

GCSE

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Leisure & Tourism 2346

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Examiners' Report

Edexcel GCSE
Leisure and Tourism 2346

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Contents

5346	Investigating Leisure & Tourism	Page 3
5347	Marketing in Leisure & Tourism	Page 13
5348	Customer service in Leisure & Tourism	Page 25
	Statistics	Page 47

5346

Investigating Leisure & Tourism

GCSE Leisure & Tourism Unit 1: Investigating Leisure & Tourism Summer 2006

General Comments

Like previous series 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.

This paper is marked on line. Candidates are encouraged to make sure that they write their responses in the space provided. If answers are extended then candidates should ask for additional paper. Candidates must make a note on the paper so examiners can find the response. Overall responses followed this instruction well. This was much improved compared to previous papers.

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

Most candidates attempted all questions and consequently they picked up marks across the paper. There was an improvement of understanding of the links between leisure and tourism and how facilities have changed over the last 20 years. Like the previous series a significant number of candidates were poor at analysis. Centres should be aware that there are approaches to strategies to develop learners understanding of the topics covered in the specification on the Whitbread and Thorpe Park CD.

Marks were not awarded or deducted for poor spelling, punctuation and grammar. There were some cases where it was difficult to interpret responses because of poor written communication. Centres are advised to provide additional support where this is likely to be the case.

Question 1

(a) Well-answered. Most candidates achieved maximum marks.

(b) Much improved. Many candidates gained at least two marks. At the higher grades most candidates were achieving maximum marks showing improved knowledge of the leisure key components. 'Arts and entertainment' and 'children's play activities' were the most common correct answers.

Question 2

Generally well answered. At the F boundary candidates were usually picking up three marks meaning they were showing some knowledge of the tourism key components. Descriptions at this grade boundary were generally brief. Grades C and above were generally gaining at least five out of a potential six marks. There were some good descriptions given.

Examples of level one response descriptions:

Online travel services *'It's a holiday you can book on line'*

Travel agents *'You can book a holiday and talk to someone in a shop'*

Transportation *'Plane, train or car'*

Example of level two responses. These were very good responses.

Online travel services *'These have developed over the past few years, they now allow customers to book holidays over the Internet in the comfort of their own home. It allows the customer to have full control of their own holiday.'*

Travel agents *'These are places you can go to book your holidays. Most travel agents sell package holidays however they do offer additional services like currency exchange, brochures, excursions and advice on resorts.'*

Transportation *'This is the method of travel (for example -car, bus, plane) which takes you from one place to another.'*

Question 3

(a), (b) & (c) This question was generally well answered. In the majority of instances two duties were described for each job and candidates demonstrated some knowledge of the jobs tested. Of the three jobs the tourist information adviser performed worst. Some candidates confused this job with either a travel agent, resort representative or tour guide. At the lower grade generally one mark was awarded for each duty for (a) and (b) but many did not gain any marks for (c). At the middle to top end many candidates achieved full marks. There were still a few candidates that gave general responses not specific to the job tested. Candidates should be reminded of the importance of giving answers specific to the question.

Basic answer given for a chef *'Cooks and prepares food'*

Detailed response: *'To deal with an enquiry to do with food, for example - someone who is allergic to seeds or nuts may need to know if there are any in the food, therefore the chef has to know this and tell them'*

Basic answer given for a lifeguard *'Watches people swimming'*

Detailed responses: *'To ensure that the people on the beach are safe by putting up different coloured flags to indicate if people are allowed in the water.'*
'Save people if they are drowning and in danger'

Basic answer given for a tourist information adviser *'Gives information out to people'*.

Detailed response: *'To give the tourist advice about the area for example where an attraction like Alton Towers is.'*

Question 4

(a) The majority of candidates used the materials available and gave three correct facilities.

(b) Nearly all responses were correct.

(c) Most candidates attempted this question. Many of the responses however, were level one. Candidates in some cases did not consider either the tour or the overseas visitor. Many of the responses were descriptive or basic points rather clear explanations.

Level one response

'It is good because it offers loads of places to go like Shakespeare's Birthplace, Anne Hathaway's Cottage and more. It also is multi lingual and it runs every 15/20 mins so it is easy to catch.'

Level two response

'People like our history and they might like Shakespeare as he is famous worldwide so they would want to go on the tour as it takes you to lots of famous sights to do with him. There is a live guide who tell them more about it if they wanted and also it multi lingual so if they don't speak english they still be able to understand what everything means.'

Question 5

(a) This question referred to catering. The question asked candidates to explain how the two products given, children's menu and table reservations, could meet the needs of families using a restaurant. Candidates were generally able to give a basic explanation. Some candidates did give detail however they did not link their response to the whole family. A few candidates just described what each product was and therefore were awarded no marks.

(ai) A typical response that achieved two marks

'Kids hate adult food instead they like burger and chips so having a kids meal means they get food they will like and eat so they do not waste food. Its cheaper too.'

(aii) Level 1 response, which was very general and not specific to families.

'It means that they can arrive late and do not have to wait to get a table.'

(b) Fairly well answered with many candidates showing some understanding of the how catering facilities have changed over the last 20 years. Responses have slightly improved compared to previous series. Many more candidates were showing some basic changes achieving often three marks out of six. The higher ability candidates frequently achieved four marks. Still few gave detailed explanations with clear

reference to the past and the present. At the F grade candidates were often just gaining one mark.

A level 2 response showing past and present

'Over the last 20 years catering has developed greatly, where as in the past there were only cafes restaurants and pubs nowadays there is a much greater variety. For business people they can grab a snack from a take away or fast food outlet such as McDonalds or there are kids meals too. There are now kids menus and more places let kids go there. In the past restaurants were really just for adults. Restaurants now offer meals from different cultures for example Nandos -Portuguese or Bella Pasta - Italian but before it was just English food like fish and chips.'

Question 6

(a) This question referred to the links between leisure and tourism. There was an improvement with this type of question. More candidates are now showing some links between leisure and tourism and therefore many were moving from level one to level two marks. Whilst most candidates achieved some marks it was still just a few candidates who were able to show clear links between both leisure and tourism. It was good to see that many candidates had structured their responses similar to those in the candidate kit.

A good response with clear links

'The holiday is special interest because it is all about diving which is tourism. Diving is a leisure activity but to do this they needed the holiday tourism to get there. They stayed in a hotel which is accommodation and catering but restaurants which are meals are also catering which is leisure so a link. They went swimming and drank in the bar which is leisure but they were away from home to do this (tourism) so another link. The diving instructor worked at the hotel which is tourism but his job is leisure.'

(b) Overall answered well. Candidates were generally achieving at least one mark.

One mark answer

'Australia is a long way away and takes more than 5 hours on a plane'

Maximum two mark answer.

'You are on a plane for about 12 hours and it is in another continent.'

Question 7

(a) Few candidates were familiar with the factors tourists consider when choosing methods of travel.

(b) Most candidates gained at least one mark with responses such as 'Its much cheaper and there are lots of stops.' The C grade and above candidates tended to give more detail in their explanations and also considered the stem of the question i.e. that there were two 20-year-old Swedish girls.

A level one basic response

'The bus could be far easier to travel and cheaper.'

A maximum mark response

'Lots of London buses are open top and as it is not the underground and they are Swedish they can take in some sightseeing because London buses go past all the sights like Buckingham Palace. Buses are cheap and the day pass lets them use it as often as they like so they will save money.'

(c) Overall candidates generally were able to give some explanations as to why the two Swedish girls did not travel by taxi from the airport to their hotel. Some candidates just focused on the underground been cheaper and did not explain why the taxi was not suitable. At the higher level normally responses showed some link to the stem of the question. Overall most responses at all grades awarded were level one responses.

Level one response

'It would cost a bomb to get a taxi. The underground is much cheaper and they can get a travel ticket.'

A level two response which did consider the stem of the question.

'The girls might be afraid to get a taxi on their own and they might not be able to explain to the taxi man where the hotel as they are Swedish speaking so a tube would be better as all they have to do is follow a map which anyone can read. Tubes go all over London and they are much cheaper as it is just one price no changes with traffic.'

Question 8

(a) This part of the question linked to the factor 'how much money people have to spend'. Candidates appeared to understand the question. Most gave some explanation although many were basic. At grades C and above then level two responses were much more common.

Below is a response that did show a basic understanding of the question.

'If people are rich they can do much more things in their leisure time than someone who isnt as well off. They have more choice as they don't worry.'

Below is a response that did demonstrate a good understanding of the question.

'Disposable income is a key factor because if you have loads of money you can do expensive sports like horse riding eating in posh restarants and going on holiday abroad because you have money to do that but if you have not got money you cannot

do this and have to do activities that are free or cheap like reading and football. The choice isn't as good if you are poor.'

(b) Overall answers were mixed. Most candidates showed an understanding of the needs of people with special needs although many just focused on wheelchair users. Some candidates did attempt to apply their responses to the context of a theme park however few gave detail or reasoning in their response.

Basic response that was very theoretical and not applied to a theme park
'They need more ramps, car parking and disabled toilets. For blind people they could have leaflets in braille.'

Level two response that was applied to a theme park but lacked detail.
'The theme park could change the rides by making them better for people in wheelchairs. They could have better straps on them or some that are not too fast. They could also have maps with Braille and people to help people around the park so that they can enjoy the theme park more. They could have wheelchairs for hire. Some of the rides could not have flashing lights.'

Question 9

(a) Mixed responses. Many candidates were unable to give three accurate tourism destinations. Many gave key components as their answer.

(b) Most candidates were able to describe historic interest. A few lower ability candidates however, did just repeat information from the case study and therefore were only awarded one mark.

Typical response that was awarded two marks
'It is somewhere that is about ages ago and is really old.'

(d) Like similar questions in the past there was just basic analysis at the most. Many responses tended to be descriptive and therefore gained a maximum of 2-3 marks. Some candidates gave answers relating to economic impacts rather than environmental. At F grade many candidates got just one mark. At C grade candidates were just showing basic analysis and at the higher grades most were generally just at the top of level 2 rather than level 3. This would suggest that more time is built in to lessons to develop candidate's analytical skills.

Basic answer awarded two marks
'The development will mean more people coming and then there will be more congestion and air pollution. There will also be more litter from people dropping litter.'

This is a level two response that did show some basic analysis.
'If Stonehenge is developed to accommodate for more tourists this could drastically affect the environment around the area. For example when they create the new visitor centre they could disturb wildlife and destroy natural habitats, therefore causing damage to the natural environment. This will be from visitors and also the work people making the visitor centre. The increased number of visitors in an area could mean more cars which could cause a lot of traffic congestion in the local area

will lead to an increased amount of pollution both air pollution and noise pollution. The air pollution could harm the stones and make them fall down. More people in the area could lead to erosion of public footpaths which could destroy the areas natural beauty. More people also means more litter which will have a bad effect unless something is done about it.'

(e) It is the first time on a June series a question has been asked about suggestions to develop a destination to benefit the local economy. Overall there were a number of candidates that were unable to give a suggestion. Many just repeated information provided in the case study on page 16. For example suggesting 'build a visitor centre'. Candidates that understood the question often did not give any detail nor did they give any reasoning for their suggestion made.

Basic response - level 1

'They could have a café so people could get something to eat as they might get hungry.'

A good level 2 response

'They could open restaurants and have food from the local area in it such as eggs from the farmers and local food on the menu. They will have more people coming so they will need more places for food. The profit made from more people coming that will be for the farmers and the restaurants which is local people so good for the local economy'.

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.

Please note that example answers are candidate responses as written in the examination.

5347

Marketing in Leisure & Tourism

GCSE Leisure & Tourism Unit 2: Marketing in Leisure & Tourism Summer 2006

General comments

This report comments on the marking from the June 2006 moderation series and any changes observed by moderators since the last series. It 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 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

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, marks were restricted to mid point mark band 1. 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 to mid point mark band 1. 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.

Most candidates attempted to explain how the 4Ps worked together to meet the organisations objectives, which was an improvement over previous series when many candidates did not attempt this part of the task at all. 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 eg reduce prices, increase level of promotion where they could not fulfil the requirements of the task ie the 4Ps cannot work together to meet the objective. Candidates are advised to select objectives that can be met by 4Ps working together eg 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. Some 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 eg 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.

Some 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 - a 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

As with the previous series, many candidates gave descriptions rather than attempted to make any assessments but there was evidence of significant numbers that understood the requirements of the task and were making assessments.

As with the previous series, many candidates failed to make any distinction between promotional techniques and materials. Most candidates still 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 ie they described the parts of the material relevant to the heading rather than made an assessment.

As with the previous series, 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 eg 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 previous reports, where comparison is not made of promotional campaigns, the marks available will be limited to mark band 1.

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 ie 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 ie 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 previous series although this series there continued to be 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 is 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. They will also clearly explain how by working together the objectives can be met. The candidate will make this clear it is not for the assessor to see the link.

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 an 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 playscheme 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 15 May. Almost all centres met the deadline.

Centres were required to complete 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. A number of centres again doubled the number of marks awarded and put this mark on the OPTEM form. 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.

Most centres sent the appropriate sample.

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. Some were very similar

to the exemplar work on the Edexcel website. All of these were referred for further investigation. For this series, to comply with the requirements of the Joint Council for General Qualifications, candidates were required to sign a document authenticating their work. In most centres, these documents were not submitted and had to be requested by the moderator.

Each candidate should produce a front sheet for their portfolio that should include centre name and number, candidate name and number and unit title. In many cases, where a Mark Record Sheet or Candidate Authentication Record was extracted, there was no indication of the centre or candidate on the sample.

Edexcel has produced assessment/feedback sheets for assessors to use. These were circulated to all centres 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 previous reports, 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 eg 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 explain, compare, 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.

5348

**Customer service in Leisure &
Tourism**

GCSE Leisure & Tourism Unit 3: Customer service in Leisure & Tourism Summer 2006

This report comments on the marking from this series and 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

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. This is not appropriate and marks are limited to mid point mark band 1 in such cases.

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.

Marks are limited to mid point mark band 1 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 previous reports. 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. Centres have approached this in different ways. Many have taken the customer on a tour of the facility eg 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 eg 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

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

Although many candidates continue to give descriptions rather than assessments, there was some improvement in the evidence submitted. Many candidates used 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. There was a tendency to focus on products provided rather than customer services.

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.

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. 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 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 previous reports, 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 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 task d), 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 previous reports, 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 eg where is the surgery, what age do the childrens 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: _____ Signature: _____

Job role: Head of leisure and tourism Date: _____

Assessor comments

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

This outline checklist is taken from www.wrl-ne.com and used in the customer service training offered by Edexcel last year.

CUSTOMER SERVICE SITUATIONS [ASSESSMENT] CHECKLIST

Candidate Name: _____

Type of Customer

<input type="checkbox"/> Individual	<input type="checkbox"/> Culture	<input type="checkbox"/> Group	<input type="checkbox"/> Age
<input type="checkbox"/> Specific Needs	<input type="checkbox"/> Business	<input type="checkbox"/> Non English Speaking	

Situation

[Insert description of scenario here]

Assessment of candidate performance

Confidence

Communication

Effectiveness (helpful)

Personality (friendly)

Assessor Name:

Signature

Date

IV Name

Signature

Date

Candidate comments and feedback

Signed

Date

Description of candidate performance

Communication	
Language	
Pitch and tone of voice	
Pauses/silences	
Body language	
Listening	
Personal presentation	
Dress	
Hygiene	
Personality	
Confidence	
Attitude	
Friendly manner	
Rapport	
Documentation	
Accuracy	
Appropriate	
Confidentiality	
Meeting customer needs	
Information/assistance	
Response to type of customer	
Helpful	
Needs identified	
Questioning	
Meet and greet	
First impressions	

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 eg 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 a candidate cannot predict a customers actions, a script is not appropriate as they should be assessed on their response and interaction with the customer. As indicated in previous reports, where evidence is 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 ie 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 I 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 15 May. Almost all centres met the deadline.

Centres were required to complete 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. 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 ie the finalising of the results for the centre and their candidates.

Centres are required to send a sample of 10 portfolios for each unit. Almost all centres sent the appropriate sample.

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. To comply with Joint Council for General Qualifications requirements, candidates this year were required to sign to confirm the authenticity of their work. Many centres did not submit these with the samples but they were sent when requested by moderators.

Each candidate should produce a front sheet for their portfolio that should include centre name and number, candidate name and number and unit title. In many cases when the Mark Record Sheet was extracted by the moderator, there was no indication of centre number and candidate on the sample.

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 eg 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. 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 and some were 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 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.

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

Whitbread and Thorpe Park CDs

Each CD includes teaching and learning activities related to the leisure and tourism organisation: Whitbread and Thorpe Park. These were sent directly to centres and are not available on the website. Copies will be provided at INSET events.

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

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

In response to OFSTED report indicating that many teachers do not fully understand the requirements of the specification, 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 Network (LSN)

There are a series of support materials produced by LSN 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 LSN website.

**2346 GCSE Leisure and Tourism Statistics
Summer 2006**

5346: Investigating Leisure & Tourism

Grade	*	A	B	C	D	E	F	G	U
Raw boundary mark	70	62	54	46	41	36	32	28	0
Uniform boundary mark	90	80	70	60	50	40	30	20	0

5347: Marketing in Leisure & Tourism

Grade	*	A	B	C	D	E	F	G	U
Raw boundary mark	43	37	31	25	21	17	13	9	0
Uniform boundary mark	90	80	70	60	50	40	30	20	0

5348: Customer service in Leisure & Tourism

Grade	*	A	B	C	D	E	F	G	U
Raw boundary mark	43	37	31	25	21	17	14	11	0
Uniform boundary mark	90	80	70	60	50	40	30	20	0

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