

## Leisure Studies Progression Guide - Moving from GCSE to GCE

### Introduction and content

This guide has been designed to help centres understand the progression opportunities between Edexcel's GCSE 09 Leisure and Tourism and Edexcel's Applied GCE Leisure Studies 2000 (revised specification 2010) qualification. It is organised into the following sections:

1. Bridging the gap - practical considerations
2. Assessment Objectives
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6. The role of research
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8. Controlled assessment to coursework
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### 1. Bridging the gap - practical considerations

The fact that the GCE preceded the GCSE by some 9 years means that, although the GCSE does provide a sound grounding in a number of the areas covered by the GCE, success at GCE is not dependent on having studied the Leisure and Tourism GCSE.

There are obvious benefits for those who have studied the GCSE. The GCSE gives a grounding in the nature of the industry in Unit 1, an insight into sales, promotion and operations in Unit 2 and an understanding of customers and employment in Unit 3. All these themes are further developed in the GCE.

There are a number of factors that serve to make the transition less than a clear cut process:

- The single/double GCSE optional route. The single option route will provide a learner with over half of the background in leisure that the GCSE can provide as Unit 3 (the only unit that cannot be done as part of the single) is almost entirely tourism oriented. Hence learners who study the single award will cover about two-thirds of the leisure content in the GCSE.
- The difference in assessment procedures. The GCSE has a weighting of 50% internal assessment, whereas the GCE is 66%. The GCSE internal assessment is in the form of controlled assessment, whereas the GCE is in the form of more traditional coursework. Hence the skills required for success are different even though the skills required overall to tackle the content of the qualifications are similar.

- The GCSE single award gives the option of studying either of the internally assessed units so some learners will arrive at GCE Leisure Studies with a sound basis in sales, promotions and operations whilst others will have the same for customers and employment. This means that it would be necessary to cover the basics of both of these in the GCE course.

Therefore, although it can be recognised that the GCE is a logical progression from the GCSE for learners interested in the leisure aspect of the GCSE, the qualification will hold few barriers for those who wish to study it from scratch. It should be recognised that the GCE qualification requires a wide variety of skills as well as perhaps the ability to take on board a truly applied approach to the subject, something that will be stimulating (and new perhaps) to learners whether they have studied the GCSE or not.

GCSE Foundation candidates who have gained a ‘C’ grade at Foundation level at GCSE can be successful at GCE level especially if they are well motivated. These students should be made aware that there is a step up from GCSE level, especially in terms of the complexity of language and resources encountered in examinations. Inevitably some students will require additional support in terms of:

- Interpretation of exam questions, and understanding examination language and style.
  - The language of leisure and its use; keeping glossaries and playing word games in class will help students use terminology with confidence and precision
- Less able candidates will benefit from clear target setting and regular contact with assessment materials, both in class and for homework.

## 2. Assessment Objectives

The logical way in which learner abilities are developed in moving to the GCE can be seen from the Assessment Objectives. The GCE assessment objectives take the basics of those from the GCSE and seek to embed the learning experience far more deeply in the workplace. With all Assessment Objectives having reference to ‘vocationally-related contexts’ this demonstrates the emphasis on the applied nature of the subject at this level, a natural progression from the GCSE grounding in the subject.

The Assessment Objectives for GCSE and GCE are listed below to aid comparison. It can be seen that AO3 at GCSE develops into AO3 and AO4 at GCE and that the higher level skills of evaluation and analysis therefore have a much greater overall weighting.

GCSE		GCE	
<b>AO1</b>	Recall, select and communicate their knowledge and understanding of a range of contexts (30%)	<b>AO1</b>	Learners demonstrate knowledge skills and understanding ...in a range of vocationally related contexts. (20-30%)
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and task (44%)	<b>AO2</b>	Learners apply knowledge skills and understanding ...in a range of vocationally related contexts. (22.5-32.5%)

<b>A03</b>	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (26%)	<b>A03</b>	Learners use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally related issues. (20-30%)
		<b>A04</b>	Learners evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally related contexts (17.5-27.5%)

### 3. Content

The content of the GCSE provides a basis for the AS component of the GCE with all three AS units showing direct links to the GCSE content. The table below shows the progression (omitting the tourism elements from the GCSE).

GCSE	GCE
<b>Unit 1</b> 1.1 Key components of the leisure industry Leisure activities Leisure facilities Leisure jobs 1.2 Introduction to business opportunities in Leisure	The range, scale and importance of the leisure industry in the UK and Europe (AS Unit 1) Commercial and non-commercial sectors of the industry (AS Unit 1) Current developments in the leisure industry (AS Unit 1) Safe working practices (AS Unit 2)
<b>Unit 2</b> 2.2 Promotion in Leisure contexts 2.3 Promotional techniques and materials in leisure 2.4 Operations used in leisure organisations	The leisure customer (AS Unit 2) Business systems (AS Unit 2)
<b>Unit 4</b> 4.2 Customer choice 4.3 Providing for differing customer needs and types 4.4 Employment opportunities in leisure	Customers of the leisure industry (AS Unit 1) The leisure customer (AS Unit 2) Employment in leisure (A2 Unit 5)

#### 4. Examination demands

Moving from GCSE to GCE involves a change of length to the exams and a greater proportion of extended writing per exam, especially in the A2 Unit 5. The longer exam papers and greater use of extended writing means candidates must develop their writing skills as they move from GCSE to GCE.

GCSE	Unit 1		Unit 2	Unit 3		Unit 4
	1 hour External assessment with multiple choice, short answer and extended writing.		Controlled assessment	1 hour External assessment with multiple choice, short answer and extended writing.		Controlled assessment
GCE	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Internally assessed	1.5 hours External assessment short answer and extended writing	Internally assessed	Internally assessed	1.5 hour External assessment short answer and extended writing	Internally assessed

Significant practice, using past papers and mark schemes, will help students understand the demands of GCE. Some of this practice should be under timed conditions. Peer marking and use of GCE examiners reports (which contain examples of 'real' students responses) are both very useful.

The AS Unit 2 paper will also contain a short financial exercise in the business systems section - this could involve both interpretation and use of financial statistics.

Significant guidance as to what is expected of learners in the internal and external assessments can be found in the GCE examiners reports and past papers which can be found at [www.edexcel.com](http://www.edexcel.com)

The longer exam papers and greater use of extended writing means candidates must develop their writing skills as they move from GCSE to GCE. Students should not find the overall format of the GCE external assessments vastly different from those they have experienced at GCSE but the proportion of the papers that require extended writing is greater.

Skills and techniques.

#### 5. Techniques and skills

As its name suggests, the GCE Applied A level places a great emphasis on the ability of learners to be able to apply their knowledge and understanding in unfamiliar, but leisure related, contexts. This is not a sudden change from the GCSE as this involves similar

processes in all its units. At AS the skills from GCSE are taken further in the following ways:

Identify, gather and record relevant information and evidence (GCSE). Each of the internally assessed units at GCE requires this as the basis for the whole of the evidence production for assessment, so is a prerequisite for any of the units to be tackled successfully.

Analyse issues, problems and evaluate evidence. In the internal units this will involve learners applying their knowledge and understanding to real life organisations and dealing with complex issues in these ways. In the external assessments unfamiliar contexts will be presented and learners will be required to analyse and evaluate leisure industry issues.

Make reasoned judgements and present conclusions. Again the internal units will require this to be done for real organisations, highlighted by the 'mystery visit' of Unit 3.

Plan and carry out investigations and tasks. At AS level this will be a necessary part of preparation for both the internal assessments. At A2 learners have to develop these skills in the context of practical leisure activities. Unit 4 involves the planning (from start to finish) and running of a leisure event whereas in Unit 6 they carry out a research project into an aspect of leisure chosen by the learner.

A range of generic skills will also be tested in the external assessments, with interpretive skills, from both text and table information, needed in the AS. At A2 this may also involve the evaluation of typical workplace documents in the external A2 unit and use of many of these documents in preparing an event. The interpretive skills should also form an important element in the production of evidence for the internal assessments at both levels.

Perhaps the most significant step up from GCSE is the expectation that learners will undertake their own research and engage in independent learning. The nature of the internally assessed units requires this generically but there are also areas of the specification that demand an investigative approach using these skills. Unit 1 encourages them to investigate one or more current issue(s) in leisure of their choice. Unit 4 requires them to produce a feasibility study for the event they are planning. Unit 6 consists of one research project on a topic of their choice. The teaching input for these areas is key in equipping the learners with the skills to carry out these tasks, followed by a facilitating role in guiding them to use these skills in the best possible way.

Another key development from GCSE to GCE is in the greater use of high level command words. This reflects the greater proportion of higher level skills which are assessed at AS and A2 level compared to GCSE. Many good GCE students struggle with the difference between 'describe' and 'explain' for example, so it is well worth spending time in class on command word interpretation. Past papers, sample assessment materials and examiners reports are all sources of examples of command word use. All are available at [www.edexcel.com](http://www.edexcel.com).

## 6. The role of research

Research is a key requirement of the GCE for the 4 internally assessed units. Its skills are introduced informally in the GCSE, but for all GCE candidates it is likely that effective research skills will have to be taught. At AS these will need to be at a general level so that they have the ability to 'choose and use' information correctly. At A2 more formal research skills will be needed for Unit 6 in particular but also as a basis for decision making in Unit 4.

Areas that might be focused on at AS include:

Exploring departmental and resource centres/library resources to recognise that books, journals, magazines, journals, videos, DVDs and TV programmes can be used as part of their research. Recognising the limitations of some resources in terms of their age, relevance and accuracy.

Getting the best out of the internet. Finding useful sites, selecting material and recognising sites that are of little value, may be inaccurate or have heavy bias.

Reading for meaning

Referencing and sourcing (a requirement of the AS Unit 1 assessment).

## 7. The applied approach to teaching and learning

Whether learners are progressing from the GCSE or not, the key to success in this qualification is the development of the skill of applying knowledge and understanding. This skill may well have been developed by learners in the GCSE but also in learners from other level 2 applied/vocational qualifications. Key ways in which this skill will have to be demonstrated as part of the assessment process are as follows:

External assessments. Both external assessments are built around scenarios that involve hypothetical organisations. Candidates will be required to apply the knowledge and understanding they have to situations commonly found in leisure organisations. The use of generic learnt responses is of minimal value in response to these questions as this approach will not achieve beyond level 1 of mark schemes that have 3 levels. This is a key barrier to achievement in these units for many candidates. Assessment, analysis and evaluation of documents and information from real organisations. This will often involve operational documents - both internal and external, such as marketing materials - and using them to demonstrate vocational skills.

Carrying out work related practical activities. At AS this is in the form of customer service demonstrations (a progression on from similar tasks in the GCSE Leisure and Tourism) whilst at A2 this involves the planning and running of a complete leisure event from start to finish.

The research skills outlined above will also require considerable support at first from teachers and it should be an integral part of the course to teach learners both how to source information and, perhaps more importantly, then to use it. The latter needs to be a firm requirement from the start so that material acquired from source such as the internet is interpreted in some way as a matter of course. Unit 1 encourages research into an area

of choice in current issues in leisure and this should be seen as a chance for learners to develop these skills in preparation for the Unit 6 research project.

A common barrier to success in AS internally assessed units is the tendency to treat internet information as an end in itself rather than as a source of material that needs to be interpreted and actually used. Any material that is simply downloaded and not used is worthless in assessment terms and this should be considered with high priority at the start of the course.

## **8. Controlled assessment to coursework**

At GCSE learners will have become accustomed to the format of controlled assessments for the internally assessed units of the course. The controls on the GCSE mean that it is a much more rigid assessment vehicle than the GCE coursework, with tasks at GCSE being set by Edexcel and all production of evidence being carried out under supervision. The coursework at GCE therefore requires a more disciplined approach by individual learners as well as careful guidance from tutors as to the types of evidence that will need to be produced.

Tutors will need to ensure that directed guidance is given as to what is required in the way of evidence. It is suggested that at AS this should be done through the provision of assignments, which mimics the process that learners will have been used to from GCSE and should ensure that the evidence produced is directed towards the assessment criteria. This approach tends to produce less volumes of evidence but what is produced is more relevant and addresses the needs of the assessment criteria. This also means that it is possible for learners to experience formative assessment through tasks of a similar nature in order to hone their skills in addressing the specification requirements, rather than simply going over the same ground on one piece of work in more detail.

Learners will also have to be more disciplined in deciding what they need to include. This is less of a problem if the assignments are well directed. The temptation to simply bring in unchanged material from elsewhere (especially the internet) will also be reduced by assignments that specify precisely what needs to be done. The nature of the controlled assessment at GCSE will mean that learners are used to this approach and particularly at AS this will help bridge the gap between the two types of assessment. At A2 the tasks are far more open ended and do not lend themselves to an assignment approach but by this stage the techniques required should be firmly embedded.

## **9. Stretch and Challenge**

Stretch and challenge has been incorporated into this GCE from the start, both in internally and externally assessed units. In internally assessed units, the weighting of analysis and evaluation assessment objectives at A2 ensures that much of these assessments overall require the use of high level skills. In external units there is the requirement for extended writing, together with the need to synthesise information in order to truly have an applied approach to answering questions. The need to synthesise information in this way can be summed up by looking at a typical top mark band level descriptor from the Unit 5 external assessment.

<b>Level 3</b>	<b>7-8 marks</b>	<p>The response is clear and focussed. The candidate seeks to evaluate the use of appraisals as a motivational tool and considers both its value to the employee and the company. There is specific reference applying the use of this technique to the characteristic of either/both of these as given in the scenario. Evaluation is accurate and realistic.</p> <p>The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>
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Note the demand of the candidate in terms of:

Focus of the response on the question

Application of a specific motivational type to a specific context

Evaluation - the ability to weigh up different arguments and form a supported view

Breadth of response - value to organisation and employee

QWC

## 10. Resources

### GCSE Resources

Available on the Edexcel website [www.edexcel.com](http://www.edexcel.com)

At a glance teacher's guide

Tutor Support Materials

Delivering the new GCSE

Editable schemes of work (for all variations of the course)

Student guides

Sample papers/materials

Past papers

### *Textbooks*

Edexcel GCSE in Leisure and Tourism Student Book ISBN 9781846904110

Edexcel GCSE in Leisure and Tourism Teacher Guide with ActiveTeach ISBN 9781846904103

Classroom Activities for Edexcel GCSE Leisure & Tourism Teacher Guide: Catherine Carden  
ISBN 978 0 9550190 9 8

### GCE Resources

#### *General course textbooks*

AS Leisure Studies for Edexcel by Lindsey Taylor and Ray Barker (Collins). ISBN 0007198086

Edexcel Leisure Studies AS Resource pack (Collins) ISBN 0007200471

A2 Leisure Studies for Edexcel by Ray Barker (Collins). 0007200390

Edexcel Leisure Studies AS Resource pack (Collins) ISBN 0007200439  
Bull C, Hoose J and Weed M – *An Introduction to Leisure Studies*  
(FT Prentice Hall, 2002) ISBN 058232503X

### ***Textbooks to support unit 6***

Bell J – *Doing Your Research Project, 4th Edition* (Open University Press, 2005) ISBN 0335215041

Burns R – *Introduction to Research Methods, 4th Revised Edition* (Sage Publications, 2000) ISBN 0761965939

Texts which look at issues which could be suitable for the research project may also be useful, for example:

Anderson J – *Gender Issues in Work and Leisure* (Leisure Studies Association, 2001) ISBN 090633778X

Clough S – *Women's Leisure Experiences: Ages, Stages, and Roles* (Leisure Studies Association, 2001) ISBN 0906337801

Hill J – *Sport Leisure and Culture in 20th Century Britain* (Palgrave, 2002) ISBN 0333726871

McPherson G – *Leisure and Social Inclusion* (Leisure Studies Association, 2003) ISBN 0906337844

### **General useful websites for leisure statistics/information**

[www.telegraph.co.uk](http://www.telegraph.co.uk)

[www.davidlloydleisure.co.uk](http://www.davidlloydleisure.co.uk)

[www.culture.gov.uk](http://www.culture.gov.uk)

[www.europarl.eu.int](http://www.europarl.eu.int)

[www.fitnessfirst.com](http://www.fitnessfirst.com)

[www.gala-bingo.co.uk](http://www.gala-bingo.co.uk)

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.ispal.co.uk](http://www.ispal.co.uk)

[www.isrm.co.uk](http://www.isrm.co.uk)

[www.mintel.co.uk](http://www.mintel.co.uk)

[www.odeon.co.uk](http://www.odeon.co.uk)

[www.skillsactive.com](http://www.skillsactive.com)

[www.sportengland.org](http://www.sportengland.org)

[www.cse.cabinetoffice.gov.uk](http://www.cse.cabinetoffice.gov.uk)

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.iipuk.co.uk](http://www.iipuk.co.uk)

[www.iosh.co.uk](http://www.iosh.co.uk)

[www.quest-uk.org](http://www.quest-uk.org)

[www.english-heritage.org.uk](http://www.english-heritage.org.uk)

[www.leisureopportunities.co.uk](http://www.leisureopportunities.co.uk)

### **Useful websites for researching European leisure industry data**

<http://www.amb-allemande.fr/pdf/relationfral/comparaison-statistique.pdf>

[http://www.statbel.fgov.be/figures/d34\\_fr.asp#3](http://www.statbel.fgov.be/figures/d34_fr.asp#3)

<http://www.industrie.gouv.fr/biblioth/docu/4pages/pdf/4p172.pdf>

[http://www.insee.fr/fr/ffc/chifcle\\_liste.asp?theme=5&soustheme=4](http://www.insee.fr/fr/ffc/chifcle_liste.asp?theme=5&soustheme=4)

<http://www.cbs.nl/en-GB/default.htm>

[http://www.irsst.qc.ca/en/\\_categorie\\_liens\\_17.html](http://www.irsst.qc.ca/en/_categorie_liens_17.html) (leads to others, general statbank)  
[http://www.oecd.org/countrieslist/0,3351,en\\_33873108\\_33844430\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/countrieslist/0,3351,en_33873108_33844430_1_1_1_1_1,00.html)  
<http://www.rba.co.uk/sources/stats.htm> (lots of links to a selection of countries)  
[http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/EN/Navigation/Statistics/TimeSeries/EconomicIndicators/HotelAndRestaurantIndustryTourism/TableOverview\\_\\_nk.psm1](http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/EN/Navigation/Statistics/TimeSeries/EconomicIndicators/HotelAndRestaurantIndustryTourism/TableOverview__nk.psm1)  
<http://www.statbank.dk/statbank5a/default.asp?w=1024>  
[http://www.dst.dk/HomeUK/Statistics/focus\\_on/focus\\_on\\_show.aspx?sci=65](http://www.dst.dk/HomeUK/Statistics/focus_on/focus_on_show.aspx?sci=65)  
<http://www.sprig.org.uk/htfo/htfostats.html>

### Other useful resources

Health and safety literature published by the Health and Safety Executive  
HMSO guidance on health and safety

Quest Pack from Quest (Facility Management and Sport Development)

Promotional videos produced and distributed (often free) by leisure organisations and providers (such as Center Parcs, Disneyland, BUNAC and Camp America) are valuable resources.

Customer service training videos (such as those produced by the BBC and private training providers) will also be useful.

Training manuals and documentation used in/by leisure organisations are also valuable.

Journals, magazines and industry publications are also helpful., including:

- *Observer Sport Monthly* (a monthly supplement available in *The Observer* newspaper)
- *Sports Industry Magazine*