

# Examiners' Report

## Summer 2010

GCSE

### GCSE Leisure & Tourism (5LT02) Sales, Promotion and Operations in Leisure and Tourism

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## **Unit 2 Sales, Promotion and Operations in Leisure and Tourism 5LT02 June 2010**

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 time period.

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 by Edexcel candidates 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. Candidate 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.

However other candidates 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 candidates 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.

If proformas are provided by the assessor please ensure they are providing the right help for the candidates. Sometimes the proformas followed the specification rather than the specific activities the candidates 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 candidates to demonstrate the high level of independent work necessary for the top mark band.

Perhaps proformas are helpful when preparing candidates for the first task but once the more able candidates 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 candidates:

- If using a template for planning and research care should be taken to ensure the headings reflect the activities the candidates need to undertake. Often the headings did not accurately reflect the activities the candidates 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.
- 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!
- Updates on progression should be provided either in pen or electronically. Candidates could then advise whether research methods planned actually worked for them. They may have to change their plans due to computer breakdowns etc.
- In activity 3 candidates should provide a mock-up/design plan for their material

## Activity 1

Research and present information about:

- The aims and objectives of your chosen organisation
- The places used by your organisation to sell products and services
- The pricing strategies used by your organisation

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 5-6 marks it would generally be expected that aims and objectives presented will cover at least three different types. Often candidates tended to present a range - especially financial and mission statement aims, however they did not always specify which ones they were presenting leaving the assessor/moderator to draw their conclusions for them.

Places will cover channels of distribution including at least 2-3 different types of selling situation in detail. Often candidates presented information on the geographical location of their organisation. If this links to a channel of distribution that is fine. However often this connection was not made. The controlled assessment requires candidates to make decisions about which information to present. Higher level candidates 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.

The pricing strategies part of the activity was well answered by many candidates. They made reference to pricing strategies such as peak and off-peak, economy pricing, premium pricing, promotional pricing etc and were able to apply this to their chosen organisation. Seeing such use of applied marketing terminology was excellent. Areas for improvement for candidates:

- Headings for different types of aims could be provided so that it is clear candidates have presented a range - financial, mission statement, customer service, green etc
- Candidates should concentrate on chain of distribution used by the organisation rather than the geographical location. This helps them provide more information on the selling situations.
- Candidates should use pricing strategy terms and demonstrate they fully understand these through application to their chosen organisation.

## Activity 2

Research and present information about the target markets of your chosen organisation. Evaluate the effectiveness of the promotional techniques and materials used to attract these target markets and suggest improvements.

There are 18 marks available for this activity. Six marks for planning and research, six marks for presenting information and six marks for evaluation and making suggestions. Many candidates made the error of not presenting information on the target markets of their chosen organisation. Instead they often went into evaluating the promotional materials used by the organisation. This made it very difficult to agree high marks awarded for presenting information on target markets. If candidates referred to target markets in their evaluation of materials and techniques this work was credited, although marks tended to be lower than when this section of the activity had been completed in its own right.

If candidates presented at least 2-3 different target markets with some detail and applied them appropriately to their chosen organisation this generally meant they achieved 3-4 marks. If they presented information on a wide range of target markets, subdivided to increase detail (eg not just identifying 'families' or 'teenagers' but providing more exemplification) showing constant and clear application to their chosen organisation, this generally meant they achieved 5-6 marks.

Generally the evaluation section of this activity was better answered. Assessors also tended to apply the mark scheme accurately, realising that candidates that had just evaluated materials without techniques were not able to gain more than half marks as they had only completed half of the task. Templates were often used helping candidates to ensure they concentrate on evaluation rather than description.

For the evaluation and suggesting improvements part of the activity candidates need to concentrate on providing evidence that is evaluation and does make justified suggestions for improvement. Descriptive work is not answering directly what this part of the activity is asking for. Candidates gaining the higher level marks used the planning and research time well to carry out and collect research and then to move on to selecting the information relevant to their evaluation. They did not present everything they collected in their research. For 5-6 marks candidates clearly demonstrated that they fully understood the difference between promotional techniques and materials and were therefore able to highlight which technique the materials they evaluated came from. The candidate applied their knowledge appropriately; if the organisation was attempting to appear 'up-market' as part of their evaluation they would evaluate materials looking at the types of things that would promote that image. Suggestions were detailed and appropriate.

Areas for improvement for candidates:

- This activity is split into two sections after planning and research. Firstly candidates should present information on the target markets using the organisation. Secondly they should evaluate the promotional techniques and materials used by the organisation.

- When candidates can clearly distinguish between techniques and materials and evaluate both then top marks can be considered.

### Activity 3

For your chosen organisation:

- Plan, design and produce a piece of promotional material for a target market of your choice
- Evaluate the finished product and suggest improvements

There are 18 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 evaluation and suggesting improvements.

When undertaking the planning aspect of this task, candidates need to provide a mock-up or design for the material they are going to produce.

If the material produced is well presented and the target market is clear through the images, language and content of the material then 3-4 marks can be considered. If the candidate produces a material that looks almost professional where the target market is consistently clear and the use of promotional language is strong then 5-6 marks can be considered. Promotional language is the actually selling of the product or service to the customer -use of slogans, selling language etc. Please note that for 5-6 marks to be awarded the work must be independent and original. When centres all produce work that is very similar it is difficult to agree a high level of independent for individual candidates.

Generally the assessors did mark this section of the activity accurately.

The amount of detail provided by candidates on their material varied significantly. Some produced a few lines whilst others went into tremendous detail. When awarding 5-6 marks the evaluation will be detailed and measured both against the effectiveness of the information presented and the effectiveness for the target market. Candidates should remember to suggest improvements. Again generally assessors did mark this section of the activity accurately.

Areas for improvement for candidates:

- In the planning stage candidates should consider what and to whom they are going to direct their promotional material
- They should consider the necessary information needed to make the material effective for that target market
- They should consider the language, logos, strap lines they are going to use to entice the target market to 'buy' into the product/service being promoted.

## Activity 4

For your chosen organisation:

- Research how technology or technological change has affected this organisation
- Evaluate the effect of technology or technological change on this organisation

They are 12 marks available for this activity. Six marks for planning and research and six marks for evaluation.

Often candidates used another organisation to that used in the first three activities for this one. Please note up to two organisations can be used to complete the activities for this unit. Only one organisation must be used for each task.

Different organisations tended to be used if the original one was unlikely to have the range of technology/technological change to enable candidates to provide the detail required for higher marks.

Candidate work varied for this task. Top candidates produced excellent evaluations not only of the changes technology has had on the organisation they studied but also on the effect these changes have had on staffing, profits, costs, training and marketing. Other candidates produced excellent evaluations of the changes but were weaker on the effect these changes would have. Weak candidates tended to describe the changes technology made and either provided limited or no evaluation at all which limited the marks that could be awarded to 1-2 marks. Some candidates produced generic information rather than looking at how technology had affected their chosen organisation. This also limited marks to 1-2 marks.

Areas for improvement for candidates:

- This activity should be broken down into two sections after planning and research. Candidates should evaluate the changes that have occurred over time due to technology in the organisation. Secondly they should evaluate the effect these changes have had on costs, employment, training, marketing, profits etc.

**Please not the terminal rule for this qualification:** In order to satisfy the Terminal Rule candidates are required to complete at least 40% of the overall assessment in the series they are claiming their grade.

Centres are advised that training events for the next academic year can be found on the website [www.edexcel.com](http://www.edexcel.com). Exemplar material for this qualification can also be found on the website.

## Leisure and Tourism

### Unit 1 - The Leisure and Tourism Industry

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	50	38	33	28	25	22
Uniform boundary mark	60	48	42	36	30	24

### Unit 2 - Sales, Promotion and Operations in Leisure and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	42	35	28	23	19
Uniform boundary mark	90	72	63	54	45	36

### Unit 3 - The Leisure and Tourism Environment

Note: Unit 3 was not sat during the June 2010 session.

#### Unit 4 - Customers and Employment in Leisure and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	42	35	28	23	19
Uniform boundary mark	90	72	63	54	45	36

#### 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.

**Grade boundaries** may vary from year to year and from subject to subject, depending on the demands of the question paper.



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