



# **Edexcel GCSE**

## **Leisure and Tourism**

### **Controlled Assessment**

#### **Teacher Support Book**

Unit 2: Sales, Promotion and Operations in Leisure and Tourism

Unit 4: Customers and Employment in Leisure and Tourism

# Welcome to the GCSE Leisure and Tourism 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment Unit 2: Sales, Promotion and Operations in Leisure and Tourism and Unit 4: Customers and Employment in Leisure and Tourism.

The book is divided into four sections. It contains content which is applicable to all options and some content which is specific to your chosen option. It also contains learning support materials for candidates. Inside you will find some fantastic content, including:

- Answers to frequently asked questions.
- Suggested resources to support your teaching.
- An exemplar scheme of work.

## Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



Qualification Delivery and  
Award Manager: Reena Patel



Chair of Examiners  
Peter Mealing

To speak to our GCSE Leisure and Tourism subject team, please call 0844 576 0027 or e-mail [TeachingTravelandTourism@pearson.com](mailto:TeachingTravelandTourism@pearson.com).

**We look forward to working with you.**

# Contents

## **Introduction to controlled assessment** **1**

A brief overview of controlled assessment and the controlled assessment units.

## **Assessment information** **3**

In this section we provide you with answers to your key questions. We also provide information for candidates, which you may choose to copy for them.

## **Supporting you with controlled assessment** **14**

In this section we provide you with information and resources to help you plan and deliver controlled assessment with confidence.

## **Exemplar schemes of work** **15**

A suggestion about how you might structure your teaching.

## Units 2 and 4: Content guide

### What's new?

QCDA has required a change from coursework to controlled assessment. The main changes are:

- Candidates must do the activities they submit for assessment under controlled conditions so we can be sure that it is the candidates own work
- In Leisure and Tourism, the work must focus on planning and research/design, presenting information, evaluation/justification/suggesting improvements
- All controlled assessment activities undertaken by candidates must be applied to the organisation/destination/facility selected for study.

### What will candidates actually do?

Candidates will select organisations/destinations/facility(ies) to base their controlled assessment activities on. It is suggested that the time allowed for Planning and Research is approximately 30 hours per unit. Visits/speakers may be undertaken in addition to this.

Suggested write-up times for the controlled assessment activities are 15 hours per unit. Centres can decide how to allocate this time between the four activities to be undertaken for each unit.

### What is meant by planning and research?

Planning and Research are excellent transferable life skills to have which is why so much emphasis has been placed upon them in assessment. If work is well planned and detailed research is then undertaken, assessment marks tend to increase greatly.

Time used for planning and research is in addition to the 15 hours allocated for the write-up of the controlled assessment.

- Planning is looking at the activity and deciding HOW the activity can be approached and completed. Planning will also determine what kind of information needs to be researched and the different types of sources that could be used. Planning will look at timescales and should involve monitoring and updating of the plan as the activity is completed.
- Research is gathering relevant and appropriate information and material which can be used to address the activity.

### What is presenting information?

This is where all the information gathered in the first stage is sifted through so that the most relevant and appropriate elements are presented as part of the assessment activity. QWC will be assessed in this part of the controlled assessment.

## What is evaluation?

This is where the candidate has to make a judgement and consider strengths and weaknesses or good points and bad points against specified criteria. Candidates must explain why they reach these judgements.

## What is meant by making suggestions and justification?

Often suggestions follow on from an evaluation where candidates have had to consider strengths and weaknesses. Using the conclusions drawn, candidates should be able to suggest relevant and realistic improvements.

Justification usually involves the use of the word 'because' and an explanation showing how the realistic suggestion or judgment has been reached.



# Overview of assessment

- Controlled assessment is weighted at 60% of the course.
- It is worth 60 raw marks and 90 UMS.
- If undertaking the Single Award centres can choose to undertake either Unit 2 or 4 alongside the compulsory Unit 1.
- If undertaking the Double Award both Units 2 and 4 need to be completed alongside the externally assessed Units 1 and 3.
- Work for controlled assessment units must be submitted in the June series but can be undertaken at any time.

<p><b>Unit 2: Sales, Promotion and Operations in Leisure and Tourism</b></p> <ul style="list-style-type: none"><li>• Sales in leisure and tourism contexts</li><li>• Promotion in leisure and tourism contexts</li><li>• Promotional techniques and materials in leisure and tourism</li><li>• Operations used in leisure and tourism organisations.</li></ul>	<p><b>Unit 4: Customers and Employment in Leisure and Tourism</b></p> <ul style="list-style-type: none"><li>• Visitor attractions, leisure facilities and tourist destinations</li><li>• Customer choice</li><li>• Providing service for differing customer types and needs</li><li>• Employment opportunities in leisure and tourism.</li></ul>
<p><b>Preparation</b></p> <p>The planning and research element of the task can be completed in addition to the 15 hour write-up time. It needs to be completed within the 30 guided learning hours.</p>	<p><b>Write-up</b></p> <p>Candidates will have 15 hours in total to write up all four activities for each unit under controlled conditions.</p> <p>The task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson but work must be kept securely at all times.</p>

# Teacher support and guidance

## Controlled assessment

Controlled assessments have been introduced across the majority of subjects and are an attempt to make the whole coursework system fairer. The focus for the work has now been given back more to the candidates. As a result candidates should be encouraged to take more responsibility for their learning.

In controlled assessments, control levels are set for three linked processes:

- Task setting
- Task taking
- Task marking

The control levels (high, medium or low dependent on the subject) are set for each process so that the overall level of control secures validity and reliability provides good manageability for all involved and allows teachers to authenticate the candidate work confidently.

Controlled assessment is a type of internal assessment, which has levels of control for task setting, task taking and task marking.

## Levels of control

### **Task setting – high level of control**

Tasks covering the unit content will be set by Edexcel and reviewed every two years. The tasks will be available on the Edexcel website from September each academic year. Research for the tasks can be contextualised through the case studies/examples chosen by centres and/or candidates to best suit centre-specific circumstances, including the availability of, and access to, resources.

### **Task taking – medium level of control**

All work, with the exception of research and preparation, must be carried out under informal supervision. Research and preparation can be completed under limited supervision.

### **Task marking – medium level of control**

Marking of the tasks will be carried out by teachers using the assessment criteria provided in the Edexcel GCSE in Leisure and Tourism Specification, and moderated by Edexcel.

## Feedback control

Teachers will help guide candidates in finding appropriate examples to research and to base their investigation on. This allows the centre to contextualise the tasks set. Teachers can give candidates guidance on visits and appropriate research methodology in order to develop knowledge, understanding and skills and provide focus for the research activity.

## Collaboration control

The work of the individual can be informed by working with others. However, candidates **must** provide an individual response to each task.

## Section 2: Assessment information

### Quality of Written Communication (QWC)

QWC will be assessed throughout candidates' work. This will assess their ability to:

- present relevant information in a form that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing
- use specialist vocabulary when appropriate.

### Delivery of the controlled assessment task

Teachers will be responsible for supervising candidates' research and also for supervising the writing up of the controlled assessment task, and the marking of the work.

It is suggested that the time allowed for planning and research is approximately **30 hours**. Visits to chosen examples can be undertaken in addition to this if appropriate/necessary. Appropriate time should be apportioned to the different areas depending on the extent of investigation and information gathering required. Research/data collection can be carried out under limited control. The results of the research and investigation carried out by candidates should be collected in research folders.

Candidates will be allowed to use their research folders in writing up the task. It will be the teacher's responsibility to keep the research folders securely between research sessions, and before the writing-up sessions. The folders will be given to candidates at the beginning of the writing-up sessions, which should be approximately **15 hours** in total. This can be organised in separate sessions spread throughout the year.

Visits to organisations in the Leisure and Tourism industry should be encouraged as an important part of the course so that candidates experience the vocational nature of the industry. Speakers can also provide knowledge and understanding of up to date practices. This will help candidates to get more information and also boost their interest in the study of the industry.

Work completed by the candidates can take a variety of formats, so for example a candidate can decide to do part of the work as a PowerPoint presentation and the rest as a written report, or as a display and an oral presentation. One of the good things about the controlled assessment is this flexibility to submit the work in various formats.

### Controlled conditions

The completion of the controlled assessment tasks must take place under controlled conditions.

- Research/data collection can be completed under limited supervisory control.
- The results of the research carried out by candidates should be collected in a research folder.
- Candidates can complete their controlled assessment task in a lesson time only, and must be supervised by a teacher or invigilator at all times.
- Candidates will be able to use their research folders in writing up the set task. These should be submitted with their controlled assessment work.
- The controlled assessment task will be completed over several lessons, therefore candidates' work must be collected at the end of the lesson and handed back at the beginning of the next lesson.
- It is the teacher's responsibility to keep candidates' work and research folders securely between the allocated sessions.
- Candidates **must not** have access to either their research folders or controlled assessment task work outside of the allocated sessions.
- Candidates' controlled assessment task work must be produced individually.

# FAQs: Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what candidates have to do. Here are some important answers to frequently asked questions about controlled assessment.

### When will I see the tasks?

“

The controlled assessment tasks for each unit are published on the subject page of the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). The controlled assessment tasks currently available are valid from September 2011 to May 2013, and will be subject to review every 2 years.

”

### When can candidates see the task?

“

You can give candidates the tasks whenever you feel they are ready. You may feel it is more appropriate to provide the controlled assessment task activity by activity. For example provide Activity 1 once the teaching and learning for this section has been undertaken.

”



## Section 2: Assessment information

### Will there be any choice?

“

If undertaking the Double Award route there will be no choice. Candidates will need to complete the two externally assessed Units 1 and 3 plus the two controlled assessment Units 2 and 4.

However if the centre is only undertaking the Single Award route, candidates will need to complete Unit 1 which is the compulsory externally assessed unit. Then the centre will have a choice of either Unit 2 or Unit 4 as the controlled assessment unit.

The choice of organisations/destinations/facility(ies) remains with the centre. The only proviso is that there is an example of one of the Leisure and Tourism components.

Examples of organisations/facilities/tourist destinations can be international, national, regional or local.

”

### When can I offer the controlled assessment unit?

“

Candidates must submit their completed activities for controlled assessment in the summer series. However this does not prevent candidates from being assessed much earlier in the year provided completed assessments are retained securely at the centre premises before submission by the 15<sup>th</sup> May of the assessment year. Therefore Unit 2 and/or 4 can be offered throughout the course.

If you are offering the controlled assessment unit(s) in year 10, with the intention of submitting it at the end of Year 11, please ensure the task you have selected is valid at the time of submission (i.e. ensure you are using the most up to date controlled assessment tasks).

”

### What happens with resits?

“

Candidates are permitted to resit the same controlled assessment task the following year (if the task is still valid for that year), but they must write it from scratch under controlled conditions. The centre/teacher must therefore not return original work to candidates with comments on it.

If the task(s) have changed at the time of the resit then candidates will need to undertake the new task(s).

”

### Can I continue to use established resources?

“

Centres can continue to use the same organisations that they have in the past. The new tasks/activities need to be completed therefore established resources will need updating so they meet the new assessment criteria.

”

## Section 2: Assessment information

### What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances. In such cases the extra time can also be applied to the write-up time for controlled assessment.

”

### Do the controlled assessment activities need to be word processed by candidates?

“

All work should be word processed. The computer will need to be checked prior to use for any saved information. Spell-check may be used by candidates.

”



### What happens if a candidate is ill/absent for a controlled assessment session?

“

The candidate can undertake the session at another time. Controlled conditions will still need to be applied.

”

### Can candidates undertake research at home?

“

Yes research can be undertaken in the candidate's own time. However the results of the research carried out by candidates should be collected and stored in their research folder which is kept under secure conditions in the centre.

”

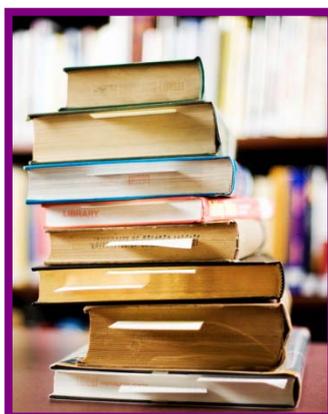
# Supporting your candidates

### What sort of research can candidates do?

“

Candidates are free to research in their own time and in school time. They may use libraries, organisation's literature and the Internet for example. Best practice is that candidates submit a list of resources they have used in the form of a bibliography, although this is not a requirement.

”



### How much support can teachers give candidates?

“

As with coursework in the previous specification, teachers may support candidates in the preparation of work to undertake the activities.

Teachers may for example:

- Make sure candidates understand fully what is required
- Teach them about the topic
- Help them to find relevant research.

Teachers should not:

- Provide words and phrases to include in candidates' answers
- Provide detailed feedback on controlled assessment work at the end of each session. For example detailed comments on post it notes throughout the candidates work.

”

# Administering the controlled assessment

### How do I conduct the controlled assessment?

“

- Controlled assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed, stages in the course.
- Candidates can use their research folders.
- Teachers should check that the research folders do not contain a draft answer to an activity before they are taken into the controlled environment. Research information should be retained with the candidate's planning document and activity responses. This research may be required as part of the sample for moderation.
- Candidates who are absent may complete the assignment another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination. All candidates will know the task in advance.

”

### What can candidates take in to the write-up session?

“

- Research folders.
- Work already undertaken for the activity.
- Class note, which should be kept in the research folder.

”

### Can candidates do the task on their computer?

“

Yes, the task write-up should be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the Internet or intranet. Spell-check may be used by candidates.

When work in a write-up session is completed this must be saved onto portable media and retained securely by the centre.

”



### So, in summary...what are the main controls?



The controlled assessment tasks/activities can be given out at any time. Planning and Research must take place within the suggested 30 guided learning hours.

The total write-up time for the activities for each unit is 15 hours.

As the write-up takes place, all work and research materials must be collected in and kept securely.

The work needs to be marked by the teacher and be ready for submission for moderation by 15<sup>th</sup> May of the assessment year.



# Submitting the controlled assessment

### When does controlled assessment need to be submitted?

“

Controlled assessment can only be submitted in the summer series (May deadline). However, you can offer the unit earlier in the year, retain the controlled assessment securely, and submit it in the summer series, for example you could teach the controlled assessment in the Autumn term, candidates could write their responses in January, and you could retain the responses securely and submit these in the summer series.

”

### Can I use live controlled assessment tasks as a mock for candidates?

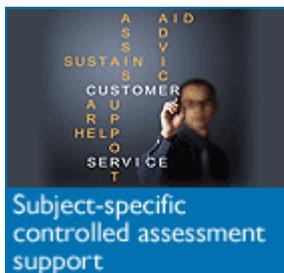
“

You may not use the controlled assessment activities published on the Edexcel website as a mock.

”

# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your **Subject Advisor, Jon Wolton**, directly at [TeachingTravelandTourism@pearson.com](mailto:TeachingTravelandTourism@pearson.com)
- **Call 0844 372 2185** to speak a member of the leisure and tourism subject team
- **[Ask the Expert](#)**, our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of leisure and tourism. They will email you within two working days of receiving your question.



You can find all the documents relating to controlled assessment below (as well as on the main [GCSE Leisure and Tourism](#) page).

You should also refer to the [JCQ controlled assessment guidance document](#).

# Supporting your delivery of controlled assessment

The following resources are designed to support your delivery of the controlled assessment. The programme of study is our suggestion for how you might structure the teaching. It is not mandatory and you may adjust your programme of learning each year to reflect the focus of the chosen enquiry.

### Exemplar scheme of work

Unit 2 Sales, Promotion and Operations in Leisure and Tourism  Purpose of the investigation for Activity 1.	To have a clear understanding of the activity which will be undertaken.	Candidates should research and gather relevant information to do with sales and the marketing mix/4Ps.
Research methods to gather information: visits/speakers/information sources, i.e. Internet/leaflets/brochures	To decide which information is relevant to Activity 1. Prepare and produce a Research Folder.	Candidates should be investigating their material for Activity 1 so that they can show planning and research and then present their information.
Write-up of Activity 1	Controlled assessment write-up under medium levels of control. Teacher supervises all work.	Candidates produce their completed written work for Activity 1.
Purpose of the investigation for Activity 2	To have a clear understanding of the activity that will be undertaken. Promotion and promotional materials and techniques need to be investigated. To identify which factors influence an organisation's choice of promotion such as cost/budget, placement and target markets.	Candidates need to be able to investigate the advantages and disadvantages of promotional techniques and materials. Candidates need to be able to evaluate the effectiveness of promotional techniques and materials for a second organisation.
Write-up of Activity 2	Controlled assessment write-up under medium levels of control. Teacher supervises all work.	Candidates produce their completed written work for Activity 2.

## Section 4: Exemplar schemes of work

<p>Purpose of the investigation for Activity 3</p>	<p>To show an understanding of the design and production of promotional materials for specific target markets.</p> <p>To evaluate a finished piece of promotional material.</p> <p>Keep all research in Research Folder.</p>	<p>Candidates need to be able to design and produce their own relevant promotional material to meet the requirements of Activity 3.</p> <p>Candidates evaluate their own piece of promotional material produced to meet the requirements of Activity 3 in terms of effectiveness and target market.</p>
<p>Write-up of Activity 3</p>	<p>Controlled assessment write-up under medium levels of control. Teacher supervises all work.</p>	<p>Candidates produce their completed written work for Activity 3.</p>
<p>Purpose of the investigation for Activity 4</p>	<p>To look at the impacts of new technology on the operations of leisure and tourism organisations for example:</p> <ul style="list-style-type: none"> <li>● Economic (profit/costs)</li> <li>● Employment (change in employee numbers/location of staff/fewer staff required/more front line staff/training of staff to use new technology)</li> </ul> <p>To understand how leisure and tourism organisations have changed due to new technology and up to date business systems such as:</p> <ul style="list-style-type: none"> <li>● Overseas call centres and administration</li> <li>● Home working</li> <li>● Online reservation systems</li> <li>● Online check-in</li> <li>● E-brochures/virtual reality tours</li> </ul>	<p>Candidates need to research the impacts of changes and the impacts of new technology on the operations in one organisation.</p>

## Section 4: Exemplar schemes of work

Write-up of Activity 4	Controlled assessment write-up under medium levels of control. Teacher supervises all work.	Candidates produce their completed written work for Activity 4.
OR		
<p>Unit 4 Customers and Employment in Leisure and Tourism</p> <p>Purpose of the investigation for Activity 1</p>	<p>To have a clear understanding of the activity that will be undertaken.</p> <p>To understand and explore the products/services offered at visitor attractions/leisure facilities/tourist destinations</p> <p>To understand about trends, appeal and popularity of visitor attractions/leisure facilities/tourist destinations</p> <p>Prepare and produce a Research Folder.</p>	<p>Candidates should research and gather relevant information to do with examples of visitor attractions/leisure facilities/tourist destinations.</p> <p>Candidates should research and gather relevant information to do with the products/services offered by these examples and choose an organisation on which to base their investigation.</p> <p>Candidates should understand how trends, appeal and popularity are monitored at visitor attractions/leisure facilities/tourist destinations.</p> <p>Candidates need to show that they plan and research and then present their information.</p>
Write-up of Activity 1	Controlled assessment write-up under medium levels of control. Teacher supervises all work.	Candidates produce their completed written work for Activity 1.
Purpose of the investigation for Activity 2	<p>To understand what is meant by leisure time.</p> <p>To understand what influences people's choices and decisions about what to do in their leisure time.</p> <p>To understand the influence of personal and external factors.</p> <p>Keep all research in a Research Folder.</p>	<p>Candidates need to choose another at visitor attraction/leisure facility/tourist destination on which to base their investigation for this task.</p> <p>Candidates need to evaluate the factors which influence customer choice when related to Activity 2 and their second chosen organisation.</p>
Write-up of Activity 2	Controlled assessment write-up under medium levels of control. Teacher supervises all work.	Candidates produce their completed written work for Activity 2.

## Section 4: Exemplar schemes of work

<p>Purpose of the investigation for Activity 3</p>	<p>To understand what the different types of leisure and tourism customers and their differing needs.</p> <p>To understand the importance of good customer service to visitor attractions/leisure facilities/tourist destinations.</p> <p>To gain an awareness of cultural diversity.</p> <p>To investigate the importance of health and safety to leisure and tourism facilities.</p> <p>Keep all research in a Research Folder</p>	<p>Candidates need to be able to evaluate the provision of customer service at a visitor attraction/leisure facility/tourist destination for a range of customer types and needs.</p> <p>Candidates need to choose an organisation or destination on which to base their investigation for Activity 3.</p> <p>Candidates need to investigate how organisations have developed products/services for different cultural and specific needs.</p> <p>Candidates need to evaluate how successfully their chosen organisation or destination meets customer needs for example.</p>
<p>Write-up of Activity 3</p>	<p>Controlled assessment write-up under medium levels of control. Teacher supervises all work.</p>	<p>Candidates produce their completed written work for Activity 3.</p>
<p>Purpose of the investigation for Activity 4</p>	<p>To understand the skills, qualities and responsibilities of staff working in the leisure and tourism industry.</p> <p>To know the range of jobs in the industry and the main duties/roles involved.</p> <p>To know the key skills and qualities required.</p> <p>To understand the preparation required for employment.</p> <p>To understand the training needed for ensuring health and safety.</p> <p>Keep all research in a Research Folder.</p>	<p>Candidates need to be able to identify the skills and qualities which can be applied to more than one job.</p> <p>Candidates should choose an organisation on which to base their research and investigation into employment opportunities.</p> <p>Produce work to meet the requirements of Activity 4 and show planning and research, present their information and justify their choices made for Activity 4.</p>
<p>Write-up of Activity 4</p>	<p>Controlled assessment write-up under medium levels of control. Teacher supervises all work.</p>	<p>Candidates produce their completed written work for Activity 4.</p>

