

Examiners' Report Summer 2007

GCSE

GCSE Leisure & Tourism (2346)

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Unit 1 Investigating Leisure and Tourism 5346/01

General Comments

As in 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.

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. Factors affecting what people choose to do in their leisure time however was generally poorly answered, as responses were, either theoretical and not applied to the situation or related to other factors. Compared to the previous series more candidates towards the higher grades were demonstrating better analytical skills which was encouraging. 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) Generally well answered although some candidates incorrectly matched long haul with package holidays.

(b) Many candidates gave at least one correct type of holiday. 'Domestic' or 'independent' tended to be the most common type of holiday given. A few candidates gave types of holidays used in (a) rather than other types of holidays. A few candidates gave variations of the terms used in the specification and therefore did not achieve maximum marks. A small minority gave answers relating to purpose of visits.

(c) Generally well answered. Most gave examples of at least two elements used as part of a package holiday. A typical response was 'a holiday which has accommodation, transport and catering'. The more able candidates usually referred to 'all in one price' and or that the package included 'excursions' or other significant ancillary products or services.

Good example achieving maximum marks:

'A tour operator will get transport like a plane and accommodation and usually a transfer from the airport to the hotel. They sell it to people at one price so that's all people pay. It is in a brochure.'

Question 2

Well answered. Even at the F boundary candidates were usually picking up three marks meaning most were showing some knowledge of leisure activities.

Common activities were *'watching the TV'* and *'playing on the computer at home'*.

(b) Much improved. At the C boundary many candidates gained at least four marks. At the higher grades most candidates were achieving maximum marks showing improved knowledge of the leisure key components. *'Catering'*, *'arts and entertainment'* and *'countryside recreation'* were the most common correct answers.

Question 3

(a) Most candidates used the map and named at least two sport and physical recreation facilities in Newmarket. Where candidates did not achieve maximum marks it was due to not naming a facility i.e. *'golf course'* rather than *'Newmarket Links Golf Course'*.

(b) Few gained full marks. Responses tended to relate to facilities or naming a sport rather than a leisure activity available in Newmarket. For example candidates stated *'cricket field'* or *'cricket'* rather than *'play cricket'*.

(c) Most gave two correct methods of transport for people arriving to Newmarket from outside the area.

Question 4

(i) The majority of candidates were able to give two duties of a fitness instructor however, most did not exemplify their response. Some responses were generic e.g. safety, using equipment, teaching how to use equipment. These types of responses were restricted to one rather than two marks. At the A grade boundary then candidates normally did exemplify their responses.

Typical one mark answers:

'Teach you how to use equipment'

'Help you get fit'

Responses awarded maximum marks:

'You are shown how to use the equipment such as how to use the weights or rowing machine'.

'They do classes to get fit like aerobics where they show you fitness moves'.

For part (ii), like in (i) most responses were basic and not exemplified. It was only towards the higher-grade boundaries that responses were awarded maximum marks. Some candidates confused the duties of the pilot with the duties of cabin crew staff i.e. the *'pilot shows people safety equipment'*. Some answers were not specific to a pilot and therefore limited in marks. For example *'give people information about the flight'*. This response could be cabin crew, airline check in staff, tour operators etc.

Typical one-mark answers:

'Fly a plane'

'Help you get fit'

Responses awarded maximum marks:

'They tell you how long the plane is going to take to get to the destination and the speed it is flying at.'

'They have to contact air traffic control to check when the flight can land.'

Question 5

(a) Few candidates were familiar with the purpose of visits. For (i) many gave the key component *'visitor attraction'* rather than visit an attraction. Many candidates repeated the stem of the question for (ii), for example *'watch a tennis match'*. Of all the situations (iii) tended to be the situation where some candidates gained a mark although some came up with responses such as *'she might be ill'*. Marks were only awarded for terms similar to those in the specification. Centres are reminded of the need to replicate the terms used in the specification when delivering this unit. Learners must be aware of the purpose of visit outlined in the specification.

(b) Overall candidates generally were able to give some explanations as to why the why a plane is the most appropriate method of transport for people wishing to travel to Australia for a three week holiday. Marking changed from level of responses to detail in each reason given which is slightly different to previous exam series. At the C boundary normally responses showed some explanation however reasons often lacked detail and limited reasons were given. Only towards the A grade boundary did responses show either detail in the explanation or breadth in the reasons why air transport was more appropriate. In a few responses answers related to safety or the carrying of luggage which was not specific as to why air transport was more appropriate.

Typical basic explanation:

'Australia is a long way away so it is easier to go by plane as it is fast. It is also probably cheaper.'

A responses with some detail

'If you go to Australia then you cannot get there by car because it would take you weeks because the it is at the other side of the world and you have to get across water so other transport is needed. It would mean you would not get your three weeks holiday because you spend all that time in the car and boat. The plane is also more better because you can fly all over unlike the boat you can only go to places around the coast because airports are in more places.'

A plane is one of the most appropriate methods of transport because it is easier. This is because it means that customers can get on one plane and get there as quick as possible whereas you would have to drive to France or somewhere then get another then drive again. Also it is cheaper way because you just pay for flights to get to Australia whereas a car you would have petrol, MOT, insurance. It would be more convenient as you don't have to put any effort except for getting to the airport at the right time. Getting a plane is less time consuming as opposed to travelling by car boat or train there is less chance of congestion and delays when in the air as on a plane unlike a motorway. The plane is most suited. '

Question 6

(a) This question referred to cinemas. The question asked candidates to describe two products and/or services available at cinemas. Candidates were generally able to identify two products and/or services. Most gave at least a description of one product or service.

Example awarded one mark

'Popcorn.'

Examples awarded two marks:

'They have an usher that takes you to your seat.'

'Refreshments like hotdogs and coke'.

(b) Fairly well answered with many candidates showing some understanding of the how cinema facilities have changed over the last 20 years. Responses were similar to the previous series. Many candidates were showing some basic changes only and therefore 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. These responses were often basic and many were not specific to a cinema e.g. *'they have ramps now and disabled toilets and lots of places to eat'*. Some responses were about why facilities have changed rather than how facilities have changed in the last 20 years.

Level one response that only considered present facilities:

'Cinema have more films showing for example they sometimes have 10 films all running at the same time. People have more choice of where to go and the cinema has loads of facilities now like restaurants, amusements, bars. The cinema has digital sound so it sounds really good. You can buy lots of different snacks like nachos and coke'.

A level two response showing past and present:

'Cinemas have changed as now they have colour films rather than black and white. The cinemas have more than one screen they now have multiplex cinemas showing loads of films unlike before where there was only one or two films showing.'

Question 7

(a) This question referred to the links between leisure and tourism. There was a slightly different approach to the marking of this question as this type of question has been in a number of previous papers and candidates now should be showing some explanation of the links between leisure and tourism rather than just describing what is leisure and what is tourism. Where candidates simply identified the key components for leisure and tourism marks were limited to one mark. Marks were awarded for each explanation of a link between leisure and tourism. Where candidates showed links between leisure and tourism explanations tended to be basic. Many candidates only achieved two marks. Responses tended to be descriptive with few links made. Much of the content in responses was a repeat of the situation given in the question.

A typical 1-mark response:

'The holiday was booked through a travel agent which is tourism. They went by plane from Manchester which is tourism. They went abroad which is also tourism. The leisure side is the activities like swimming and entertainment.'

A typical 2-mark response with one basic link. The majority of the response is related to what aspects are leisure or tourism.

'It is linked because they went on holiday which is tourism as you are away from home. It was booked by a travel agent. The cruise was a ship which is transportation which is tourism. The activities on the ship are leisure activities so a link as there is a swimming pool and bars and entertainment on the ship.'

Question 8

(a) This part of the question linked to the factor 'how much money people have to spend'. This question was poorly answered. Most responses were descriptive and few applied their answer to the stem of the question i.e. to either groups or 14 year olds. At all grades two marks out of a potential six marks was common. In some answers the response related to other factors e.g. influence of friends and family, availability of transport.

Below is a typical response that was mainly descriptive:

'If you have loads of money you can do activities such as go on holiday to America but if you have little money you do cheap activities like go to the cinema or play sport.'

Below is a response that did make an attempt to consider the stem of the question. The explanation was limited:

'The cinema is appropriate as the students will not have a job as they are at school. They will choose to go to the cinema as is a cheaper option than going to a theme park that costs loads to get in.'

One of the better responses:

'A group of 14-year olds young so they usually get pocket money from their parents. They don't have a job because they are at school so this means that they won't have a lot of money to watch cinema since their 14 they won't have a licence or car

transportation could be difficult thing for them. Some parents may be working so a taxi might be needed but it is more expensive. They might not have money for transportation and usually the canteen in the cinema has expensive food for students.'

(b) Much improved from the previous series. Most candidates gave at least one correct factor. Many achieved maximum marks.

Question 9

(a) Few candidates understood the destination features of 'theme parks'. Many simply described the facility. Most responses did have some reference to rides so usually achieved one mark.

(b) Most candidates were able to name two theme parks. A variety of UK theme parks appeared. 'Alton Towers', 'Chessington World of Adventure' and 'Thorpe Park' were most common.

(c) At the F grade many responses did not relate to impacts instead answers were about why Stealth was a good or bad ride. In these cases candidates were not awarded marks. For example *'The ride will be great for teenagers as they like fast rides but then it might not be good for people with small children as they are not old enough to go on the ride. The negative thing is that it will make loads of people feel sick as it goes really fast'*.

At the C grade boundaries then there was usually basic reasons however more candidates were starting to analyse compared to previous series. Many responses tended to be awarded 2-3 marks. At the A grade boundaries candidates responses were improved with more candidates showing analysis and achieving four to five marks.

Basic answer awarded two marks:

'Stealth is massive and people like it so more people will come but there will be more congestion and litter. The roads will be busier because of everyone visiting'.

This is a level two response that did show some analysis:

'The positive impacts are that more people will come and this will be more money which is good as people will spend in the local area. There may be more jobs like ride attendants and people to collect litter. The jobs might not be seasonal. Also it might be bad because it says it is huge gigantic so will be an eyesore so local will not be pleased as their view has gone. There will be noise pollution, litter and more people on the roads. To make the rides then the natural habitat is ruined. Wildlife like birds will be scared especially with the noise from the rides and people screaming so they will leave or die.'

(d) More candidates understood the term sustainability compared to previous papers. Responses however were generally limited in detail and reasoning so often marks were awarded marks within level one rather than higher marks. Some candidates who did not answer the question correctly and gave answers relating to improving the park for different customer types e.g. *'put more rides for families because families like going and there may not be enough for them. They should have disabled access like ramps and lifts so it is easy to get around.'*

Basic response - level 1

'They could do litter bins around the park or litter collectors. They could make sure that the rides are not high'.

A good level 2 response:

'Theme parks should make sure that they do not make more building of rides than they need to. They should pull down old rides and make new ones on the same site so that they do not waste any more land. The rides should have height restrictions so locals do not have their view ruined and they should hide the rides by planting trees around and painting them green so that they match the countryside'.

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.

Unit 2 Marketing in Leisure and Tourism 5347/01

This report comments on the June 2007 moderation series and includes any changes observed by moderators since the last series (June 2006). It includes comments on the accuracy of the marking, the assessment evidence requirements, and the administration. Each of these aspects is referred to briefly in a summary and then in more detail in the main body of this report. There are also some general comments and details of support materials available from Edexcel.

Exemplar work, together with moderator comments, will be available from the Edexcel website www.edexcel.org.uk during the Autumn term.

IMPORTANT NOTICE

A revised version of the specification will be made available during the Autumn term of 2007. Revisions have been made to the guidance section of this unit and assessors will find that it reflects the feedback in the Principal Moderators report.

Summary

There were more centres marking accurately this series and where there were inaccuracies these were less profound. There still remain a significant number of centres marking inaccurately, mainly marking generously.

In task a), candidates do not explain how the 4Ps work together to meet the organisations objectives and fail to give detailed descriptions for all 4Ps yet many centres still award marks from mark band 3 where these traits should be evident.

In task b) candidates do not show understanding of target marketing in their promotional materials and yet many centres still award high marks from mark band 2 and from mark band 3 where these traits should be clearly evident.

In task c) candidates generally do not assess all three aspects of the task, they particularly omit reference to promotional techniques and when assessing research methods, do so in theoretical terms rather than how they are used by the organisation to identify target markets. This evidence would suggest low marks from mark band 2 would be most appropriate but many centres are awarding this quality of evidence high marks from mark band 2 and even marks from mark band 3.

In task d) candidates generally make limited comparisons and give limited reasoning with most conclusions being straightforward i.e. identifying similarities and differences. This should be marked in mark band 1 and not mark band 2 as given by many centres.

There was a significant improvement in evidence being related to specification requirements. There was less superfluous information on the background to the organisation, there were relatively few SWOT analyses (not an assessment requirement at all) and more candidates comparing promotional campaigns rather than promotional materials and activities.

In terms of administration, there were fewer centres not submitting Candidate Authentication Forms and relatively few centres doubled the marks awarded when

completing OPTEMS. There are still a significant number of centres submitting portfolios where annotation is limited, inappropriate, inaccurate or irrelevant but there was a significant number of centres where annotation was clear, related to assessment requirements and helpful to the moderation process.

Accuracy of marking

It is still the case that for many centres, marking was not accurate. There was a tendency to be generous, particularly when awarding marks from within Mark Band 3. 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. Generally, to move beyond the mid point, candidates would be expected to have evidence showing traits of a higher mark band. 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 i.e. that descriptions are detailed, explanations are clear, assessments are detailed, comparisons are substantiated.

The comments below relate to the requirements for mark band 3. This is generally where assessment decisions were the most likely to be generous.

Task a)

At mark band 3 for this task, 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. In fact, it is unlikely that any 'P' could be described in less than one side of A4. It is likely that there will be less to describe for Place and Price than for Promotion and Product. 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. The evidence will show clear reasoning and move beyond description.

Task b)

At mark band 3, the promotional material must be '*well structured, innovative and creative*' and '*show an in-depth understanding of target marketing*'. It is only the promotional material that should be considered when making assessment decisions. 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.

Task c)

Marks from mark band 3 should only be awarded where all three aspects of the task are 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 current issue of the specification, candidates were still descriptive. Where evidence is descriptive 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. All assessments should be applied i.e. it is not sufficient to give theoretical assessments, these must be applied to the organisations promotional and research activities.

Task d)

Mark band 3 requires that evidence for this task includes '*substantiated conclusions*'. 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 and substantiated. These must be the conclusions derived through the comparison and not of each individual campaign. 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 or other sources 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*'.

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 theme park (particularly members of the Tussauds

group) and other local attractions, leisure centres, 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. More candidates made reference in their descriptions to the requirements set out in the 'what you need to learn' for product and price but less so, with place and promotion. For example, few candidates made any reference to distribution channels in place, or the range of techniques for promotion. The most detail is provided when describing product. More candidates were including details of secondary and ancillary products to give more detail. They were also extending details of prices to cover a broader range of products and services and some candidates went beyond simply listing prices to being more descriptive; relating to pricing strategies and changes in prices over time and for different types of customer. Candidates are generally still focussing on location for place, with little reference to any aspect of access or type of facility. It is often covered with a map showing location and a short paragraph. This would be considered a basic description. Promotion is often omitted and, if included, often has limited detail. If evidence for this can be found in task c) this should be clearly referenced as such. Candidates should note, however, that task c) requires assessment and if describing for this task it will limit their marks. Candidates do not get higher marks for explaining why the 4Ps are designed as they are, nor for relating them to the organisations target markets or assessing the quality of the 4Ps. The opportunity to do this is in other tasks. Here, they get credit for description only.

Most candidates attempted to explain how the 4Ps worked together to meet the organisations objectives, as with the previous series. A number of candidates, however, did not include organisations objectives with their evidence. Candidates tended to describe what is provided by the 4Ps in relation to one or more objectives rather than give any explanation. Many candidates only attempted to show how the 4Ps separately work to meet the objective and not how they work together to meet

the objective. In some cases, candidates selected objectives that were very specific e.g. reduce prices, increase level of promotion where they could not fulfil the requirements of the task i.e. the 4Ps cannot work together to meet the objective. Candidates are advised to select objectives that can be met by 4Ps working together e.g. increase visitor numbers, market share, profit etc.

Task b)

This task addresses AO2 - *apply the knowledge, skills and understanding specified in the subject content in a range of vocationally related situations.*

Candidates are required to produce an item of promotional material. 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 e.g. a t-shirt worn by PR staff handing out free merchandise. Candidates are **not** required to submit draft versions of their material. Many candidates gave several versions of their material and some gave several examples of a material. In these cases, it was not always clear which version/example was used for assessment purposes and the moderator had to make the judgement.

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.

Many candidates submitted merchandise material e.g. mugs, t-shirts, balloons etc. As these mainly only had the logo and name of the organisation included, they tended to be awarded limited marks from mark band 1. Any material has to promote the organisation; encourage the potential market to participate and purchase the product or service. Without details of the product or service and how it can be purchased, the material cannot be considered effective. Assessors might themselves find it useful to adopt AIDA when assessing the material. Does it attract attention, stimulate interest and desire and enable action to be undertaken. To be effective it must be informative. To stimulate interest and desire there has to be information and it should be presented in a way that goes beyond simply stating facts. It is more likely to stimulate interest and desire if presented in a way that goes beyond facts and highlights features and benefits.

Many candidates made no reference to a specified market segment in their material. Assessors would often indicate that an understanding of target marketing was demonstrated through the choice of photographs but this does not show an in-depth understanding of target marketing. This would be evident in the style of presentation, the selection of information to be included and the language used. In demonstrating an in-depth understanding of target marketing a clear market segment will have been selected by the candidate. Methods of segmenting the market are provided in the specification.

Many candidates produced promotional material for a new product e.g. an event or new ride. As it is the promotional material that is assessed, this gives no credit.

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;
- 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 continues to be increasing 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 although a significant number of candidates did make that distinction. The majority of 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. When assessing promotional techniques, this must be in relation to the selected organisation and not theoretical. It should relate to how the organisation is using the technique and their choice of technique to achieve their objectives.

Many candidates did make an assessment of promotional materials. The most common approach was to use the AIDA technique. Many candidates presented their assessments in the form of a table, taking the headings from the information given in the guidance section of the specification. A number of candidates chose a different approach. Having selected a range of materials, they stuck these onto blank pages. They then drew attention to the key positive and negative points using arrows and made their assessments on the page, adjacent to the material which was used as stimulus. Any of these, or alternative approaches are acceptable. The key requirement is for candidates to make an assessment. Even with the table provided, many candidates still submitted evidence that was descriptive i.e. they described the parts of the material relevant to the heading rather than made an assessment. It is only where they are making a reasoned judgement (assessment) that marks above mid point mark band 1 could be considered.

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 and theoretical. 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. There was a significant improvement in the number of candidates actually comparing promotional campaigns although there are still a significant number that don't and instead compare promotion generally, specific promotional materials (often websites) or the organisations themselves and/or their products. Many candidates identified campaigns initially but then compared promotional activities generally. A campaign would normally take place over a period of time and use a range of promotional techniques and materials. There would normally be a specific purpose or objective e.g. to promote an event (Halloween evening), the launch of a new product (such as a ride at a theme park), to attract a new target market etc.

As indicated in previous reports, where comparison is not made of promotional campaigns, the marks available will be limited to mark band 1. If there are no reasoned conclusions in the comparison, the marks should be limited to 3 - mid point mark band 1.

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 the comparison that can be credited. Many candidates would include several pages describing, explaining, evaluating the campaigns and then produce one or two sentences in conclusion making a comparison. As it is only those concluding sentences where a comparison is made, this is the only evidence that can be credited. Where the comparison identifies similarities and differences, this would be considered a straightforward conclusion and so marks would be limited to mark band 1. It is only where those conclusions from the comparison are reasoned that marks from mark band 2 could be considered.

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.

Additional Evidence

The number of candidates producing additional evidence was less than in previous series but moderators did comment that some candidates were still including evidence that did not relate to the assessment tasks for this unit. There are no requirements for candidates to describe the organisations target market, how they segment their market or complete a SWOT analysis for the organisation. Theoretical descriptions of marketing are also not required. The only evidence that candidates need to submit for assessment and inclusion in their portfolios is that related to the four tasks for this unit. Candidates do not need to show coverage of the 'what you need to learn'. The topics in the 'what you need to learn' are assessed as follows:

Market segmentation

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

Marketing mix

Candidates are required to describe the 4Ps. The 'what you need to learn' outlines how the candidate could describe these in detail i.e. for product candidates are required to learn about brand name, product life cycle and after sales service as well as product and service features. Candidates are also required to explain how these 4Ps work together to meet the organisations objectives. The key requirement here is how they work together i.e. how they are a mix. Promotion is one element of the marketing mix and is assessed in all four tasks. In task a) they have to describe the promotional activities of the organisation and explain how it works with the other Ps to meet the organisations objectives. In task b) they have to produce their own item of promotional material. In task c) they have to assess the promotional techniques used by the organisation and assess the promotional materials used by the organisation. In task d) they must compare the promotional campaign of the organisation with the promotional campaign of another leisure and tourism organisation.

Market research

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

SWOT analysis

This topic is not assessed.

Administration

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 limited number of centres 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 or there were calculation errors in determining the total mark.

Most centres sent the appropriate sample although some did not send a replacement if the required candidate sample was withdrawn. This delays the moderation process.

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 previously on the Edexcel website. All of these were referred for further investigation. For some centres, evidence presented in the samples was very similar, often related to a visit to an organisation. Centres are advised to ensure that if candidates are participating in a visit in order to investigate an organisation, they are not presented with exactly what is required for the task. This would mean it would not be candidate evidence being submitted. 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 submitted. Some centres allowed candidates to complete tasks in groups. This is not allowed. Each candidate must individually complete each task and submit their own evidence.

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 ideally 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'. These abbreviations are not compulsory and nor is the requirement for annotation but this approach may enable the assessor to mark more accurately as they will focus on the specific requirements of the task.

General Comments

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. If this type of evidence is the promotional material, a storyboard, script, printout etc would be acceptable.

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

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

General Performance

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

Unit 3 Customer service in Leisure and Tourism 5348/01

This report comments on the June 2007 moderation series and includes any changes observed by moderators since the last series (June 2006). It includes comments on the accuracy of the marking, the assessment evidence requirements, and the administration. Each of these aspects is referred to briefly in a summary and then in more detail in the main body of this report. There are also some general comments and details of support materials available from Edexcel.

Exemplar work, together with moderator comments, will be available from the Edexcel website www.edexcel.org.uk during the Autumn term.

IMPORTANT NOTICE

A revised version of the specification will be made available during the Autumn term of 2007. Revisions have been made to the guidance section of this unit and assessors will find that it reflects the feedback in the Principal Moderators report.

Summary

There were more centres marking accurately this series and where there were inaccuracies these were less profound. There still remain a significant number of centres marking inaccurately, mainly marking generously.

In task a), candidates generally do not describe with any exemplification situations that require staff to have contact with customers. Records are often identified but not described. There is usually a limited range of records.

In task b) candidates generally do not assess all three parts of the task. Candidates often don't explicitly refer to any customer needs, they assess methods of communication used by staff on a theoretical rather than applied basis and only describe ways the organisation deals with complaints.

In task c) candidates generally produce subjective views of an organisations customer service, with significant elements that are descriptive and often fail to make any reference to recommendations for improvement.

In task d) candidates generally deal well with customers in face to face situations but don't deal with a range of customers. Their written communication is less effective and they do not show understanding of industry standards for dealing with complaints or communicating with customers in writing.

There was a significant improvement in evidence being related to specification requirements. There was less superfluous information on the background to the organisation.

In terms of administration, there were fewer centres not submitting Candidate Authentication Forms and relatively few centres doubled the marks awarded when completing OPTEMS. There are still a significant number of centres where annotation is limited, inappropriate, inaccurate or irrelevant but there was a significant number of centres where annotation was clear, related to assessment requirements and helpful to the moderation process.

Accuracy of 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, different types of situation, different types of customer etc. 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. It is exemplified when details are given about the customer, the contact with the staff and the response from the staff. 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. A focus on situations where information is provided is likely to lead to fewer records than for situations related to giving advice and assistance and dealing with problems and dissatisfied customers.

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. Most candidates describe what is provided to meet the needs of different types of customers and make no assessments. Few candidates make any reference to a need of a customer or different types of customers. Without specifying needs, candidates are unlikely to be able to make any assessments, let alone detailed assessments as required for mark band 3, of how the organisation meets those needs. In addition to assessing how the organisations meets the needs of different types of customer, there should also be assessments of the methods of communication used by staff and the ways the organisation deals with complaints. An assessment of the quality of the communication demonstrated by staff is not an assessment of the method. A description of the complaints procedure or specific complaints is not an assessment.

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 focus should clearly be on customer SERVICE and not marketing. It is not about the policies and documentation it is about the actual service that different customers might receive. 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. 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. *Improvements suggested must be justified*. Where improvements are stated or presented without detail or no indication of how they would improve customer service, marks should be limited.

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 for mark band 3. Candidates must deal effectively with each situation showing high level of communication skills. This will apply in any written evidence i.e. a letter replying to a complaint should be in appropriate business format with no spelling or grammatical errors.

For task d) 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.

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.

In many cases the evidence provided in candidates portfolio did not support the mark awarded. This was mainly because there was a lack of evidence although in some cases the evidence suggested weaknesses or strengths that were not reflected in the mark awarded. Moderators are instructed to use evidence provided. If this is insufficient, marks will be limited, as indicated in last years report. See below for details of evidence requirements.

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.*

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. Most candidates are giving limited detail and exemplification in their descriptions of situations. These are often limited to four or five words with many candidates producing more than twenty of these. Without detail or exemplification these basic descriptions will gain very few marks. Often records are identified but not described. Many candidates give basic descriptions of situations where no records are used or where the candidate is not aware of the use of any records. This will limit the marks awarded. Records do not have to be presented as a written document including customer name. They can be held or produced by a computer and be in general terms e.g. a sales receipt for a personal training session at a leisure centre may have no specific customer details except for the product/service purchased, date of purchase and cost but it is still accepted as a customer record.

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 - make reasoned judgements. 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. Some 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. Some candidates were giving details of the needs of different types of customer.

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 are needed for higher marks to be awarded. This task provides opportunities for candidates to suggest improvements. These were often not referred to in the evidence. If there was reference to improvements, these tended to be written as a list with basic information. 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 - *apply the knowledge, skills and understanding specified in the subject content in a range of vocationally related situations*

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 Edexcel website www.edexcel.org.uk has an example that could be used.

Whichever format is used, it should include an outline of the scenario presented to the candidate (if simulated) or the context of the situation (if real). The type of customer should be identified. Candidates performance should be described. The description should be sufficient for a non-observer to be able to support any assessment decisions made. It should make reference to key requirements of the task. There should be a summary assessment statement for each situation. Each testimony/statement/checklist should be signed and dated by an assessor. Video evidence is not required. Any supporting evidence such as completed membership application forms, booking forms, receipts etc should also be submitted. This further authenticates the candidate performance.

Many candidates submitted evidence from activities undertaken within the centres. Where this could be linked to leisure and tourism they were acceptable e.g. assisting with the school play or exhibition of work from the art department. Helping at the Open Evening was not acceptable. These activities are useful to develop candidates skills but cannot contribute to assessment requirements. Each situation must be

separately assessed. A general statement of candidates contribution to an event is not acceptable.

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

Many candidates submitted **theoretical** notes on customer service in their portfolios. These are not required. In one portfolio, the candidate had more than 20 pages of evidence before there was any work that could be credited. 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.

Administration

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. Some 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 e.g. was there detail in the descriptions, how detailed were assessments, where is the substantiation for conclusions given.

For task d) the detail in the witness testimonies/assessment checklist/observation records is crucial to enabling the moderator to agree with the mark awarded.

General Comments

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 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 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. As indicated in this report, a revised version of the specification will be available in 2007/8.

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 June 2004, 2005 and 2006 as well as this 2007 series.

Past Papers and Mark Schemes

These can be obtained from publications.

Exemplar Documentation

The Edexcel website will have samples of documentation that can be used by assessors and candidates when compiling portfolios for moderation.

Exemplar Candidate Evidence

Examples of student work will be made available, together with moderator comments on the Edexcel website.

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 The types of events are:

Feedback on external assessment

Principal Examiner giving a report on the performance of the 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.

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.

GCSE Leisure and Tourism (Double Award)- Feedback on the June 2007 examination series

This half day event is for staff in schools and colleges who are already offering GCSE in Applied Leisure and Tourism (Double Award) and who are preparing students for the external assessments in January/June 2008.

The purpose of this event is:

- to examine the structure and style of the assessments
- examine a range of student responses
- improve students' preparation for external assessments
- consider possible teaching and learning strategies to maximise achievement.

Price: Early bird fee £67.50 Normal fee £75

Note on addition to the dates on the poster we have 3 additional training dates

07/11/2007 13:30 to 16:00	London 7NVA08/01
08/11/2007 13:30 to 16:00	Leeds 7NVA08/02
15/11/2007 13:30 to 16:00	Birmingham 7NVA08/03

GCSE Leisure and Tourism Grade Boundaries

Unit 1: Investigating Leisure and Tourism (5346)

Grade	A*	A	B	C	D	E	F	G	U
Raw mark	70	62	54	46	41	36	32	28	0
UMS	90	80	70	60	50	40	30	20	0
Cum %	0.1	1.4	11.0	36.1	56.2	72.7	83.0	90.2	100.0

Unit 2: Marketing in Leisure and Tourism (5347)

Grade	A*	A	B	C	D	E	F	G	U
Raw mark	43	37	31	25	21	17	13	9	0
UMS	90	80	70	60	50	40	30	20	0
Cum %	0.6	4.1	13.9	33.4	50.3	66.4	80.6	90.5	100

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

Grade	A*	A	B	C	D	E	F	G	U
Raw mark	43	37	31	25	21	17	14	11	0
UMS	90	80	70	60	50	40	30	20	0
Cum %	1.4	6.9	21.3	43.5	58.8	72.4	80.8	87.4	100

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