

Principal Moderator Feedback

Summer 2016

GCE Travel & Tourism (6970)
Paper 01 Employment in Leisure

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General Comments

The GCE Leisure Studies qualification is well established.

For centres that may be new to the qualification it is highly recommended that the resources available to download from the Pearson Edexcel website are accessed. In particular, the question papers, mark schemes and the Principal Examiner's Reports for each previous exam series. A review of these documents can give centres an insight into how the unit content is tested as well as providing familiarisation with the question paper structure, common issues observed and good practice displayed by students.

Question Paper Overview

There were 90 marks available on this paper.

The quality of written communication (QWC) was tested on two questions 1(d)ii and 2(c) and indicated by an asterisk *.

The paper consisted of matching, short and medium answers and extended writing style questions.

This paper is based on one hypothetical organisation and deals with the everyday issue involved in recruiting and managing staff

Questions were also devised to meet the weightings requirements of the Assessment Objectives (AO). Details of the relevant weightings can be found on page 67 of the Leisure Studies specification.

The assessment objectives are as follows:

A01 – students demonstrate knowledge and understanding of the specified content of leisure studies in a range of vocationally-related contexts

A02 – students apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts

A03 – students use appropriate research techniques to obtain information from a range of sources to analyse leisure industry vocationally-related issues.

A04 – students evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.

Questions are designed to test the student's knowledge and understanding of the content and terms stated in the unit specification as well as incorporating the assessment of skills ranging from the application of knowledge to analytical and evaluative skills. Teaching and learning should be designed to ensure that understanding all of the unit content and the terms stated is embedded and provides a solid foundation on which to develop the higher level skills of analysis and evaluation and enables synthesis of knowledge.

In preparing students for external assessment centres need to be mindful of the fact that question papers are solely designed around the unit content as set out in the specification.

Summary of Student Performance

Student Performance

Question 1

1a(i) Students had a general idea of what a job description was, but often were not specific. 'It is something that tells you the roles....etc' was commonly given, rather than being more precise, by perhaps stating that that it was an organisation's official description of the role.

1a(ii) The general reasons for a job analysis was known and most students reached the top of Level 1 stating these. Links to the stimulus, the application that is needed to reach higher levels of attainment were all too often left implicit or missed altogether. Simply stating that 'it tells the organisation whether the job can be divided between existing members' is not relevant for a potential new post. It would be more advantageous so say, as some did, that it would be used to identify the roles for the new post.

1(b) Most students were able to identify at least one appropriate criterion, although there was a minority who did not appear to understand what the question was asking for and chose parts of the job description. The most common were organisation skills and good communication, or similar. These were often initially linked well to the demands of the job, although for the third mark in each case students need to explain why this is important. It is relevant to say that good communication will be important because they deal with customer complaints, but for questions that are explanatory, or in this case ask for justification, they need to address why or how this may be important.

1(c) For this question many students did not directly address its demand. The command word was a straightforward 'describe', which for a procedure such as shortlisting merely needs the successive steps in the process to be outlined. Many students gave a very broad view as to what it was intended to do - reduce the number of students – but added much more information about interviews as well. Many responses were also rather vague in saying that 'applications would be compared' or 'applications would be compared to the person specification' but without actually saying how this would be done.

1(d)(i) Most students were well aware of what should be included in a check list and were realistic in what they suggested. The most disappointing aspect was that occasionally suggestions were left too vague. For example, simply identifying a suitable room for an interview does not itself ensure success unless it is booked as well!

1(d)(ii) This question pleasingly provoked a variety of reactions to the process suggested, with the majority overall being in favour. However, it was good to see that there were areas where students did not – quite correctly – think it was appropriate. The first two tasks were generally seen as positive, although the lack of a practical demonstration of managerial skills worried some. Many saw the presentation as being pointless as knowledge of sport was not a necessity for the role, although some saw it as positive for demonstrating communication. This could be valid in using it for training for a team or similar, but less valid in terms of customer service as a presentation is by its nature a rather more formal communication. The role of the second interviewer was disappointingly seen as being negative – students should be encouraged to see the wider view in relation to higher level roles, rather than just stating that he would not know anything about the department. The potential benefit of two different views and reduction in potential bias was a welcome, but rare, suggestion.

1(e) Most students had a broad understanding of the benefits of an appropriate policy but at times did not offer enough explanatory detail in trying to use the stimulus material or develop their ideas. The most common suggestions were linked to fairness and the need to find the best student but how the policy would achieve that needs to be explained more precisely.

1(f) The importance of having contract was generally well known and students could develop ideas better here. The main area of difficulty stemmed from the students not appreciating that the question said 'to a new employee' and often strayed into explaining the importance for the organisation.

1(g)(i) Again as with earlier questions the basics were often known but the explanation limited. An induction is given by an organisation to ensure that the employee will be able to operate efficiently and the organisation run as smoothly as possible and this idea needed to be rather more explicit in student responses.

Question 2

2a A majority of responses recognised that part-time staff would probably be more useful as they were there more often and that casual staff might need constant training. This, quite correctly, was balanced against the possibility that casual staff could be used more flexibly and that HLCHC could be paying part-time staff when there was no work available. Less well addressed was fuller explanation as to why part-time staff being there more often was beneficial. Similarly responses did not address the demand of the question to link the comparison to the roles suggested. A few responses did indicate why roles such as finance and reception might be better with part-time staff, but these links tended to be rather vague as to why this was the case. There was at time considerable confusion as to the role of part-time staff, and even their

characteristics. They were all too often seen as usually being students and only being really useful because they could be used as cover.

2b The general benefits of flexible working were quite well known, but depth of explanation was again limited. Better responses did bring in the concept of work-life balance and the advantages of flexibility in planning lives, but it was often left in rather general and vague terms. There was a tendency to spend considerable time merely saying what flexible working is, which rather wasted both time and space. A considerable number of responses also strayed into explaining the benefits for the organisation, which was not part of the question.

2c Together with 2(d) this question was the most pleasing in terms of application by students, who generally used the stimulus information effectively and engaged well with the context. The potential economic and social issues were identified, with just the analysis being slightly disappointing. Responses tended to lack depth and this limited any potentially good responses to Level 2.

2(d) Most responses identified at least one advantage and one disadvantage, using the stimulus information effectively for this. However, the full impact of the issues raised was rarely dealt with and analysis was only at a very superficial level. There were some sound efforts at applying knowledge, particularly in respect of potential size of payment for him as he had worked for CHC for a long time. Similarly, the potential difficulties of finding a new job considering his age were often correctly indicated.

Question 3

3a(i) Performance related pay was occasionally confused with profit related pay, but generally the basics were known although lacked detail.

3a(ii) As in past series responses in the section on motivational techniques were a little disappointing. There were two main areas that caused problems. Firstly, responses were often very generic with limited relation to the stimulus. In these longer questions this tends to limit marks to the top of Level 1. For this question, where the potential benefits were known and there was attempt at application, the links tended to be tenuous. Simply stating that training would help staff get promoted does not adequately show full understanding and leaves evaluation very superficial. Secondly, the benefits were often seen in terms of how well the staff might work rather than addressing the issue of their motivation. At times development was left out, so a rich source of knowledge and understanding that might help address the internal issues was ignored. Commonly responses did recognise that training would help the new staff be motivated as they would be more confident at what they were doing and there was some acknowledgement that the training might resolve staff reservations about how CHC was being managed.

3b(i) Responses tended to be rather generic. Students used the stimulus but in a rather limited way. Most responses only used a single part of it, making arguments unbalanced. Response either dealt with his suitability for job rotation as he picked up new skills quickly or its role in broadening his work experience so potential helping him in his ambitions to get promotion. A number of responses did not appreciate that the roles would not be at the same low level, so would not directly help him work his way up through the company. However, students should not, in a question such as this, start by giving a detailed explanation what job rotation is, as this does not answer the question.

Based on their performance on this paper, students should:

- Read the stimulus
- Use the stimulus material in their responses
- Be explicit in higher level answers for evaluative and analytical questions
- Not repeat the question before starting the answer.
- Consider organisations and employees as appropriate to the question

Grade Boundaries

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