

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE
in Leisure and Tourism(5LT04)
Paper 01 Customers and Employment
in Leisure and Tourism

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The assignment for this unit is completed under Controlled Assessment conditions. The write up time allowed for the activities is 15 hours in total. Planning and Research should be undertaken in the 30 hour teaching time framework.

The Controlled Assessment tasks are set by Edexcel and can be found on the Edexcel website.

The marking grids for the Controlled Assessment can be found in the specification for the qualification.

The marking grid will remain the same throughout the life of the qualification. The tasks will be reviewed every two years.

Planning and Research

1-2 marks

A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information collected from a single source with little selectivity or relevance to the task. Needs support and guidance.

3-4 marks

A plan with a breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance is given.

5-6 marks

A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work.

For each of the four activities set students need to produce a plan of action and outline within this plan what research they are going to undertake and what resources they will be using to undertake their research. Each of these four plans are marked out of six marks making a total of 24 marks overall for planning and research. This part of the activity is completed outside of the 15 hour write up time.

Student marks varied significantly in this section of the controlled assessment. Some failed to submit a plan at all which means that no marks can be awarded. Others provided a list of dates against a grid supplied by the teacher which warrants one mark. Other students produced diaries which just stated what they had done.

However other students put in a lot of effort and thought carefully about how to break the activity down into relevant parts that would enable them to plan their write up in a logical

fashion. It was very clear that those students that planned and researched carefully tended to produce the best work overall. They clearly understood what was expected and prepared well for the controlled assessment write up time. They wrote about planning the sections in their research folders, demonstrating that were making good use of this planning and research time. Their thoughts appeared logical and organised.

Plans generally showed some significant improvement in this series which was pleasing to see.

If proformas are provided by the assessor please ensure they are providing the right help for the students. Sometimes the proformas followed the specification rather than the specific activities the students need to complete in their controlled assessment. The planning and research time is to allow for preparation for the controlled assessment not for the teaching and learning of the unit. In addition if proformas are provided by the assessor it is difficult for the more able students to demonstrate the high level of independent work necessary for the top mark band. Perhaps proformas are helpful when preparing students for the first task but once the more able students understand the concept they may be able to undertake their own planning and research format to enable them to progress through the mark bands. Less able students could still receive the assistance required and be awarded marks accordingly.

Areas for Improvement for students:

If using a template for planning and research care should be taken to ensure the headings reflect the activities the students need to undertake. Often the headings did not accurately reflect the activities the students needed to address and this caused them to provide unnecessary evidence.

A more detailed breakdown of activities usually allows for more marks to be awarded. Timescales for completion of each breakdown should be provided.

Dates showing when and where the work should be completed by should be included together with evidence of monitoring of the dates.

Web-based research is one method of research; higher marks could be gained by providing a variety of different research methods. Google is not a web address, it is a search engine. The research methods are used effectively and referred to throughout the plan.

Updates on progression should be provided either in pen or electronically. Add more depth and detail to the updates. At times this was simply a list of the research the students had discovered and did not demonstrate any evidence of selectivity or depth as to what had changed or developed from their original plan.

Students could then advise whether research methods planned actually worked for them. They may have to change their plans due to computer breakdowns, snow days, and insufficient evidence for example. The plan should appear to be a working document.

Activity 1

For your chosen /facility/destination:

Research and present information about:

The products and services that give your chosen organisation/facility/destination its appeal. The appeal in terms of your chosen organisation/facility/destination's repeat business, visitor numbers and trends. The popularity of your chosen organisation/facility/destination in terms of customer satisfaction and reputation.

There are 12 marks available for this activity. Six marks are available for planning and research and six marks are available for presenting information.

To achieve full marks the products and services will be described in detail and applied to the chosen organisation/facility/destination.

For this section many centres demonstrated work that was clearly broken down into subheadings and included information that supported their descriptions of appeal in terms of repeat business, visitor numbers, trends and customer satisfaction. Their work was well presented and written. Other centres provided little or no evidence in relation to appeal/popularity and their descriptions of products and services were often limited in detail. There was some evidence of research into customer satisfaction and reputation but repeat business, visitor numbers and trends were not always covered and if they were, it was minimal.

Students should avoid listing the products and services as this does not show how these gave their chosen organisation/facility/destination its appeal. Sometimes there was an overload of description to the detriment of the rest of this activity.

Where there was detailed description, students showed that they had used their research information well as supporting evidence. The third part of this activity was often not addressed or just covered in a sentence. There should be some evidence showing how repeat business, visitor numbers and trends are evidence that the chosen organisation/facility/destination is appealing and popular. The information should be applied and relevant. Where students did include statistical data and applied the data, marks from the higher mark bands could be awarded.

The controlled assessment requires students to make decisions about which information to present. Higher level students will present the information requested in the most detail. They will not present information that is not required in the controlled assessment. Part of the process, due to the time constraint will be that they look at the research they have gathered and then make decisions about which information is the most relevant to present to ensure they answer the activity. They will also ensure consistent application to their chosen organisation.

Areas for improvement for students:

Students should consider breaking down this activity into different sub-headings. This would help ensure coverage of all areas in the exemplification of activities.

When presenting information on products and services they could refer to how these contribute to the appeal and popularity.

The part of the task which requires trends, repeat business and visitor numbers should be addressed by improving the supporting evidence for trends and repeat business. The statistical data collected should be used more effectively and applied to the chosen organisation/facility/destination.

To award marks from the higher mark bands, ALL evidence should be addressed appropriately.

Activity 2

For your chosen /facility/destination:

Research, present information and evaluate the external factors which influence and /or motivate people to visit the chosen organisation/facility/destination.

Location, accessibility, current interests, media influences, family friends and time/work commitments should be considered for example.

There are 18 marks available for this activity. Six marks for planning and research, six marks for presenting information and six marks for evaluation.

This activity asks students to present information and evaluate the external factors and or the personal which influence and/or motivate people to choose to visit the organisation/destination.

For 5-6 marks all external and or personal factors should be considered and the higher level students should show a clear understanding of how these factors motivate and/or interest people to visit the chosen organisation/facility/destination. All information will have been selected for its relevance and applied effectively to the organisation/facility/destination.

The external and or personal factors should not be presented in a generic table but the information should be relevant and applied to an actual organisation/facility/destination.

Students also need to evaluate how these applied factors motivate people to visit. Where the evaluation was descriptive only 1-2 marks could be awarded. Generally the evaluation section of this activity was addressed far more appropriately in this summer's series and the evidence produced by some students and centres showed some real improvement. Assessors also tended to apply the mark scheme accurately. Templates were sometimes

used, helping students to ensure they concentrate on evaluation rather than description.

Areas for improvement for students:

Select an appropriate and relevant organisation or facility rather than a destination and ensure that all information is applied appropriately. Ensure that evaluation as well as presenting information is addressed for this activity. Students should also ensure that when they are considering the different factors influencing visits to their chosen organisation, the evaluation is relevant and applied to that organisation.

Activity 3

For your chosen /facility/destination:

Research the types of customers who visit one of your chosen/facility/destination. Evaluate how well the needs of these customers are met at your chosen chosen/facility/destinations

There are 12 marks available for this activity. Six marks are available for planning and research. Six marks are available for producing the material and six marks are available for the evaluation.

There was some good evidence of evaluations with supporting evidence of how customer needs are met. However, a large number of students failed to initially identify the needs of the organisations customers. This meant it was hard for them to evaluate how the needs were met and instead provided more of a description. Some centres focused a lot on the evaluation of staff training and how they handled complaints but then did not apply this to meeting customer needs.

The evaluation should clearly show that the students clearly understand the different types of customers who visit the chosen organisation/facility/destination. There should be clear evaluation of how the chosen organisation/facility/destination meets the needs of the identified customer types. The information gathered should be relevant, applied and be supportive of the evaluation produced. Assessors tended to be generous when awarding marks for this activity.

Areas for improvement for students:

Students could research the needs different types of customers have generally then secondly after establishing what these needs are, they can look to see if their example provides for these needs or not – this should move them towards evaluation rather than description. A template with sections asking 'what is good/bad' and 'what could be improved' could be used to help focus the students' evaluative skills.

Activity 4

For your chosen /facility/destination:

Plan, prepare and present information on a job file for three different roles from your

chosen organisation. Choose the skills and qualities which you consider to be the most important and justify your choices.

There are 18 marks available for this activity. Six marks are available for planning and research. Six marks are available for presenting information and six marks are available for the justification of choices.

Most centres used their leisure facility/organisation for this activity. Three job roles were considered and the importance of having specific skills and qualities was included in the information presented. Students produced good job files where the jobs were described well and the skills and qualities were recognised and described also. Students also produced justifications with varying degrees of detail. The assessors applied the mark scheme very accurately here.

Areas for improvement for students:

Choose three specific job roles from one of the organisation/ facilities used previously, e.g. lifeguard, receptionist, and leisure centre manager. The jobs chosen should be the more recognisable ones so that students can access information and apply it effectively. Make sure that students do not just list the qualities and skills required for each job. There should be description about what each job entails with a clear understanding of their importance with application to the organisation. A template could help at the planning and research stage for this activity. Students should ensure that the justification for their job role choices is appropriate and relevant for the skills and qualities described. A template asking "why" these are essential could help.

Centres are advised that training events for the next academic year can be found on the website www.pearson.com. Exemplar material for this qualification can also be found on the website.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>