Examiners' Report Summer 2009

GCSE

GCSE Applied Leisure & Tourism (2346)

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Summer 2009

Publications Code UG012509

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Unit 1 - Investigating Leisure and Tourism

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.

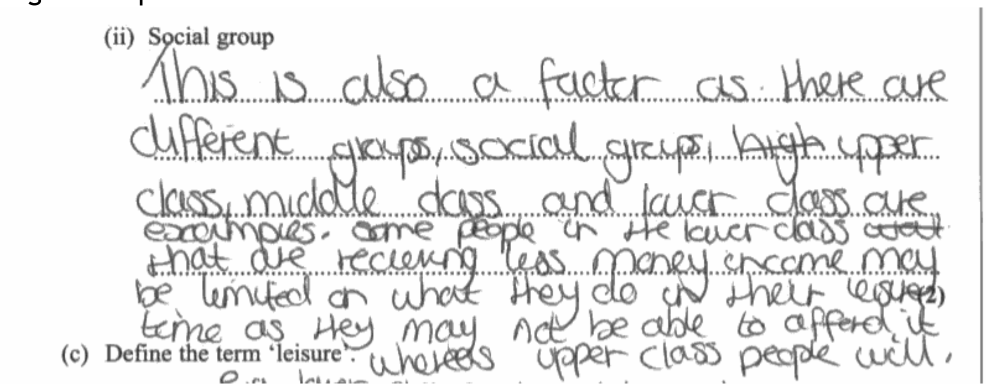
To pass the exam candidates needed to demonstrate some knowledge and understanding of the leisure and tourism industries. Candidates also needed to demonstrate some application, reasoning and basic analysis. Higher grades were only awarded to candidates who could demonstrate a higher level of knowledge, 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. The comparison of football stadiums today with those of 20 years ago was however generally poorly answered, as responses were either focused on the present which is not was what required or responses focused on the past only. 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.

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 very well answered with the majority of candidates gaining the full 3 marks.
(b) Some candidates gained full marks when they defined the term “culture”. Many candidates answered “religion” as their response. To gain the full two marks, there had to be reference to the way of life/beliefs which makes people choose certain things. “Social group” was not well answered as candidates confused this with what you do with your friends rather than a socio-economic classification. “Working class” gained 1 mark and “what job people have and the people they mix with” gained 2 marks.
A good response:


(ii) Social group

This is also a factor as there are different groups, social groups, ~~High~~ upper class, middle class and lower class are examples. some people in the lower class that are recieving less money income may be limited on what they do in their leisure time as they may not be able to afford it whereas upper class people will.

(2)

(c) Define the term ‘leisure’.

(c) Many candidates defined the term leisure well and gained the full two marks.

Question 2

(a) This was generally well answered as many candidates were able to give a description for the three purposes of visits in the table. Some answers were theoretical or merely repeated phrases from the table.
A good answer would have been:
Business… “When you visit to work rather than to relax.” (2)
Sightseeing…. “To see places of interest such as the Eiffel Tower in Paris”. (2)
Visiting friends and relatives… “” Going to see you aunt and staying with her.” (2)
(b) This was not well answered because candidates did not show reasoning in their explanation and if they gave a generic or descriptive response then a maximum of two marks only were awarded. Some candidates just gave a list of all the components to do with tourism rather than applying their knowledge to the question.
A good answer would have been:
“ VFR is a purpose of visit that is tourism so it means temporary travel away from home because it is a visit and they intend to return home. It is therefore classed as tourism.” (3)

Question 3

(a)The duties of the chef were described by many candidates. However, many of the responses seen lacked detail and sometimes were not related to the specific duty.
Good answers:
"They cook food by selecting ingredients and make them into dishes for people to eat." (2)
"They keep the kitchen up to the required health and safety standards when cooking food so that people do not get food poisoning like salmonella." (2)
General answers gained a maximum of one mark only e.g.
"Cooks." (1)
"Prepares food." (1)
(b)(ii)The duties of the train driver were described in greater detail with fewer generalised responses.
Good answers:
"Drives a train at the correct safety speed." (2)
"Drives the train to correct destinations and gets there on time." (2)
General answers gained a maximum of one mark only e.g.
"Drives a train." (1)
" Drives safely." (1)
At the A grade boundary candidates normally did exemplify their responses.

Question 4

All candidates were able to interpret and use the information from the exercise class timetable to gain full marks for parts (a), (b) and (c).
(a) 13.30/1.30
(b) 1 hour/60 minutes
(c) Step/conditioning/weight loss
A-G candidates were able to gain full marks.
(d) Many candidates described two "products and services" and were able to give extended response to gain the full tow marks for each "product and service"
"Swimming pool" (1)
"Fitness trainer" (1)
"Refreshments, such as water". (2)
"Lockers, so that customers can keep their belongings and ordinary clothes somewhere safe, while doing their exercise class." (2)

Question 5

(a) Many candidates were able to achieve full marks for this part of the question. Where candidates just gave a list with no descriptive detail, then only two marks were awarded.
A good answer:
"Football stadiums today are designed to be very safe for visitors. The stadiums are designed so that everyone can see the football. There are large TV screens placed around the stadium. The stadiums also provide products and services such as cafes where you can get food and drink. There are lots of refreshment places where you can get hot dogs and burgers inside the stadium. Some stadiums have tours which take you around the stadium and behind the scene to the changing rooms."(4)

(b) This part of the question was not well answered. Many candidates were confused as to what the focus of this question was and did not show their skills of comparison when considering football stadiums today with those of twenty years ago. The responses were marked in levels. Level one marks were for a basic response where the focus was only on the past. Level two marks were awarded for a detailed response which considered both past and present. Where the response considered the stadiums of today only, no marks were awarded.
A good Level 2 answer:
"Football stadiums are much safer than those of twenty years ago, because back then people just piled in. It was probably cramped and most people would not have been able to see the game very well, unlike today where there are big plasma TV screens around the stadium for the crowd to watch every move on the pitch. Twenty years ago stadiums did not provide as much food and drink as they do now. There is a huge choice of food inside the stadium not just a pie or jellied eel stall outside. There are also hospitality suites inside the stadium where businesses can not only watch the game but also entertain their guests because they are sponsors of the game. This may not have been able to happen twenty years ago because there were not the facilities in stadiums to cope with this kind of hospitality."

Question 6

(a) This part of the question was well answered. Most candidates were able to describe one other leisure activity.
General answers gained one mark:
"Yoga"
"Reading a book"
"Playing football"
Descriptive responses gained the full two marks:
"Playing computer games like Warcraft"
"Playing football in the park with my friends."
"Reading a book such as "Twilight".
(b) This part of the question was not answered so well. Many candidates did not make the link between bike riding being in both leisure key components and why that was the case. Where this happened, Level 1 marks were awarded. No candidates achieved more than 3 marks. Most mentioned biking as a form of exercise and a sport because of competitions. The link with countryside recreation often referred to Jolas riding in the countryside but with no explanation of what the countryside is. Where candidates gave a clear explanation relating to both components, then Level 2 marks were awarded.
Level 1 response:
"Bike riding can be an outdoor activity (countryside recreation) and a sport you compete in which is classed as sport and physical recreation."
Level 2 response:
"Bike riding or BMX can be classified as sport because it is a thing you can do and win competitions with e.g. The X Games are a BMX version of The Olympic Games. Also it is sport and physical recreation because you are doing an activity physically. Also it is countryside recreation because it is something you can do in the countryside because there is a lot of space and natural resources to make ramps and jumps out of which suits BMXing rally well."

Question 7

(a)(i) and (ii)Candidates answered this question well, although some candidates chose the harder example of 'Tourist information and guiding services! Many lost marks by stating 'Transport' instead of Transportation. Some confused with Tour Operator. A minority of the clips seen completely misread the question and picked out events in the scenario e.g. visit the spice market.

(a)(i)

- Sports and physical recreation (1)
- Arts and catering (1)
- Catering (1)

(a)(ii)

- Tourist information and guiding services (1)
- Transportation (1)
- Accommodation and catering (1)

(b)(i) There seemed to be an improvement in the quality of the answers but some candidates were still awarded 1 mark for identification of sector only. A large number of candidates were able to explain which component the hotel, swimming pool, tour guide and restaurant fell into but did not explain how they linked together.

A basic response for 7(b)(i)

"The hotel is tourism and the swimming pool is leisure."(1)

A better response:

"They stayed in a hotel, which is accommodation and catering but the hotel has several pools which is a leisure facility."(2)

A good response:

"To swim in the swimming pool which is a leisure activity, you need to stay at the hotel because it provides the swimming pool. This is part of tourism as the hotel is accommodation and catering." (3)

A basic response for 7(b)(ii):

"The tour guide is tourism and the restaurant is catering."(1)

A better response:

"The tour guide is tourism as a tour operator employs him but he gives information to the couple about the restaurant which is catering and a component of leisure."(2)

A good response:

"The tour guide is classed as part of the tourism industry and works for a tour operator. One of the services provided by the tour guide is to give information about leisure activities in the local area which would be the restaurant and this would come under catering and is a leisure activity.(3)

Question 8

(a) Many candidates focused on the fact that the tube was cheaper and provided some form of calculation. Higher marks were awarded to those that made an assessment on the fact that getting a taxi may be more expensive if it took longer in traffic. Some also provided suggestions that they could save money and spend it on the hotel or buying lunch.

"The tube is only £4 so it is cheap. (1) A taxi may be very expensive in comparison as it is a distance from the railway station (1) and in the morning may get stuck in traffic (1) which would mean the fare would be expensive."

(b) Many candidates gave reasoned responses and considered the fact that the woman had a suitcase and so gave some good reasons for getting a taxi as she will not have to carry her bag, may not be room on the tube, but also identified that if the taxi got stuck in traffic she may be late for her interview.
"A taxi would be more convenient for the woman as she has a suitcase and she can easily fit in the boot and would not have to carry it on her walk to get to Green Park. If this woman got a tube she would be stuck with a lot of people and have to fit her suitcase in somehow. It would be slower because of the stops at stations and 8.30-9.30 is a busy time on the tubes. By having to walk to Green Park, she would get hot and flustered because she is in a rush and this would mean that she would not look her best at her interview. On the other hand a taxi could be stuck in traffic and this would cause her to be delayed." (4)

Question 9

(a) Most candidates understood the features of a "coastal area" and gained maximum marks for this part of the question.
A good answer:
"Located near the sea(1)with cliffs(1)and often some beach (1). Maximum two marks awarded.
(b) Most candidates could give two examples of UK "coastal areas". However some candidates repeated Blackpool from the question, an equally large number of candidates thought the Lake District was a coastal area and there seemed to be a lot of confusion between coastal area and cities on estuaries like Bristol, Liverpool and Hull, also mentioned were London, Newcastle, Glasgow and Edinburgh as coastal areas. Many candidates gave the answer of the whole of Cornwall, Devon and the Isle of Wight without stating the Cornish/ Devon Coasts or particular areas of the Isle of Wight. Some Candidates also stated areas in Europe including parts of Spain and Eire.
Correct coastal areas:
"Scarborough" (1)
"Brighton" (1)
"Pembrokeshire coast" (1)

(c) At the F grade many responses did not relate to the impacts of tourism on a coastal area such as Hayling Island but were of generalised impacts of tourism. These responses were mainly descriptive with limited analysis. 1-3 marks were awarded.
Level 1 response:
"More people will come because there is a new ride so there will be more traffic."
At the C grade boundaries there was usually some analysis which showed some reasoning. Here candidates could gain 4-6 marks.
Level 2 response:
"Having more attractions will be economically good for the area as it will attract more people as it is new so this will mean more people visiting. The more people visiting an area will mean that they will also bring more money to the area because they will spend at petrol stations and shops for example. Much of this money will be spent in the area so it will go to locals from the local area. Redeveloping areas without spoiling the area is good as it will make the region more desirable for locals to live in as it restores derelict areas and improves the image."
At the A grade boundaries the responses needed to contain detailed analysis which was clearly linked to both positive and negative impacts. These responses would gain 7-8 marks.

Level 3 response:
"Having more attractions will be economically good for the area as it will attract more people as it is new so this will mean more people visiting. The more people visiting an area will mean that they will also bring more money to the area because they will spend at petrol stations and shops for example. Much of this money will be spent in the area so it will go to locals from the local area. Redeveloping areas without spoiling the area is good as it will make the region more desirable for locals to live in as it restores derelict areas and improves the image. (PLUS)This is good for the local economy as much of the spending on food and drink will be in local restaurants and cafes. Having more people to the area will mean more people on the roads to get to the area and generally coastal areas do not have major motorways so there will be much more congestion on the roads meaning local people will find it difficult to get around and it may cause delays on the roads. Having visitor spending means that the locals can earn more money. This is available to be spent in the local area, which supports the local economy. More people results in more employment for local people, as there will be lots of jobs to operate attractions and restaurants. However, generally coastal areas are only busy in the warmer months so employment may be seasonal."

(d) Many candidates gave more than one suggestion but credit was only given for the **ONE** suggestion required in the rubric. This question was point marked with four marks being available for detail in the description and two marks available for the justification of the sustainability. Many candidates answered the question with responses relating to sustaining a coastal area rather than how it could be developed sustainably and so lost marks as suggestions focused on development to increase tourism rather than considering the environment.
"Old derelict buildings could be changed into museums (1) describing the history of the area and showing photographs of what the area looked like. (1) This way the history of the area will be preserved and old buildings looked after (1) making the area a lot more appealing to visitors and locals as well as offering income to the area.(1)"

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, suggest etc.

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

The specification for GCSE Leisure and Tourism will be changed from September 2009. Details can be found on the Edexcel website.

Unit 2 Marketing in Leisure and Tourism

This report comments on the June 2009 moderation series and includes any changes observed by moderators since the last series. 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. Further support on how to design assessments and mark evidence can be found on the Edexcel website www.edexcel.com.

IMPORTANT NOTICE
Issue 2 of the specification is now available on the Edexcel website. 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.

The specification for GCSE Leisure and Tourism will be changed from September 2009. Details can be found on the Edexcel website.

Summary

There were more centres marking accurately this series and where there were inaccuracies they were more consistent. There still remain a significant number of centres 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. There has generally been an improvement in the detail given in descriptions of place and the explanations of how the 4Ps work together, although candidates are not yet relating this to meeting the objectives.

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. There has been an improvement overall in the quality of promotional materials with more showing creativity and effectiveness and detail.

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. There has been an improvement in the number of candidates differentiating techniques from materials although assessments are limited and mainly theoretical.

In task d) candidates generally make limited comparisons and give limited reasoning with most conclusions being straightforward ie identifying similarities and differences. This should be marked in mark band 1 and not mark band 2 as given by many centres. For this series, it was noted that there was a significant increase in the number of learners comparing promotional campaigns rather than organisations and/or their promotional activities.

In terms of administration, almost all centres submitted work by the date specified and completed all administrative requirements correctly. Moderators commented that there was a significant improvement in the level and accuracy of the annotation provided by assessors.

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 Portfolio Marking Guide, now available on the Edexcel website, gives details of the key terms in each mark band statement that should be considered when marking. 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 - that descriptions are detailed, explanations are clear, assessments have detailed reasoning, 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. Merchandise and posters tend to be the most overmarked items of promotional material. These tend to lack information and have a basic design and so are more appropriate to mark band 1 than mark band 3. Mugs, pencils, boxes of chocolates, CDs, teddy bears, t-shirts and calendars are all examples of merchandise. These, in themselves, are not creative or innovative. It is what the candidate does with the material that should be assessed. How have they made their mug or t-shirt different? What creative elements have they incorporated into their design? Generally, these materials have the name of the organisation and limited contact details and so do not have sufficient information to be considered mark band 2.

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 evidence is descriptive (as above) then marks should be awarded from mark band 1. Using AIDA or a table with key headings taken from the guidance notes in the original specification does not, in itself, mean that an assessment is given as the content may be descriptive. 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 - 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 continues to be theme parks (particularly Alton Towers, Drayton Manor Park and Chessington) and other local attractions. Some centres used airports and shopping centres as an organisation but candidates tended to focus on other organisations that provided services within the airport or shopping centre rather than the organisation itself. 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.

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’. Descriptions for product were generally the most detailed and more candidates were referring to the range of aspects for product given in the specification and relating these to their organisation. More candidates were describing price with more detail and referring to more than entrance prices and more fully investigating the range of prices available. Place was more detailed with references to chain of distribution and access now included in more samples than previously. Generally, promotion was the weakest of the 4Ps. 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.

Almost all candidates attempted to explain how the 4Ps worked together to meet the organisations objectives. A number of candidates, however, did not include organisations objectives with their evidence, as with previous years. Most candidates are using diagrams for this evidence and these do not explain and so only indicate an attempt to explain. Better results came from those candidates using diagrams as stimulus or those that simply wrote in paragraphs. More candidates were giving explanations in this series than previously, however, these tended to be how the 4Ps work together rather than relating to the organisations objectives.

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. Candidates are only required to submit for moderation the piece of promotional material used to determine the mark awarded for the task. Candidates are not required to submit draft versions of their material.

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 continue to submit merchandise material eg mugs, t-shirts, balloons etc. Moderators indicated that as in previous series, these mainly presented the logo and name of the organisation. As such, they are only providing basic information and the design is simple – 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. Much of the evidence submitted presents information rather than promotes the organisation and its products and services in a way that would stimulate interest and desire.

Identifying a target market is not showing an understanding of target marketing. 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.

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 still 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 an increasing number of candidates did make that distinction. 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. Most candidates are giving theoretical assessments only.

Many candidates did make an assessment of promotional materials. The most common approach was to use the AIDA technique. Alternatively, candidates presented their assessments in the form of a table, taking the headings from the information given in the guidance section of the specification. Either 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 - 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.

Where reference to the organisations market research was made, it tended to be descriptive with little or no assessment and theoretical. As with the previous series, 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. Most candidates compared promotional campaigns although there are still a number that don't and instead compare promotion generally, specific promotional materials (often websites) or the organisations themselves. 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 still failed to make any comparisons in their evidence or where they were made, they were limited. They would describe (or explain) a promotional campaign of one organisation and then describe (or explain) the same for another 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. 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.

Additional Evidence

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.

Administration

The deadline for submission of portfolios for moderation was 15 May. Most centres met the deadline.

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. Many moderators commented that centres did not send the sample of the candidate awarded the highest and lowest mark.

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. 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. 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 Form 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 and are included with this report. They are also available on the Edexcel website www.edexcel.com. 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'. 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. Please see note above, however, regarding submission of CDs.

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.

Unit 3 Customer Service in Leisure and Tourism

This report comments on the June 2009 moderation series and includes any changes observed by moderators since the last series (June 2008). 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. Further support on how to design assessments and mark evidence can be found on the Edexcel website www.edexcel.com.

IMPORTANT NOTICE
Issue 2 of the specification is now available on the Edexcel website. 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.

The specification for GCSE Leisure and Tourism will be changed from September 2009. Details can be found on the Edexcel website.

Summary

There were more centres marking accurately this series and where there were inaccuracies they were more consistent. There still remain a significant number of centres marking generously.

In task a), candidates are increasingly describing with 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, although a significant minority of candidates this series did start with identifying needs and making judgements against those needs. Candidates continue to 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. Candidates are increasingly making reference to recommendations for improvement but give limited detail or justification.

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, almost all centres submitted work by the date specified and completed all administrative requirements correctly. Moderators commented that there was a significant improvement in the level and accuracy of the annotation provided by assessors.

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 Portfolio Marking Guide, now available on the Edexcel website, gives details of the key terms in each mark band statement that should be considered when marking. 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 and types of customer service situations. 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 you are given details 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. Providing examples of records is not a description and gains the candidate no marks.

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 (describes what is provided to meet the needs of different types of customers and makes no assessments), mark band 1 should be awarded. Without explicit reference to a need of a customer or different types of customers, 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. For this series, moderators noted that there were a significant minority of candidates who were identifying needs and making judgements against these. 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. An assessment of the quality of the communication demonstrated by staff is not an assessment of the method. Assessment of communication methods tends to be theoretical with no application to how used by staff in their selected organisation. The ways the organisation deals with complaints should also be assessed. A description of the complaints procedure or specific complaints is not an assessment and this tends to be the quality of evidence submitted in the vast majority of samples.

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. *Improvements suggested must be justified*. Where evaluations are subjective, marks will be limited to mark band 2 as they are not substantiated. An analysis of data collected from a survey is not an analysis or evaluation of customer service.

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 for mark band 3. Candidates must deal effectively with each situation showing high level of communication skills. This will apply in any written evidence - 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 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.

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. There are still candidates submitting evidence not relating to a leisure and tourism organisation. This seems to be related to work experience. When not related to leisure and tourism, marks are limited to mid point mark band 1. The most popular type of organisation was a leisure centre but theme parks (Alton Towers, Drayton Manor Park and Chessington) and other local attractions were also popular. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable.

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

For this qualification, shopping centres **are** acceptable organisations. In such cases, candidates should ensure they focus on the organisation that owns and/or manages the centre rather than any individual organisation that operate 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 also applies to airports where it is the airport owner that is the organisation and not the retailers, airlines, service providers that operate within it. For task d), 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 still 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. More candidates are now giving exemplification in their descriptions of situations. Often records are identified but not described. 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 – for example 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. A number of candidates were making clear reference to needs for this part of the task.

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. Candidates tended to describe what was provided for different types of customer.

Many candidates gave a **theoretical** assessment of methods of communication used by staff. Few related this part of the task with the organisation and the way staff within the organisation used the method to communicate with customers. 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. Where assessments were made, they were often theoretical and not related to the selected organisation.

For the final part of the task, fewer candidates gave a **theoretical** description of how to deal with complaints, and 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.com. 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. 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 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.com. 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 new Portfolio Marking Guide on the Edexcel website www.edexcel.com 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. 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 customer's 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

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) were 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

The deadline for submission of portfolios for moderation was 15 May. Most centres met the deadline.

Centres are required to send a sample of 10 portfolios for each unit. Moderators commented that many centres did not send the samples of the highest and lowest candidate.

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.

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.

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 show a theoretical knowledge and understanding of customer service but failed to apply that knowledge to the organisation investigated. They were able to give exemplified descriptions of 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 increasingly more were able to make an assessment. Candidates were able to give a assessment of methods of communication used by staff in the organisation. They were able to review the customer service provision of the organisation and make increasingly objective conclusions. 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.com. 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, Issue 2, can now be accessed on the website.

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, 2006, 2007 and 2008 as well as this 2009 series.

Portfolio Marking Guide

This new material has guidelines for marking with exemplar materials. These materials are exemplar marking ie how to mark rather than how to produce evidence.

Past Papers and Mark Schemes

Whitbread, Thorpe Park and Tyne and Wear Museums CDs

Each CD includes teaching and learning activities related to the leisure and tourism organisation. These were sent directly to centres and are not available on the website. The CD for Tyne and Wear Museums was produced during the summer term.

Training

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

GCSE Leisure and Tourism Grade Boundaries

Unit 1: Investigating Leisure and Tourism (5346)

Grade	A*	A	B	C	D	E	F	G
Raw mark	69	62	55	48	44	40	36	32
UMS	90	80	70	60	50	40	30	20

Unit 2: Marketing in Leisure and Tourism (5347)

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

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

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

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

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