

Examiners' Report

Summer 2010

GCSE

GCSE Leisure & Tourism (5LT04) Customers and Employment in Leisure and Tourism

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Unit 4 Customers and Employment in Leisure and Tourism 5LT04 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 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 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.

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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, snow days, and insufficient evidence for example.

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 5-5 marks the products and services will be described in detail and applied to the chosen organisation/facility/destination. Candidates often listed the products and services and did not show how these gave their chosen organisation/facility/destination its appeal. Where there was detailed description, candidates 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.

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.

Areas for improvement for candidates:

- Candidates 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 candidates to present information and evaluate the external factors which influence and/or motivate people to choose to visit the organisation/destination. Often candidates provided information on personal factors rather than external. Personal factors are not required for this section so candidates

should concentrate solely on the external factors and apply them to the organisation/facility/destination they are researching. For 5-6 marks all external factors should be considered and the higher level candidates should show a clear understanding of how these external 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 factors should not be presented in a generic table but the information should be relevant and applied to an actual organisation/facility/destination. Candidates also need to evaluate how these applied external 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 better answered. Assessors also tended to apply the mark scheme accurately. Templates were often used helping candidates to ensure they concentrate on evaluation rather than description.

Areas for improvement for candidates:

- Provide a template of the external factors for candidates at the planning and research stage may help to focus their research.
- 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.

Activity 3

For your chosen /facility/destination:

- Research the types of customers who visit one of your chosen/facility/destinations.
- 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.

Several centres included this activity in Activity 1. This is not appropriate. Each activity should be produced as a discrete activity under the controlled assessment time allowed for each specific task within the activity. Where centres took this approach, the work produced was basic, descriptive and not evaluative. Candidates were awarded 1-2 marks in many cases.

The evaluation should clearly show that the candidates 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.

Areas for improvement for candidates:

- Candidates 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' should also ensure evaluation.

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. Candidates produced good job files where the jobs were described well and the skills and qualities were recognised and described also. Candidates also produced justifications with varying degrees of detail. The assessors applied the mark scheme very accurately here.

Areas for improvement for candidates:

- Choose **three** specific job roles from one of the organisation/ facilities used previously, e.g. lifeguard, receptionist, and leisure centre manager.
- Make sure that candidates do not just list the qualities and skills required for each job. There should be description about what each job entails. A template could help at the planning and research stage for this activity.
- Candidates 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.

Please note 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. 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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