently of the organisation investigated although it must be related to leisure and tourism. The tasks are:

- a) describe the situations that require staff to have contact with customers and the type of records that need to be completed
- b) include an assessment of the ways in which the chosen organisation meets the needs of its different customers, the methods of communication used by the staff and the ways used to deal with complaints
- c) evaluate the appropriateness of the customer service provided by the organisation
- d) include evidence of candidates dealings with a variety of customers and the outcomes of their handling a customer complaint in real or simulated situations.

Included in many portfolios were the tasks set by the centre, indicating that candidates had been given incorrect information about the evidence requirements. In some cases, additional tasks were set. In some cases, tasks were similar to those above but with changes such as in task a) obtain copies of records used and include these in your portfolio, in task b) describe what products and services are provided for different types of customer. Completing these tasks would limit the marks available.

The Leisure and Tourism Organisation

Most candidates selected leisure and tourism organisations to investigate. The most popular type of organisation was a leisure centre but theme parks (particularly members of the Tussauds group) and other local attractions, as well as fast food outlets such as McDonalds were also popular. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable.

As with previous series, in a minority of situations, candidates chose to study non-leisure and tourism organisations. These included kennels, hairdressers, garages, insurance companies and shops. These were mainly for task d) where the candidate had been placed for work experience but these organisations were also sometimes used for other tasks.

For this qualification, shopping centres are acceptable organisations. In such cases, candidates should ensure they focus on the organisation that owns and/or manages the centre rather than any individual organisation that operates within it. Individual shops or retail outlets are not acceptable. Leisure facilities within a shopping centre such as a cinema, bowling alley are acceptable as they are clearly leisure organisations. This applies to task (d) also in that customer service situations in retail outlets are not acceptable.

Many centres were able to use their own facilities for task (d). Centres should ensure that the evidence submitted only relates to customer service activities related to leisure and tourism. Where candidates are staffing a reception area or an open day, this is not leisure and tourism. If candidates are assisting in a drama production or art exhibition, this would be appropriate as it links with the arts and entertainment component of the leisure industry. Involvement in sports coaching or supporting a sporting tournament is also acceptable. Staffing a travel exhibition is also acceptable as is guiding a field trip by students to a visitor attraction or group of students on an international exchange.

As indicated in last years report, credit will not be given to portfolios presented where leisure and tourism organisations have not been investigated. Candidates must ensure they study a leisure and tourism organisation that can clearly be related to one of the components in Unit 1: Investigating Leisure and Tourism. Teachers are advised to confirm with candidates, their choice of organisation to ensure they have selected one that is appropriate. Teachers may also want to liaise with the selected organisation to ensure they are able to provide access to relevant information, some of which may not be available for general public scrutiny.

Candidates must complete the first three tasks for this unit on the same organisation. Where candidates completed each task on a different organisation, full credit was not given, as indicated in last years report. Teachers are advised to remind candidates of the need to complete the first three tasks based on the same organisation.

Task (a)

This task addresses AO1 - *show knowledge and understanding of the specified content in a range of vocationally related situations*. As with the previous series, most candidates gave descriptions of situations that required staff to have contact with customers. Many candidates described in excess of 30 situations. Whilst Edexcel make no minimum or maximum requirement, the mark band descriptors comment on the extent to which the situations are identified and the records described and the clarity of their presentation. A wide range is required but it is expected that mark band 3 could be achieved with significantly less situations than 30. Many candidates gave significant detail in their descriptions and covered a range of situations across different areas of the organisation. Many candidates also indicated the types of records used within the organisation. These tended to be identified rather than described. Some candidates linked the records to the situation given, as stated in the task, although this was limited. Centres have approached this in different ways. Many have taken the customer on a tour of the facility e.g. from arriving at a hotel, check-in, porter taking luggage, ordering room service, using leisure facilities, breakfast in restaurant, attending meeting/conference, check-out etc. Others have used customer records as the starting point where candidates describe situations where records could be used. Others have used the types of situations in the specification as the focus e.g. provide information, offer assistance etc. Many candidates gave theoretical descriptions of customer service situations that did not apply to the organisation studied. A significant minority of candidates made no reference to customer records at all. Candidates are reminded that they should attempt both parts of the task as applied to the organisation investigated and ideally show a link between the situation and the records used. They should remove any theoretical notes or general class activities from the evidence submitted.

Many candidates submitted their evidence in the form of a table which had situation, records and how this assisted customer service as the headings. The latter is not required and does not contribute to the mark awarded although for many candidates they tended to use this column to give detailed and often exemplified descriptions. This is another example of the format used for this task.

A customer hiring equipment	This is providing the customer with an extra service.
Situation involves	A customer wanting to hire equipment. The Duty Manager, leisure assistance, receptionist or a fitness instructor filling in a hiring form and the customer signing it.
Type of customer	External
Description	The member of the leisure centre asking to hire a piece of equipment owned by the centre and the receptionist filling in a form. Then if necessary if the customer doesn't know how to use the piece of equipment one of the member of staff will show that customer how to use it.
Any records	A hiring form will be filled in. The type of information on this form will be the name of file organisation, name of secretary, address, contact number, type of activity, facilities required, age group, signed and dated by both member of staff and customer. How much it costs to hire the piece of equipment and if they have paid, if so the date it was paid. This record will be kept in reception for further marketing research. A receipt will be kept on the computer and one receipt goes to the customer. This is good service as there will be a clear up to date record of what has been sold or hired so they know to book some more for the customers to buy or hire.

Task (b)

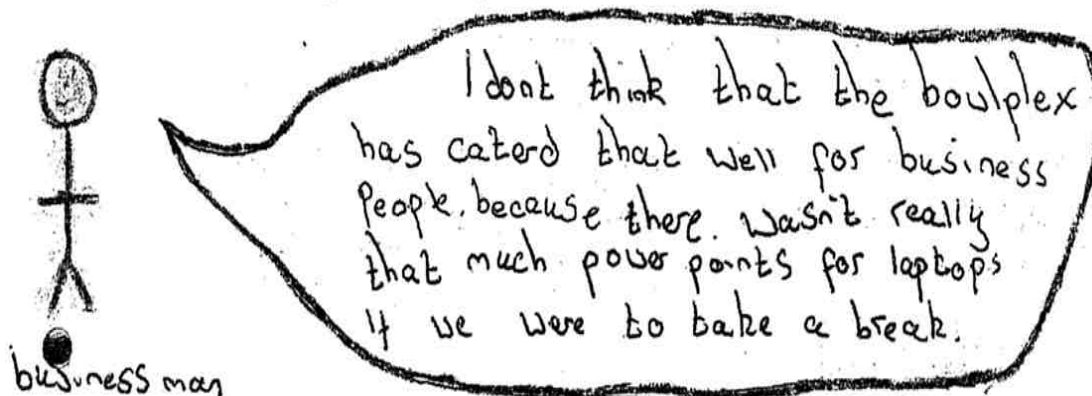
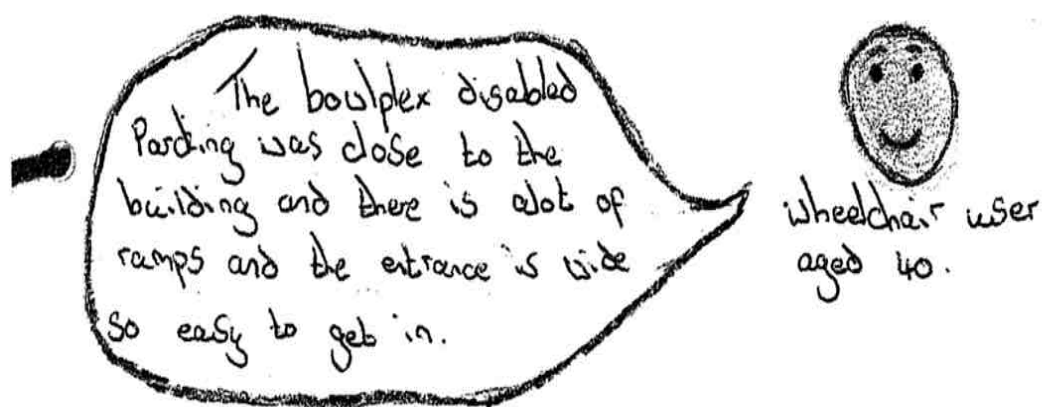
This task addresses AO3 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.* This task focuses on the approach to customer service within the organisation - its practices and procedures. The task is in three parts. Each part requires candidates to make an assessment. Candidates are to assess:

- iv) the ways in which the chosen organisation meets the needs of its different customers
- v) the methods of communication used by staff
- vi) the ways the organisation uses to deal with complaints

Many candidates gave descriptions rather than attempted to make any assessments. A minority of centres encouraged candidates to use some type of scoring system for all parts of the task to focus their work on being judgemental rather than descriptive.

Most candidates used the types of customers given in the specification for the first part of this task. They tended to describe what the organisation offers each type of customer rather than make an assessment of the ways in which the organisation meets the needs of different customers. There was a tendency to focus on products provided rather than customer services.

In a minority of centres, candidates used a novel approach. This included the use of images depicting a type of customer with their comments on the way that the facility/organisation met the needs as shown in this example. Whilst this example does not show any detail in the assessment it is a novel approach to the task.



Many candidates gave a theoretical description of how to communicate with customers. Few related this part of the task with the organisation and how staff within the organisation communicated with customers. Where this part of the task was applied to the organisation investigated, candidates tended to describe rather than make an assessment. Many candidates assessed the quality of the communication provided by the organisation. This is part of task c) rather than this task that focuses on methods. A significant number of candidates did not address this part of the task.

For the final part of the task, a number of candidates gave a theoretical description of how to deal with complaints. For this series, however, more candidates described how complaints were dealt with by the organisation, some gave examples of how specific complaints were dealt with. This tended to be descriptive with no assessment.

Candidates should be reminded that the focus of this task is on AO3 and as such they should be making assessments throughout their evidence. There are three parts to the task. All three parts should be applied to the organisation. Theoretical notes and/or class activities should not be included in their portfolios.

Task (c)

This task addresses AO3 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.* Candidates are required to evaluate the appropriateness of the organisations customer service. Task (b) has a different focus and so could not be used to contribute to the marks for task (c). This task is about the customer perspective rather than practices and procedures. Most candidates did attempt to evaluate the customer service provision although a significant minority did not complete this task. Candidates tended to complete this task as a mystery shopper either through an organised visit or independently. They did not, however, use mystery shopper checklists with quality criteria and benchmarks. Some centres were using the outline mystery shopper checklist provided in the Internal Assessment Activities pack sent to centres in the Spring Term and available from the Edexcel website www.edexcel.org.uk. Candidates should be made aware, however, that completion of the checklist on its own would only give straightforward conclusions and reasoned conclusions will need to be made for higher marks to be awarded. This task

provides opportunities for candidates to suggest improvements. Where improvements were suggested they tended to be to the product rather than the customer service. Candidates should be reminded of the focus of this task and this unit.

Task (d)

This task addresses AO2 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.* Most candidates showed evidence of their dealings with customers in real or simulated situations. Most of these were in leisure and tourism contexts although a significant minority produced evidence from other contexts. As indicated in last years report, where candidates do not demonstrate customer service skills in leisure and tourism contexts, marks will be limited. Where candidates intend to demonstrate customer service through work experience, the centre should ensure this experience is within a leisure and tourism organisation as appropriate to the components in unit 1. Retail outlets are not acceptable. Many candidates produced evidence of situations which were more complex than were required or too simplistic for this level of qualification, particularly for the complaint situation. Level 2 qualifications relate to operational level occupational roles in industry. It also relates to routine rather than complex situations. Many candidates responded to the complaint letter given in the Internal Assessment Activities pack sent to centres in the Spring Term and which can be accessed on the Edexcel website www.edexcel.org.uk. This letter is appropriate to level 2 and provides the opportunity for candidates to complete supporting documentation, demonstrate written communication skills and a level of empathy and sensitivity required when dealing with a complaint. It also enabled them to demonstrate their understanding of how complaints are dealt with, the responses customers receive as well as the level of compensation given. For this task, candidates should deal with a range of situations and a range of customers. For a significant number of candidates, evidence did not show the nature of the situation or type of customer. As indicated in last years report, where evidence is not sufficient, candidates marks were limited. Many candidates lacked evidence of their performance other than general statements. It is expected that for each situation dealt with, there is a witness testimony, observation statement or assessment checklist. The Teachers Guide on the Edexcel website www.edexcel.org.uk has examples that could be used. Other examples are shown below. These two are examples of good practice.

Customer Service in Leisure and Tourism D

D (Task)

Include evidence of your dealings with a variety of customers and outcomes from your handling of a customer complaint

Assessment checklist

Name of School	
GCSE Leisure and Tourism (Double Award)	
Student Name	

Scenario

Give the introductory talk, the welcome meeting, as a club rep on a holiday. Groups - providing information.

Details of customer service provided

Write a comment of student performance against headings given

Appearance	Smart
Attitude/personality	Friendly. At the end of the talk said that hoped they enjoyed their holiday in Kos. had a very good rapport with the group.
Customer greeting	said hello and told them was their tour rep for the next two weeks
Questioning	asked them how their flight was.
Oral communication	was clear and informed them about the whole complex. Was also informative about the lifeguards, opening times of the pool. told them about the activities available for children in the kids club - the magicians and the fingerpainting.
Listening	responded well to the questions asked e.g. where is the surgery, what age do the children's groups run from. also responded well to someone who said that their son had a nut allergy and concerned about snacks offered in the club
Body language	made eye contact with the customers and smiled. had a clipboard which used
Customer records	kept records of the customers who were present
Accuracy	Yes
Confidence	was confident

Assessment decision

This was an excellent presentation. was well prepared and communicated well with the customers. was friendly and polite and confident. was informative and could speak well to the group.

Signed (Assessor) Date

Signed (Student) Date

Observation Record

Candidate Name:

Unit Title:

Customer Service in Leisure and Tourism.

Activity context:

Include evidence of your dealings with a variety of customers and the outcomes from your handling of a customer complaint.

Assessment criteria:

An ability to consistently and confidently communicate with a wide range of customers in a manner that is helpful and friendly and to deal fully and confidently with a customer complaint

Activity:

Deal with a customer wishing to make a holiday booking.

was observed in a role-play situation dealing with a customer who wished to book a holiday in Ibiza for herself and her young family.

was smartly dressed and greeted the customer in a confident manner, shaking hands, making good eye contact and smiling constantly. The customer was heavily pregnant and ensured that she was comfortable and made good light discussion on the forthcoming birth. This helped create a really good relationship with client and the customer appeared relaxed and at ease with was able to deal effectively with the client and her family as went about identifying her customer needs. Several good open questions were asked by , such as "what type of holiday are you looking for?" and "do you have any special requirements from the resort or hotel?" The customer answered and

. constantly repeated back relevant points to -client to confirm understood her needs and was actually listening. showed an excellent knowledge of organisations services and displayed good body language throughout. Once . was aware of all customers needs, made excellent use of images to help emphasise why was making certain recommendations and constantly matched the benefits to customers stated needs. gained customers agreement at the appropriate points before moving forward and informed client at all points of exactly what intended to do next.

Simulating the completion of a booking form went on to let the customer check all the documented details and then offered the client a choice of email or letter for the confirmation of booking to be delivered to her. Constantly "painting pictures* within the clients mind, built good rapport and this enabled to gain the sale. The conversation was closed in a very professional manner with asking if could help with any other matters such as currency or insurance. The customer left smiling and appeared contented. In discussion with . customer after the role-play, stated that she felt very comfortable and would have been more than happy if had received that type of service in reality, as was very helpful and showed a good understanding of her needs.

Supporting evidence

Photographs, scripts, booking form and complaint form

Assessment summary

displayed excellent understanding of how to deal with a customer in a 'face to face' situation. was knowledgeable and friendly. displayed maturity when dealing with a customers needs.

Assessor: _____

Signature: _____

Date: _____

Note gaps are to protect confidentiality of centre and candidate.

This example is typical of statements submitted by some centres. The lack of detail makes it difficult for a moderator to agree with the mark given.

Witness statement

Candidate name	
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Unit title: Customer service in leisure and tourism

Activity context

2 different role plays

Assessment evidence

A03d mark band 1

Observation notes

completed two role plays - providing information - handling a complaint

Witness: _____
Job role: Head of Leisure and Tourism

Signature: _____
Date: _____

Assessor comments

was fairly confident but struggled when dealing with a complaint
--

Whichever format is used, it should include an outline of the scenario presented to the candidate (if simulated) or the context of the situation (if real). The type of customer should be identified. Candidates performance should be described. The description should be sufficient for a non-observer to be able to support any assessment decisions made. It should make reference to key requirements of the task. There should be a summary assessment statement for each situation. Each testimony/statement/checklist should be signed and dated by an assessor. Video evidence is not required. Any supporting evidence such as completed membership application forms, booking forms, receipts etc should also be submitted. This further authenticates the candidate performance. Many candidates submitted evidence from activities undertaken within the centres. Where this could be linked to leisure and tourism they were acceptable e.g. assisting with the school play or exhibition of work from the art department. Helping at the Open Evening was not acceptable. These activities are useful to develop candidates skills but cannot contribute to assessment requirements. Candidates are not required to submit scripts of role play situations or descriptions of how situations would be dealt with. This does not show application and suggests that the candidate has not been involved in dealing directly with customers. As indicated in last years report, evidence submitted in this way with no corroboration that the candidate actually participated, no credit was given. One of the requirements of the task is for candidates to deal with a complaint. Many candidates failed to submit evidence of this part of the task. This can be conducted in writing and does not have to be a face to face situation. In order to gain highest marks, candidates must

deal with at least four different types of situation with four different types of customer. One of these can be in writing. Others should be face to face.

Additional Evidence

As indicated above, many candidates submitted theoretical notes on customer service in their portfolios. These are not required. The only evidence required from candidates is that that contributes to the tasks set for the unit and used to determine the marks awarded for each task. Candidates should ensure they remove any non-contributory evidence from their portfolios as this can adversely affect the mark awarded, particularly where the criteria indicates work must be clearly presented.

There are no requirements for candidates to provide detailed introductions to the organisation, its products and services, location, target markets and market segments. The benefits of customer service and theoretical information related to customer service are also not required. The only evidence that candidates need to submit for assessment and inclusion in their portfolios is that related to the four tasks for this unit, as outlined above. Candidates do not need to show coverage of the 'what you need to learn'. The topics in the 'what you need to learn' are assessed as follows:

What is customer service?

This topic identifies the different types of situations in which customer service is provided. This part of the topic is the only part that needs to be included in the assessment. These types of situations could be the focus for the evidence in the part of task a) where candidates are required to describe situations that require staff to have contact with customers. It could also be used to design simulated customer service situations for task (d) and could be used as the focus of an evaluation of the customer service of the organisation for task (c).

Different types of customer

This topic is assessed in terms of task b) where candidates are required to assess how the selected organisation meets the needs of different types of customer. The types of customer identified in this topic can also be used by the assessor to design simulated customer service situations for task d) to ensure those candidates that have the ability to gain marks from mark band 3 have a range of customers that they deal with.

External and internal customer

This topic is not assessed although candidates could use this to extend the earlier topic when assessing how the organisation meets the needs of different types of customer in task (b) by adding internal customers to the types considered.

Benefits of customer service

This topic is not assessed. Candidates are not required to demonstrate any knowledge or understanding of this topic in their evidence.

Communicating with customers

This topic is assessed in task d) where candidates demonstrate their own customer service skills including the communication skills. This topic could also be one aspect of customer service that is evaluated for task c). For task b) candidates are required to assess the methods of communication used by staff. For this task they do not assess the quality of the communication used as this would be part of their evaluation but they do assess the methods used.

Personal presentation

This topic is assessed through task (d) where candidates demonstrate their own customer service skills and through this they would demonstrate their own levels of personal presentation. It may also be one aspect evaluated for task c). Candidates do not need to include suggestions for uniforms or dress codes for the organisation.

Handling complaints

This topic is assessed through task (d) where one of the situations candidates are required to deal with is a customer complaint. It is also assessed in task (c) where candidates must assess the way the organisation deals with complaints.

Keeping customer records

This is assessed in task a) where candidates should describe records used in situations that require staff to have contact with customers. It is also assessed in task d) where candidates should complete appropriate records when dealing with customer situations.

Marking

As with the previous series, for many centres, marking was inaccurate. There was a tendency to be generous, particularly when awarding marks from within Mark Band 3. In some cases, marking was harsh from within Mark Band 1. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work.

Marks should only be awarded from the range for Mark Band 3 when all requirements of the statement have been met to an appropriate standard for GCSE qualifications.

For task a) there should be a *'well structured and exemplified description of a wide range of situations that require staff to have contact with customers and a description of the type of customer records completed for each situation'*. There is no minimum or maximum number of situations that must be described. For Mark Band 3, however, a wide range should be shown. This would be expected to cover different areas of the organisation. There must be a clear link between the records and situations. Where no records are used, and this includes computer records, then this should be stated. Where candidates have selected an organisation where there are no records, this will limit their potential to achieve higher marks and they are advised to work with their teacher to ensure they have selected an appropriate organisation.

For mark band 3, the situations must be exemplified. It is not sufficient to give a basic outline of the situation such as *a customer will come in and want to know information about membership*. This is not exemplified. Where records are not described, mark band 3 cannot be awarded. For instance, an *accident report form is completed* is not a description of the record.

This is one situation that was exemplified and where the record used in the situation is described

A customer rings the NSC and asks to speak to someone about a business event she is trying to organise. She is told which department it is and transferred. When she gets through to corporate events they have a conversation about what type of event, when, how many people, what services will be required etc. Some of this information is provided by the customer and some of it because the member of staff asks the

questions. They know what questions to ask because they have a form to fill in with the details of the enquiry. The form is on the computer and is filled in as they deal with the customer. The form has all the information they got through the conversation. It also says the date of the enquiry and who dealt with it. At the end of the conversation, the member of staff will read back all the information. The form is filed as a corporate event enquiry on the system. At the bottom of the page it asks them to put a date for the next stage of the enquiry. The member of staff will set up for a reminder to come up so they can follow up the event.

For task (b) a '*detailed assessment*' is required for all three aspects of the task. There should be some attempt to show that assessments are '*accurate, valid and relevant*'. They should be '*consistently and clearly presented*'.

Where evidence is descriptive, mark band 1 should be awarded. Many candidates describe what is provided to meet the needs of different types of customers such as *for individuals there are changing rooms where you can go in and lock the doors and you can join any of the classes. There are also personal trainers. Individuals can also arrange a review with one of the gym staff who will go through their card.*

Candidates must make assessments to gain marks from mark band 2 or 3. For mark band 3 they must be detailed. There must be several detailed assessments for mark band 3 across all three parts of the task. This is an example of one detailed assessment.

Face to face is the most common method that staff use either when dealing with internal or external customers. It is an easy method of communication and in most situations it is the most appropriate method to use as it gives people an instant response. In the park there are lots of queries that customers have so face to face is the best way as a customer can keep asking questions and getting answers until they feel they really understand. If it was done in writing or by email then it would be long winded. If it was just messages over the Tannoy or on notices then it may not answer an individuals queries. Also because it is face to face then staff can use body language to help. As there are lots of children this can be important as they may not understand things you tell them and a good facial expression can reassure them if they are lost or cant find their teachers/parents. The problem is that the park is massive and there are lots of parts of it that have no staff. Where there are staff they have specific jobs so people asking questions could delay them getting on with their work or distract them and this can cause health and safety problems and delays with rides. Overall it is the best way for them to deal with individuals and even on the rides if people have a question it is good customer service to give a direct answer but there are other forms of communication used for when face to face is not available and to try to give people answers to questions without having to ask staff.

This assessment would not on its own give a mark from mark band 3 as it only relates to methods of communication used by staff and is only one method. This is another example where the candidate has used a different approach

I would give the theatre a C for how they deal with groups as I think it is excellent that you can make a group booking so that people who want to see a show together they can make one booking and then can all get seats together and even if there aren't seats together they will look at things like getting seats behind each other or on either side of the aisle. The problem is when you get there you are still treated like an individual and everyone has to show their own ticket so whoever has to organise it has to give out all the individual tickets and then make sure they give them to people in the right way and there is no point someone organising things for a group if it makes more work. The other problem is that if you want to order drinks for the interval if

there are more than about 4 people then you have to order in separate lots as there isn't enough room for more than about 4 drinks. 4 people would be classed as a group though and I am thinking of a group as being about 20 people so that is why I don't think that they have really thought about groups at the theatre.

Again, this is only one detailed assessment for one part of the task. There would be more of assessments with this level of detail for all three parts of the task to gain marks from mark band 3.

For task c) there should be an in-depth evaluation of the customer service provision in the organisation. This should cover different aspects of the service. The customer service provision should be '*analysed and evaluated*'. Conclusions made about the service should be '*substantiated*'. This requires data or additional evidence, perhaps through surveys or a review of organisations data. *Improvements suggested must be justified*.

This is one conclusion from an evaluation that was reasoned and substantiated.

As you can see from the photograph, there are some problems with cleanliness, especially outside where people come into the café. You can see the graffiti on the walls and if you look closely you can see how dirty the windows are. Inside is cleaner and the toilets looked clean and so did the counter where you get the food from but this photo shows that they are supposed to check the toilets every hour and they hadn't been checked since 0900. I was there at 1130. I spoke to people in the café and they said they thought it was clean. These are the people I asked to fill out the questionnaire and you can see that four of them said they thought it was clean and only 1 thought it wasn't clean. Nobody though said it was very clean. I think overall you could say it was clean but that the café should stick to what they say and check the toilets every hour and also pay some attention to the outside. Maybe it isn't as important but somebody should clean that, say every week and that way you couldn't really argue about it being clean or even very clean.

Where evaluations are subjective, marks will be limited to mark band 2 as they are not substantiated. Many candidates gave straightforward conclusions and covered a limited number of aspects of customer service, often related to products rather than services. Where conclusions are straightforward and the evaluation is not in-depth, then marks from mark band 1 is most appropriate.

For task (d) there should be a range of situations and a '*wide range of customers*'. At least one situation should be a complaint. There should be at least four situations altogether. Candidates must deal effectively with each situation showing high level of communication skills. This will apply in any written evidence i.e. a letter replying to a complaint should be in appropriate business format with no spelling or grammatical errors. Many centres awarded mark band 3 marks to candidates whose responses to letters of complaint had a significant number of typographical and spelling errors that would have made the letter unacceptable in industry. Many letters were also poorly formatted, not following traditional conventions for business letters. Candidates also tend to overcompensate customers for their complaints, giving full refunds and more for minor omissions on the part of the organisation, such as a late train. Candidates should demonstrate an understanding of how complaints are dealt with when giving their responses. They should be referring to organisations customer charters or sales contracts to determine the level of compensation. Candidates should deal with situations *consistently and confidently*. They should be able to use industry related resources confidently to deal with the situation. Where candidates are taking messages for example (not really appropriate situation for mark band 2 or above), there should be a message form completed. Where they are dealing with a sale or

enquiry there will often be enquiry forms, sales records, booking forms etc completed. If these records are not completed in these situations, candidates are not demonstrating the level of customer service appropriate to the level of qualification. All supporting documentation should be submitted in the portfolio. In many cases the evidence provided in candidates portfolio did not support the mark awarded. This was mainly because there was a lack of evidence although in some cases the evidence suggested weaknesses or strengths that were not reflected in the mark awarded. Moderators are instructed to use evidence provided. If this is insufficient, marks will be limited, as indicated in last years report. See below for details of evidence requirements.

Administration

The deadline for submission of portfolios for moderation was 16 May - one day later than the previous year taking account of the 15th being a Sunday. Many centres submitted the portfolios for the 6th May. This was the deadline for other GCSEs. A number of centres did not meet the deadline of 16 May. A significant number of centres submitted late entries. For these centres, Edexcel cannot guarantee to get results for their candidates in the summer. Details of how to enter candidates for moderation can be found on the Edexcel website www.edexcel.org.uk. This gives details of documentation required and deadlines to work to.

Centres were required to complete carbonated OPTEMS forms with candidate marks. There is one form for each internally assessed unit. Each internally assessed unit is marked out of 50. The mark awarded should be put onto the OPTEM form for that unit. Many centres completed only one OPTEM form giving the total number of marks awarded for both internally assessed units. A number of centres doubled the number of marks awarded and put this mark on the OPTEM form. In some cases, the mark awarded on candidates evidence was not the same as the mark given on the OPTEM. In all cases, this delayed the moderation process i.e. the finalising of the results for the centre and their candidates.

Centres are required to send a sample of 10 portfolios for each unit. Edexcel identify those that should be sent on the OPTEMS form. Where the sample highlighted does not include the highest and lowest mark awarded for the unit, centres should also send these in the sample sent to the moderator. A number of centres sent an inappropriate sample in that they did not send the candidates highlighted and/or did not send the highest and lowest. Some centres also failed to send alternative samples where those asterisked had been withdrawn. This delayed the moderation process as moderators had to request additional samples from centres. Where there are these delays, it cannot be guaranteed that candidates would be certificated in August.

Centres are required to sign the OPTEMs forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process. Moderators commented that there were a number of candidates who produced similar work and submitted work taken directly from websites and textbooks and these were referred for further investigation.

For each candidate, there should be a Mark Record Sheet. These are provided in the Teachers Guide and can be found on the Edexcel website www.edexcel.org.uk. These should be completed with candidate name and number and centre number and the marks awarded for each task.

Each candidate should produce a front sheet for their portfolio that should include centre name and number, candidate name and number and unit title.

Edexcel has produced assessment/feedback sheets for assessors to use. Where these had been used, it assisted the moderation process. These are to be updated and details of their availability will be provided on the Edexcel website. If these sheets are not used, there should be an assessment sheet at the front of each task which specifies the mark awarded. It would be helpful if assessors annotated candidate work or provided a summary of the strengths of candidates work. Annotation should focus on the Mark Band descriptors e.g. was there detail in the descriptions, how detailed were assessments, where is the substantiation for conclusions given.

For task d) the detail in the witness testimonies/assessment checklist/observation records is crucial to enabling the moderator to agree with the mark awarded. Samples are available from the Edexcel website. Examples of the types of forms produced by centres is shown in section 1.

General Comments

Types of Evidence

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified.

Where candidates have demonstrated performance through oral communication, their portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidates performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. In a small number of cases, this approach to assessment was used, other than for task (d), but often the supporting evidence was lacking. Please note, as indicated in last years report moderators will expect to see sufficient evidence being made available to support the mark awarded.

Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support

Candidates are not required to provide background information on the organisation, its structure and development unless it contributes to one of the four tasks for the unit.

General Performance

Many candidates were able to show a theoretical knowledge and understanding of customer service but failed to apply that knowledge to the organisation investigated. They were able to describe customer service situations and often indicate the type of customer records used. They were able to describe how the organisation met the needs of its customers but were less able to make an assessment. Candidates were able to give a theoretical description of how to communicate with customers and deal with complaints but not assess the approaches used by the organisation. They were able to review the customer service provision of the organisation but this tended to lack depth and conclusions were mainly straightforward and subjective with no substantiation. Candidates were able to demonstrate their own customer service skills, mainly in leisure and tourism contexts.

SUPPORT FOR TEACHERS

Edexcel Support Materials

A number of materials have been produced by Edexcel to support teachers in the delivery and assessment of this qualification. Each of these have been sent directly to centres and are also available on the Edexcel website www.edexcel.org.uk. These materials are outlined below.

Specification

The full specification gives details of assessment objectives and weightings, content, assessment requirements, guidance on teaching and links to key skills.

Specimen Papers and Mark Schemes

This is a full paper together with mark scheme.

Teachers Guide

There are activities for each unit that can be undertaken in class and sample assessments for the internally assessed units. There are also sample documents that can be used to support the internal assessment process.

Portfolio Marking Guide

This includes samples of candidates work for each task at each Mark Band level with marks awarded and brief rationale.

Candidate Kit

This has been produced for Unit 1 to support candidates preparing for external assessment. It includes revision activities and sample completed past papers with Principal Examiners commentaries.

Internal Assessment Activities

Assignments for each of the internally assessed units, together with supporting documentation.

Examiners' Reports

These are available for January/June 2004 and January 2005 series.

Past Papers and Mark Schemes

Marketing for Teachers

The materials used in the training session to support the teaching of the marketing unit.

Training

Details of training events planned for the next academic year have been sent to each centre and are available on the Edexcel website www.edexcel.org.uk/qualifications/qualificationtraining. The types of events are:

Planning

For those starting to deliver this qualification

Planning assessment activities

Designing assignments to meet assessment requirements for the internally assessed units, clarifying the assessment requirements of each task

Feedback on external assessment

Principal Examiner giving a report on the performance of the June paper and details of how the exam is constructed in relation to the Unit Specification.

Getting the standards right

Input on the standards required and an opportunity to bring coursework that has been assessed for scrutiny by peers.

Marketing for teachers

This training event aims to teach marketing, as outlined in the Specification, to those who will be delivering and assessing the Unit. This is aimed at developing teaching and learning activities that develop the students and their employability skills.

Customer service for teachers

As above but for the customer service Unit.

Other training events may be offered. The website will be updated with details.

Centres can also request customised training. Details can be found on the Edexcel website www.edexcel.org.uk. Contact should be made through 0870 240 9800.

Learning and Skills Development Agency (LSDA)

There are a series of support materials produced by the LSDA that can be accessed through their website www.vocationallearning.org.uk. There are also leisure and tourism local networks that operate throughout the country. Details can be found by contacting your Regional Activities Coordinator. Their contact details are on the LSDA website.

Appendix A

5346

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	90	73	64	55	47	40	34	28	22
Uniform boundary mark	100	90	80	70	60	50	40	30	20

5347

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	50	43	37	31	25	21	17	13	9
Uniform boundary mark	100	90	80	70	60	50	40	30	20

5348

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	50	43	37	31	25	21	17	13	9
Uniform boundary mark	100	90	80	70	60	50	40	30	20

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