Examiners' Report Summer 2009

GCE

GCE Applied Leisure Studies (8761/9761)

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Chief Examiner's Report

This summer again saw a pleasing improvement in candidate performance over all the qualification as a whole. Many of the issues that I have dealt with in previous reports are now being taken on board by centres and therefore this year I am going to summarise only those that are still having a significant effect on candidate performance.

Please note that slight changes have been made to the specification. These will apply to all examination series from June 2010 onwards. The main change is the introduction of Quality of Written communication (QWC) as an additional assessment criteria in all units. The only other change is the replacement of Charter Mark by Customer Service Excellence in 6967.

Externally assessed units

The limiting factor is still application of knowledge and skills. Particularly in the longer questions, the emphasis will always be on applying what candidates know to the specific scenario that has been described. Many candidates are still remaining at the Level1/Level 2 boundary by repeating generic material.

Internally assessed units

The inclusion of large amounts of background theory is unnecessary, for example in Unit 3 AO3 the theory as to how marketing methods work. Obviously they will have been taught that but it is the application of the theory that determines the assessment grade.

The inclusion of downloaded materials, or other external materials such as leaflets from attractions, without any further comment on them is of no value. For these to be of value the candidates must be seen to have applied their skills and knowledge to their interpretation in the context of the evidence needed for assessment.
The core text serves as a basis for teaching and has little to offer in presenting evidence. By the applied nature of the subject, evidence that has paraphrased considerable tracts of the core text are not likely to be worthy of credit above mid MB1.

Teacher/assessor testimonies are vital in work that is presented in a largely practical way. We wish to encourage 'different' ways of presenting the evidence rather than just written evidence, but the assessor comment should show clearly its value with specific reference to the assessment criteria.

In some internal units there are occasions where candidates will undertake work as part of a group. This is particularly evident in Unit 4 but occurs elsewhere also. In this case centres should ensure that the evidence produced by each candidate shows their individual contribution. Without this it is difficult to award the higher mark bands to candidates.

Looking to the future, it has become evident that the majority of the work submitted for assessment and moderation in the internal units is presented in the from of a formal assignment or wholly written report. Whilst this is often preferable as a safe option, there are many other possible assessment methods, many of which may actually be more suitable for learners with different capabilities.

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It should be remembered, however, that the slight changes to the specification for June 2010 onwards mean that in all internal units there is one Assessment Objective in which a considerable proportion of the evidence must be in written form in order to gain the credit for QWC. These are:

6966 - AO3
6968 - AO4
6969 - AO4
6971 - AO4

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Unit 1 - The Leisure Industry

Coursework samples received were generally well organised with the majority of Centres submitting the OPTEMS forms correctly and following the administrative instructions for mark submission. Centres did not always include the justification of individual assessment outcome marks and these are important in the facilitation of the moderation process.

Centres are encouraged to annotate candidate evidence identifying where assessment objectives have been met and where higher mark bands have been awarded. Some portfolios had little evidence of marking on the student work. In examples of best practice, the front sheets gave reference page numbers indicating the evidence and this was then supported by annotation throughout the student work. All portfolio pages should have clear numbering that can be referenced.

Some centres were consistently generous in their assessment for some of the mark bands and it may be beneficial for some centres to scrutinise the 'what you need to learn' and assessment guidance sections of the specification for further information on how to meet all the grading criteria and to award marks within the appropriate mark bands.

Centres should also note that a Teacher's Guide is also available at Edexcel Online. This provides examples of annotated candidate evidence to illustrate the depth and breadth of evidence required at mark band 2 and 3.

AO1: the range, scale, and importance of the leisure industry in the UK and Europe

This task addresses AO1 - *demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.*

It was very pleasing that more candidates were producing an excellent standard of response for this outcome, without omissions and well supported by accurate and valid UK and European data, achieving mark band three.

This assessment objective requires learners to be able to describe what the leisure industry is. The assessment guidance requires reference to active, passive and home-based leisure in the description. This part of the assessment objective was again addressed well by all candidates.

There was still some variation in the evidence provided relating to participation rates, employment numbers and consumer spending in the UK and Europe. Some Centres were awarding mark band three for this outcome, with very little or no reference to Europe. Where there are significant omissions in the information provided, the higher mark bands should not be used. For some candidates, data on employment numbers still tended to be general, and Centres are reminded that figures should be leisure specific. Some candidates were including inappropriate data on tourism spending, tourist numbers and tourist destinations.

Again, there was some inconsistency in the evidence relating to regional variations, with some candidates identifying variations but not providing any supporting data or giving accurate reasons for these variations. Some candidates included information on European variations, and Centres are reminded that data and information on Regional Variations should just relate to the UK and comparisons with Europe are not required.

Some candidates are still including outdated statistical data, and this does not provide a realistic picture of the current scale and size of the leisure industry. Candidates should be guided in their selection of information sources to ensure use of valid and relevant data.

AO2: Commercial and non-commercial sectors of the industry

This task addresses AO2 – *apply knowledge, skills and understanding of the specified content of leisure studies in a range of industry vocationally-related issues.*

Learners were required to give an explanation of the differences between the commercial and non-commercial sectors covering the differences in aims, methods of funding, different partnership arrangements and methods of marketing.

The majority of candidates clearly understood the difference between public, private and voluntary sectors and their aims and funding. The difference in approaches to marketing strategies was better covered that previously, but there were still a large number of candidates who were still providing largely theoretical evidence and were not applying this to the leisure industry or demonstrating sound understanding of this aspect. However, the more able candidates were able to give clear and accurate explanations of a range of differences which included examples from industry.

Reference to partnership initiatives was generally improved overall but again is an area for continued focus and development by many Centres. There are still candidates who confuse this concept with within private companies. Candidates must include at least a summary of partnership initiatives and should refer to both PPPs and PFIs. There are still only a few candidates achieving mark band three for this outcome.

AO3: Current Developments in the leisure industry

This task addresses AO3 – *use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.*

For this assessment outcome, learners are required to research current developments in the leisure industry. All candidates had made some references to the increasing use of technology and most candidates had also explored the growing influence of the media on the industry. As with the previous session, the number of candidates who had explored potential future developments is still in the minority. It would be encouraging to see more candidates investigating a more diverse range of emerging trends and developments.

There was still a heavy reliance on the core text for this outcome and a few candidates had failed to use any other information sources at all. Websites were still the main source of information used by candidates, but many candidates had again failed to reference their work. It is difficult to assess how wide range of sources the candidate has drawn on if they are not referenced. Accurate referencing within the text or through a bibliography is essential to award the highest marks.

Centres are again reminded of the importance of candidates clearly and explicitly demonstrating their comprehensive research from a broad range of information sources. Centres could also consider including observation records as an alternative way to authenticate the range of sources used by candidates.

AO4: Customers of the leisure industry

This task addresses AO4 – *evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.*

Learners are required to identify the factors which influence participation and non-participation in the leisure. The factors are clearly identified in the specifications in the section covering assessment guidance as well as in the 'what you need to learn' section.

In order to progress beyond mark band 1, it is essential that explanations are sound and supported by data. Some candidates are still not using data to support explanations of factors influencing participation necessary for the highest marks bands to be awarded.

Candidates are also required to identify barriers to participation and to make recommendations on how to overcome the barriers. Some candidates are still focusing on a limited range of barriers (such as disability) and identifying measures that are already in place. Many candidates are able to describe barriers to participation but failed to include any realistic individual recommendations.
As there are still only a minority of candidates identifying and justifying a range of appropriate, relevant and sometime original recommendations, this continues to be a key area for focus and development by many centres.

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Unit 2 - Working Practices in Leisure

General comments

Performance on this paper showed a significant improvement compared to last June. Most candidates were able to respond effectively to most questions. There was evidence that candidates had been effectively prepared, with the majority responding positively to the tasks set, offering valid answers, although there is still a tendency not to apply their knowledge to the given scenarios. Almost all candidates answered all questions.

Candidates were able to use information taken from the WYNTL section of the unit, although the characteristics of quality systems still showed weakness. They appeared to be familiar with the command verbs as a whole. Candidates appeared to manage their time effectively and did not produce lengthy passages of irrelevant information. The vast majority of candidates appeared to complete the paper in the time available, with little evidence of rushed work towards the end.

Candidates still did not always make full use of the stimulus material. The emphasis in this paper will inevitably be on the application of their knowledge to a variety of practical situations and the higher marks, particularly in levels of response questions, will always be characterised by the ability to demonstrate application rather than theory. It will be important for candidates to have practice in doing this in their preparation for the assessment. This is an 'Applied' GCE and therefore in the longer explain/analyse questions the mere repetition of generic material, however valid, is unlikely to achieve beyond a Level 1 response.

Exam technique is an aspect that requires improvement, particularly in the longer questions. There will always be a number of longer questions on this paper that have a levels of response mark scheme. This will continue in the future so candidates should be made aware how these work. At the moment most candidates of E grade and above are reaching the top of level 1 (3 marks) in the 8 mark questions but higher ability candidates appear unable to lift this mark much further. Candidates must be able to use the stimulus material (the 'applied' bit) if they are to access the higher grades with ease, rather than repeat pre-learnt generic responses.

It is worth noting that from June 2010 onwards there will be a requirement for Quality of Written Communication (QWC) to be assessed on this paper. The marking criteria for this will be integrated into the level descriptors for two of the 8 mark questions. It is anticipated that this will be for those in questions 1 and 2 on this paper.

Question 1

Scenario was of Dingos Night Club. This appeared accessible to the candidates.

(a) Candidates knew the requirements of the Data Protection Act and in general outlined them without explanation as the question required. There was some repetition in areas such as security of data where candidates would go into ways in which this could be achieved – passwords, firewalls etc. This is not specified as part of the act itself.

(b) Most candidates managed to identify two acceptable measures although development beyond this tended at times to be vague. Many candidates rightly focused on the bar area, with suggestions of use of coded tills or restricted access. CCTV was a popular option, with more candidates indicating how it could be used – as a deterrent or by focusing it on specific areas such as the bar – than has been the case in the past, although a significant minority still see it as a 'catching' mechanism rather than as a preventive action.

(c) The majority of candidates had a basic knowledge of the requirements of the act but rarely were able to access the higher ranges in the mark bands as they failed to apply it and/or explain it. Analysis in a question such as this should be focussed on how the act could affect the running of Dingos, but most candidates got little further than restating the main requirements of the act, There were two problem areas.

The first was interpretation of what the question wanted. A considerable minority of candidates merely focussed on what the staff at the night club need to do to keep it safe, for example 'they should make sure the cables are out of the way', 'make sure the speakers don't fall on anyone' but did not relate it to how the act would effect this outcome.

The second problem as the lack of appreciation of the need to 'apply' the act to the given situation. The stimulus material is there to be used in questions such as this. The potential problem areas were described in the stimulus – moving heavy equipment, potentially awkward customers etc – but the requirements of the act should be used to show how these would be addressed. Too many candidates still merely repeated what the act states. It is necessary for them to tie the requirements of the act to specifics about the centre to comply with the assessment requirements of 'application of knowledge in an unfamiliar situation'.

One final point with this act is to stress that the main thrust of the act is safety for employees, although customers are considered via them. Many of the points made were directed specifically at customer safety rather than how this is effected through staff.

(d) Most candidates could explain one way in which the act ensured safety, usually that of recording in an accident book giving a record that could be used to track (regular) occurrences and hence measures could be put into place to prevent it.

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(e) As in past series June this question was well answered by the majority of candidates. Almost all of them understood the basic premise on which a risk assessment is carried out and were able to produce simple scales for likelihood and severity, although a little more care was needed in places to ensure that the steps within it are in a logical and consistent sequence. There were very few unrealistic suggestions for measures to minimise risk compared to the previous series and the balance of their severity and likelihood was much better than in the past.

Candidates do need to be a little more careful with their choice of scales, which was once again the weakest part of this question this time. Far too many of the likelihood scales contained at least one stage that did not show a logical sequence from the others, restricting them to 1 of the 2 available marks. Typically this might be a sequence such as 'highly unlikely-unlikely-*possible*-likely-highly likely' where the 'possible' is not a logical development – all of them suggest it is possible for it to occur. Similarly the use of 'never' on the likelihood scale and 'no harm' on the severity scale is invalid, as in these cases a risk assessment would not be required.

Most candidates managed to identify 2 or more correct measures to minimise the risk and there was a greater proportion of realistic measures than has often been the case. There was a tendency to stray a little too much into what happened at a night club when there was trouble, although implicit links to policies for dealing with these situations were accepted

It is envisaged that the basic format of the risk assessment will appear on the question paper as it has on this one (or in a very similar format) so it would be useful for candidates to be made familiar with this so that they can concentrate on the task of applying the risk assessment correctly in future. To this end candidates need to have scales for both severity and likelihood that can lead to the application of a logical risk rating.

Question 2

Scenario was of Sportzwood health and fitness centre.

2(a) There was evidence of improved knowledge of the minor quality systems compared to past series, although a significant number of candidates still could not identify one aspect of either of them correctly. Chartermark tended to be the most successful, with description of its public sector involvement and customer focused approach.

As I am sure you all know, Chartermark is no longer in existence and this has been replaced in the new specification by Customer Service Excellence. This will be operative from the June 2010 series onwards.

2(b)(i) This question tended to follow the pattern of this question in past papers. A large proportion of the responses managed to achieve mid or top level one without achieving more than this due to the lack of application of their responses. Once again the problem was of candidates not appearing to realise what application of knowledge involves. The top level 1 responses tended to fit into one of two categories. Some gave an overall description of the Quest system but with no real link to the given problems. Some of these pushed into level 2 by identifying that it was customer focused and therefore as these were customer complaints this would mean that Sportzwood would be more likely to deal with them. The other approach was simply to describe what should be done to put each of the problems right 'they should check the lockers each day to make sure there were coat hangers in them'. This approach excludes reference to how that might be a result of them having Quest. An applied approach involves both of these two type of response combined, for example 'Quest would mean that staff had customer service training (Quest characteristic) so that reception staff would be customer focused and treat them, not their colleagues, as the priority (link to how one of the problems would be solved)'.

There is a necessity to impress upon candidates the need to read the exact question carefully. In past series this question has often been asked in terms of the benefits of introducing the quality system and some candidates were answering that one anyway despite the need to focus on the reduction in complaints

2(b)(ii) Specific pieces of evidence were offered more than has been the case in the past, although there was still a difficulty in gaining the explanatory mark. All too often candidates were saying how the evidence would help Sportzwood rather than how it helps the Quest assessors to make their decisions. 'Cleaning rotas would ensure that the gym is clean' needs linkage to the idea of facility management or at least to how the Quest assessor might use this information to inform him that it was clean at all times.

Candidate should note that the evidence produced for Quest in this situation is not what the assessor sees of the facility 'he looks to see whether it is clean'. That would be the mystery visit part and the assessor requires spoken or written evidence such as customer feedback forms, staff training records, interviews with staff etc..

2(b)(iii) Most candidates were aware of the potential problems in two areas. They were aware that it might be an expensive procedure in terms of time and/or money and that it might not be popular with/easy for the staff.

Question 3

Scenario returned to Dingos night club.

3(a) (i) and (ii) Most candidates found these accessible questions.

3(a)(iii) Most candidates readily identified a variable cost such as the need for extra staff or the electricity used for the evening. Some referred to buying the drinks etc, but this was not acceptable as the £6 per customer was described as profit from bar sales.

3(b)(i) Many candidate suggested in general terms why it was needed 'so people know what they are doing at any time' but often did not follow this through as a full explanation. A considerable minority misinterpreted the idea of an events schedule as a plan for the evening.

3(b)(ii) A challenging short question that produced some well argued responses at times. The majority of candidates were able to spot at least one of the flaws in the schedule, either in terms of the gap between booking the bands and the venue or the evaluation of the event's success starting before the event takes place. Explanations for this were often developed well. A sizeable minority of candidates appeared not to have come across this basic tool for project planning and criticised the 'bars overlapping' or 'two things going on at once would confuse people'.

3b(iii) Most candidates did manage to put forward one idea as to how evaluation could take place but there was limited development of this into a full reason. Most suggested that the amount of money made, or the number of attendees at the event, would be a method. In order to gain the second mark there would need to be some idea of how the evaluation was calculated – for example profit above a certain level. Some good applied responses did suggest that measuring numbers to the club would show them whether they had achieved the aim of raising their profile. Another way of responding was to suggest the method of gathering information for evaluation, which the phrasing of the question allowed. This was usually through 'customer feedback' of some type but again the exact methods were weak and tended to be 'to see what they thought of it' rather than giving a more precise 'see what percentage of them enjoyed it/would return to the club'

3(c)(i) Most candidates did mange to identify two advantages of the system but explanation was often rather vague. Sometimes it was seen only as being an advantage to the customer, not in itself what the question required. A typical response of this sort would be that they 'make entry to the club easier so they reduce waiting times for customers'. This could have been developed to indicate how that might improve the customer experience and hence help to build the club's reputation/customer base, but on its own it is not a benefit to the club and so would only receive the basic mark. There was some confusion at times with membership systems. Although the two can be connected, it is important for candidates to make this connection obvious when highlighting the benefits of the ticketing system as comments that refer only to the membership system are not worthy of credit. Candidates should be able to distinguish between ticketing systems and a swipe card member ship system, as a number of them referred to a benefit as being 'seeing which times are busiest' – a reference to the use of a gym or similar but not really relevant to a nigh club. They should consider the context in their response -and apply their knowledge and understanding accordingly.

3(c)(ii) This question elicited more applied comments than most, lifting many candidates to level 2. The need for greater use to be made of a system than just 10 nights was appreciated, although a full explanation linking this to the need to get a return on their investment – not needed in those terms – was often left unwritten. Level 1 comments tended to focus on the cost and need for training, together with the risk of failures – comments such as the latter need to be linked to potential business outcomes to have any real weight.

3(d) This question, as in the other 8 mark questions, tended to elicit rather generic responses, although there was some good use of the stimulus material in some of the responses. Candidates do seem to want to immediately repeat the generic benefits of a membership system first and try to apply it second, which tends to leave them little room to do the important bit. Some sound comments were made about the suspicion that might surround a system such as that described as well as the problem of not attracting 'passing trade' if it were a members only club. The usual benefit was that of it being a safer place, although the benefits to the club were often not dealt with. Candidates should be encouraged to develop ideas so that they are evaluating/analysing rather than just stating a benefit or disadvantage in question such as this – all too often the examiner is left to do the last stage of application to the club/customer on their own when the candidates probably could achieve this – and the credit for it – themselves.

Unit 3 - The Leisure Customer

General Comments

This report comments on the assessment evidence requirements, the accuracy of the marking and the administration. The tasks for the unit are set within the current specification. Issue 2 of the revised specification is now available from Edexcel.com for first assessment in June 2010.

There are four tasks for the unit which are on page 31 of the specification.

AO1 (a)   an understanding of how the leisure industry views the customer
AO4 (b)   an evaluation of customer service, in the leisure industry, through acting as a 'mystery customer'
AO3 (c)   an investigation into marketing activities used within the leisure industry
AO2 (d)   the provision of customer service, dealing with a range of customers in different situations.

Each task is linked to a specific learning outcome, which details the knowledge, skills and understanding that learners are required to demonstrate.

AO1:   Knowledge, skills and understanding
AO2:   Application of knowledge, skills and understanding
AO3:   Research and analysis
AO4:   Evaluation

Marks should be awarded within three mark bands differentiated across the unit, characterised by:

- increasing depth and breadth of understanding
- increasing application of knowledge and understanding and skills
- increasing analysis, synthesis and evaluation
- increasing independence

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Key Issues

A- AO1
Most candidates selecting three appropriate leisure organisations, although some were generously awarding marks at the top of Mark Band 3 even though the selected organisations were not sufficiently contrasting, for example three leisure centres or three similar visitor attractions. Centres are again reminded that candidates should be encouraged to explore a range of different organisations that make up the 'leisure industry' and to apply their underpinning knowledge of customer care, and the associated policies and procedures, to the practices of different types of organisations across the industry.

B - AO4
The vast majority of candidates were carrying out their mystery visits at appropriate leisure organisations and considering a range of customer service factors, including for example: cleanliness; staffing; health and safety; range of facilities. Some candidates had completed more than one mystery visit and centres should note this is not necessary. A small minority of candidates had chosen to carry out a mystery visit at an inappropriate organisation unrelated to the leisure industry. Centres are reminded of the importance in guiding candidates to choose appropriate leisure organisations.

C - AO3
The majority of candidates were producing evidence relating to the specific marketing activities of one of more leisure organisations, although some candidates are still submitting theoretical responses with very little or no application to the leisure industry. Centres are reminded that theoretical responses without appropriate research and application to leisure industry examples are unlikely to attract the higher marks bands.

D - AO2
The majority of Assessors are providing appropriate supporting evidence to authenticate candidate's ability to delivery customer service, although in some case, the evidence is too generic and lacking in detail. Centres are reminded of the importance that appropriately detailed and authenticated observation records play in the awarding of marks to this outcome. Generic records and comments which do not sufficiently highlight the observed skills of individual candidates can severely limit the marks available for this practical outcome. Role-play scripts and audio-visual evidence is not required for the moderation process.

Administration

OPTEMS forms and Candidate Mark Record Sheets were generally completed correctly. Samples received were also generally accurate, with the majority of centres submitting the highest and lowest scoring candidate evidence. Most centres submitted Candidate Authentication Records. This is a JCGQ requirement and copies of all the forms required are available on the Edexcel website.

Annotation on some coursework was rather limited or not present for some centres. Annotation should highlight where key evidence could be found, e.g. specifically where explanation, analysis and evaluation can be found. Annotation is most helpful to the internal and external moderation process.

In B (AO2) for example, annotation could be made where the candidate has included a description of the organisation's products and services and details of the information available for customers.

Marking

It was pleasing to note that the majority of marking in this series was found to be generally appropriate, although some centres were being too lenient in awarding marks where the evidence did not meet the specification requirements.

Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, for A (AO1) where candidates have produced a lengthy description of how the leisure industry views the customer, marks would generally be limited to mark band one. Mark band two requires an explanation and mark band three a comprehensive explanation.

D (AO2) is still the outcome where assessors most frequently award marks too generously. Care should be taken to ensure the candidate has independently demonstrated skill and expertise in the provision of customer service to a range of customers in a range of contrasting situations. Supporting evidence to authenticate this professional judgement should clearly be presented and evidenced through the submission of individual, detailed observation statements.

Assessment Evidence

AO1: The leisure customer.

This task addresses AO1 - *demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.*

This assessment outcome requires candidates to explore how the leisure customer is viewed by leisure organisations and to understand the importance of the customer and customer service to the industry, supported through the review of appropriate policies and procedures.

It was positive to note that the amount of unreferenced information 'copied and pasted' from the internet appears to have significantly reduced. Some centres should still be aware however, that not only does this practice present issues relating to plagiarism, it does not demonstrate that the candidate has any understanding of how organisational policy impacts on the level of customer care provided.

As in the previous series, a very small minority of candidates were still choosing three very similar organisations, for example three visitor attractions or three leisure centres. In order to award the highest marks, evidence must relate to a contrasting range of leisure organisations. Candidates could be encouraged to examine how leisure centres, gymnasiums, cinemas, theme parks, visitor attractions, sports clubs etc. view customers, supported and illustrated by a review of their customer service policies and procedures and how these contribute to customer care.

AO4: Operational aspects related to the leisure customer.

This task addresses AO4 – *evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.*

The marking criteria require candidates to present information related to customer service provided by a leisure organisation, gained through a 'mystery visit'.

The majority of candidates undertook a mystery visit of one appropriate leisure organisation and presented details of their findings. There was a general improvement in the quality of evidence relating to the information made available to customers and the products and services provided by the leisure organisation.

Centres should note that to achieve the highest marks in this band, candidates need to evaluate the success of the provider in satisfying customer needs and be able to comment on the tangible methods the provider has in place to measure standards, for example customer comment cards or surveys.

Some candidates were also gaining examples of customer care provided by an organisation by making telephone contact and exploring their website before an onsite visit. This enabled some candidates to provide more detailed evidence and achieve Mark Band 3.

A03: Marketing activities and the leisure customer.

This task addresses AO3 – *use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.*

In providing evidence for this outcome, candidates are required to research a range of marketing activities used in the leisure industry, applied to specific products and services from a single leisure organisation or many. In order to award the highest marks, centres should ensure that at least three different marketing activities have been explored.

It is encouraging that this series saw a continued improvement in the evidence presented; with less theoretical evidence and more application to activities used within the leisure industry, although a small minority are still providing largely theoretical responses. In these cases, it is unlikely that marks above mid mark band one would be appropriate due to the lack of application.

Where candidates are producing a high standard of response for this outcome, evidence relates to a range of contrasting marketing activities, clearly applied to specific products and services provided by a leisure organisation or a range of contrasting leisure organisations. Many candidates explored the online and multi-media marketing activities of selected leisure organisations to compliment the more traditional print based ones.

A02: Dealing with leisure customers.

This task addresses AO2 – *apply knowledge, skills and understanding of the specified content of leisure studies in a range of industry vocationally-related issues.*

This assessment outcome should demonstrate the candidate's ability to provide effective customer service to leisure customers. The outcome lends itself to practical activities such as customer service role-plays; face-to-face, over the telephone, responding to customer letters and emails, or through technological or visual means; giving presentations, creating displays etc.

Centres are again reminded of the importance of detailed, candidate specific and targeted observation records and witness statements used to provide evidence of competency for this outcome. Some candidate marks were again limited by observation records that were very brief, generic and lacked any clear assessment judgement based on the skills demonstrated.

Individual observation records, for each scenario, should reflect the range of customer types and situations dealt with, the different methods used in dealing with leisure customers and the level of independence demonstrated. Detailed assessor comments should clearly reflect the candidate's ability to work independently and to reflect the different customer types and situations dealt with. Each record should be completed, signed and dated by the assessor.

Unit 4 - Leisure in Action

All the activities were suitable for the course and had been chosen carefully given the small class sizes evident during this series of moderation. A centre with only one candidate had teamed up with the Travel and Tourism students, but the topic and individual work attached was acceptable. Level of achievement was very similar to the previous series. However, it was felt that one or two centres that had been sampled by the same moderator last time around, were not taking advice from the previous moderation. Consequently, similar errors were evident.

AO1

Moderators commentated on the brevity of many of the plans submitted. To achieve marks in the higher mark bands there must be a clear cut plan (one that could reasonably be taken up and followed by a third party). All aspects of the specification notes should be clear. Plans still lacked detail and learners need clear guidance to ensure that the expected range of information (aims, objectives, plans, dates etc.) is provided. It was evident that many centres are not monitoring the planning stages which results in misdirection later. Again, too many of the plans were similar in presentation with their colleagues and gave a view that the plans were undertaken as a group with minor alterations. The type of events chosen provided the candidates with the opportunities to achieve good marks, but this was not always taken. Candidates seem to enjoy undertaking risk assessments and producing timetables for the day of the event. However, there was often a distinct lack of timescales during the planning process. It was clear that candidates often relied on minutes of meetings to show this rather than documenting it separately. Job roles and lists of resources were also minimal. Centres should encourage candidates to look upon the planning with almost military like precision. Too often it was clear that the excitement of holding a sports day or talent contest etc. clouded the detail required for planning it.

AO2

Candidates still found it a problem to produce an ongoing log or diary of their activities in planning for the event. Again, for this series, centres where candidates were adjudged to have achieved higher marks had encouraged the use of a diary or of regularly kept logs. As in previous series, moderators criticised the fact that these logs were often completed retrospect fully. Candidates included copies of minutes for meetings. In most cases these were brief or not correctly formatted. Centres should be encouraged to teach candidates how to properly conduct meetings and to record the contents in a professional and business-like manner. Candidates also need to identify their individual contribution to each meeting rather than just photocopying minutes which were subsequently submitted as evidence by all candidates. There was evidence of good use of witness testimonies completed by assessors. Where group work has been submitted centres need to be more clearly guided to ensure that they explicitly demonstrate which work is credited to which learner.

AO3

Most candidates showed that research had been undertaken but few provided the evidence of the source of the research or provided a bibliography. Others however did not provide evidence of what research had been undertaken nor what had been previously written. There were a few who copied copious pages from other text and used this as their evidence and did not use the information themselves. Research was limited, particularly in terms of supporting the rejection of alternative events before making a final choice. Where research was evident it was rarely made clear how it was linked to the final decision making process. It is also unnecessary to provide planning information for several activities before narrowing down to one. A record of the discussion and selection in making the choice of activity is more important than detail on more than one.

AO4

As in previous years, this assessment objective demonstrated a wide range of ability in candidates understanding of how to evaluate, and their knowledge of the specifications. Moderators saw a large majority of assignments where candidates had handed out questionnaires to competitors or the audience at the chosen events. It is not necessary to submit bulky evidence (often 40 or more completed surveys!). A simple collation of results is sufficient. The main aim of this AO is for candidates to review their own performance and that of the team, both on the day of the activity and for the planning leading up to the day. Yet again, moderators saw work which was descriptive of the activity/event rather than an evaluation of individual or team participation and planning. Assessors often awarded marks in too high a mark band. It is important for all of the criteria to be covered, and for there to be evidence of inter-relationship of the team during both the planning and presentation.

Unit 5 - Employment in Leisure

General comments

The paper appeared to be accessible to candidates and there was a marked improvement in performance compared to last June.

Most candidates were able to respond effectively to most questions. There was evidence that most candidates had been effectively prepared, with the majority responding positively to the tasks set, offering valid answers, although many candidates did struggle to achieve the higher levels in extended responses. Almost all candidates answered all questions.

There is still a tendency for candidates to be able to cope with the demands of the paper comfortably at a basic level without managing to raise their mark beyond the level of grades D and E. although a greater proportion achieved this than in the past, the same issues as in previous series are appearing and so I will reiterate what I have said in previous reports. There appears to be two main reasons for this, associated with both the nature of the applied GCE and the lack of exam technique in some candidates.

Exam technique

Whilst underlining key points in the stimulus material is a valuable tool when used well, some candidates are underlining far more than they are not. This defeats the purpose of underlining. For the applied questions in particular it would be beneficial for candidate to read the question before they underline the key parts of the stimulus to focus them more carefully on what they need to pick out.

Many candidates are wasting too much of each response on non-rewardable material. This happens in two ways:
- Re-writing the question first. For example starting 2(b) with 'It would not be suitable to advertise this post by putting an advert in the local newspaper or putting up posters in the venue itself because….'
- Providing recall information that the command words in the question do not require. An extreme example was for 3(d) 'Annual leave means that full-timers get 4 weeks paid leave per year and part-timers 2 weeks annual leave per year. Staff are entitled to the break whenever they want to, with restrictions. A system that could be used by the Arts Arena could be that….'. This also includes re-writing the question and covered 7 lines out of the 12 available.

Both of these errors mean that time is wasted and, in a structured paper such as this, candidates do not leave themselves room to answer fully.

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The applied nature of the GCE

The purpose of this GCE is to give learners an applied, work related approach to the leisure industry, involving active learning and the ability to take basic principles and apply them in unfamiliar situations. A few questions will always be aimed at AO1, straightforward recall of knowledge and understanding, but the majority – particularly the longer questions - will require learners to apply this. This is the key skill that they need to tackle this qualification successfully but only a limited proportion are as yet doing so. It involves active use of the stimulus material as indicated in the 'indicative content' parts of the mark scheme for levels based questions. Without this application responses cannot get beyond 3-4 marks out of the 8 available for longer questions.

Whilst in preparing these papers we will always try to keep as much of the information needed for a specific question on the same page, candidates should be aware that for the later questions information from the earlier parts could be useful. The papers are designed to focus candidates on one organisation/person so that they can get a feel for them i.e. a possible real-life situation. Candidates should be made aware of this.

The requirements of some of the command words were generally known by candidates, although many did not manage to access the higher marks in the longer questions as a consideration of terms such as 'analysis' did not show enough depth in response.

It is worth noting that from June 2010 onwards there will be a requirement for Quality of Written Communication (QWC) to be assessed on this paper. The marking criteria for this will be integrated into the level descriptors for two of the 8 mark questions, usually the first two that appear on the paper.

Question 1

Scenario for the whole paper was of Greenleaves, a health spa. This appeared accessible to the candidates.

1(a)(i) Most candidates could identify at least one or two pieces of information and the majority achieved all three. A few still seem confused as to what a person specification is, implying that it is part of the application by the candidate, but pleasingly this was a far smaller source of error than has been the case in the past.

1(a)(ii) The purpose of a job analysis is still a little vague for many candidates although it was better understood than in the past. It is necessary for learners to have practical experience of using these documents/processes, if only in a role play situation, so that they understand the exact order. Many did understand that it is used to inform the job description, but a considerable minority leapt straight to the identification of the person type who would be needed, which is not a role of the job analysis. There was a slight disappointment in the very few who managed to apply it to Greenleaves – that fact that it was a 'new' job should have been the key here.

1(b) Many candidates were able to state and basically analyse the advantages and disadvantages here, showing sound understanding of the benefits of having a set format and only perhaps asking for the information they needed. Disadvantages were slightly less successful. Although some did argue that there is less room for individualism on an application form. There were also a number of misconceptions, notably that an application form might not give room to describe your experience, qualifications or other information that the organisation needs to know. This showed a lack of some basic understanding of hat makes up an application form – and how organisations ask what they want to know. Whilst many candidates did get to mid level 1 there was again a lack of applying it to the organisation. Some did mention that as a large organisation it could afford the application form as it would use it for many different posts and others argued that a CV would show up a 'dynamic individual' more readily, but these comments were few and far between. Encourage them to use the stimulus material.

1(c)(i) This question produced a good range of ideas from many candidates, suggesting a greater familiarity with the interview process than has been evident previously. Some did go back too far, having perhaps not read the stimulus and although a few candidates simply gave a list of questions this was the exception. Candidates were very aware of the practicalities such as booking a room and ensuring it was quiet etc and indeed of setting a timetable and informing the candidate of the interview details.

1(c)(ii) At least one of the basic purposes of using set criteria was known by almost all candidates. The most commonly stated was that it added 'fairness' to the job interview, although the link between them was not made explicit by responses at the lower level. Their use in creating the questions for the interview was often the key to accessing the highest levels, as this tended to lead on to the fact that the criteria were created from the person specification and therefore would produce the right person for the job if they were followed. Mid level responses used the idea to suggest that following these would enable the interview to be structured and less side-tracked into irrelevancies.

2(d)(i) Responses here were rather weak, unlike the following questions, as candidates tried to reword the question only 'to see why they wanted the post'. Explanations for asking a question should be seen in a wider light, particularly when they are open questions such as this, which could lead to discussions about the candidate, the company or their ambitions.

2 (d)(ii) There were a great many thoughtful responses here, often with perhaps the most obvious – that of experience probably being part of the application form – being the least used. Responses showed great awareness of the breadth of the leisure industry and the variety of roles within it meaning that they might not give a good background at all, with explanation often leading on to indications that an administrative role outside the leisure industry might in fact be a better background.

2(d)(iii) A great variety of questions were suggested. The weakest ones were those that simply rephrased the previous one and asked about experience in administration instead. Credit could be gained here for explanation but not the question. At the other end of the scale, some of the best responses were those that gave a 'scenario' situation for the candidate, for example 'you find some equipment has been double booked, what would you do?' that would enable customer service/administration skills to be demonstrated. Another popular and successful approach was to allow the candidate to sell themselves with a 'what are your strengths/why are the person for the job' style of question.

2(e)(i) and (ii) Both questions showed that candidates have sound knowledge of contracts of employment and the contents of an induction

2(e)(iii) Reasons for an induction tended to be less well understood. Most candidates merely attempted to justify why individual parts of it took place 'meet colleagues so they could integrate more easily', 'shown round the building so they know where everything is'. The link between the induction and its role in their work was poorly conveyed. A few sound responses appreciated that if they know where everything is then they can work more efficiently and give better customer service – this was also linked to knowing who they work with allowing them to resolve any problems more easily. Many of these responses did not lift out of level 1.

Question 2

2(a) Most of the benefits for both Winston and Greenleaves were rather generic in nature and although responses mainly had a range of ideas explanation was rather weak. Benefits to the apprentice were seen as being paid whilst working and, at the upper end, that he would be getting genuine work training that would back up the 'theory' learnt at the college. Benefits to Greenleaves were less successful. A few explained well the benefits of 'in house' training for a potential employee and the relative ease of fitting in if offered a job full-time. There was too great an emphasis generally on having a 'cheap' employee. There was a lack of understanding of the idea of value for money of an employee and that an untrained apprentice cannot do the job of a fully trained employee and therefore 'cheapness' is not really an asset in itself.

2(b)(i) Most candidates were aware of at least one reason for preferring to be self-employed, mainly being linked to guaranteed work/money. Why that was important to people was left a little hazy at times. An explanation does require some idea of why the identified benefit should be important. many were also aware of the extra work that has to be done by the self-employed such as tax forms and working out National Insurance as well as the benefits that come with employment such as paid holidays. Again, though, many were restricted to 1 mark as explanation was half-hearted and did not see, for example, that self-employed people would have to decide if they could afford to take a holiday!

3(b)(ii) Some very good use of the stimulus material here, which is encouraging. Responses latched on to the potential need for specialist trainers in different sports or for other activities such as beauty and explained well that it was cheaper to employ these for a few hours than to have full-time staff unoccupied for long periods. Others pointed out that they could use them for the corporate weekends where they would be intermittent and so part-timers could not be used. It was also suggested that these might have requirements that were not usual and that again specialists would be needed to fulfill these.

3(c)(i) Most candidates got the general idea of this question, but many responses were very 'woolly' and often wandered into what they should have done rather than answer the question as asked. The name of the Sex Discrimination Act' and slight variations on that was disappointingly missed by many or replaced regularly with made up legislation such as the 'maternity leave act' or other pieces of legislation – the Race Discrimination Act and Disability Discrimination Act were used a number of times, indicating a notable lack of understanding of the purpose of this legislation!

3(c)(ii) It was pleasing too see far fewer extreme course of action suggested here than in similar questions in the past. Candidates are retaining a better sense of perspective here, with very few responses implying the complete collapse of the organisation as has tended to happen. Most responses that linked the problems with loss of customers did this via the demotivational effects on staff with the resulting decrease in quality of customer service, a possible route. A sound avenue of explanation also was that of difficulty of future recruitment if staff are unhappy and the organisation has a poor record of staff treatment. Inevitably many responses dealt with the 'headline' style scenarios of being taken to court and sued/fined etc. Although this does happen, it is worth trying to keep learners in perspective here in that these tend to be the exceptions rather than the rule.

3(d) Disappointingly, grievance procedure is still poorly understood as a process. Most candidates concentrated on why it might be brought in and were very vague as to what it was. Most seemed unaware that it was a set procedure that had specific steps to take for an organisation and tended to refer to it simply as 'having a meeting with the line manager'. It is necessary for learners to be able to describe procedures such as this accurately as well as understand why/when they are used.

Question 3

3(a) This question showed greater willingness on the behalf of candidates to apply motivational techniques to the situation than has been the case in the past. Although there were still responses that dealt with why PRP might not be a good idea in theory – and often these tended to be interpreting PRP incorrectly as being expensive for the organisation for example – there were many good applied responses. Many appreciated that her job role did not lend itself to easy measurement, often contrasting it with a role in sales, and therefore was inappropriate. This was often expressed in terms specific to her job 'she cannot influence whether she has lot to do as it depends on the number of people coming in'. Other areas explored included that of her wanting promotion and therefore not necessarily being money driven. Some application was unexpected, but well thought out, pointing out that after maternity leave and without training she would probably be a little off the pace in her job so PRP would disadvantage her even more.

4(b)(i) Unfortunately the willingness to apply responses had gone by the time candidates attempted this question. There were many descriptions of what appraisals did, although there was far less confusion with the term 'praise' than in the past, pleasingly. Mush of the rest was theoretical explanation of how an appraisal might or might not motivate an employee without reference to the actual characters or situation described. There were occasional flashes of inspiration, but even these tended to be isolated rather than a concerted move to take hold of the overall situation. Some responses pointed out the possibility of her raising the issue of training again or of future promotion, whilst others rightly pointed out that if her line

manager was not interested then the appraisal might be more demotivating. Others noted that it might be a chance for her to get feedback and thus motivate her that way. They tended to be almost apologetically thrown in amongst the theory, however. Sometimes the theoretical explanations were very close to achieving it accidentally but candidates need to make the specific link. This is still a key area – use of motivational techniques in specific situations – where focused delivery could bring major benefits to candidate results

3(b)(ii) The basic benefits of job rotation were soundly understood, although unfortunately this was the stopping point for many candidates who reiterated the same thing a number of times – usually that it relieved boredom and so would give her back her enthusiasm. How it would give enthusiasm back was not always clear. There was more use of the stimulus than in Q4a. Many candidates picked up the idea that a variety of roles might give her more experience and linked that to her desire to manage. Others suggested that she would pick them up easily as she was bright. Better candidates tended to see the fuller picture in terms of assessing its use and considered that it might not be the most appropriate. Some suggested that they might all be at the same level and therefore no more motivating and that perhaps training would be more appropriate in view of her ambition. Others could also see that it might not be the best from the Arts Arena's point of view as it would mean other employees would have to rotate and more training costs would be involved. Overall, though, it is the ability to evaluate the technique's use in the given situation that is the defining factor in terms of level of achievement for most candidates – without it, they will only achieve at the D/E/U boundary levels.

Unit 6 - Current issues in Leisure

General Comments

There was a slight increase in entries for the June 2009 moderation window. Cohort size is relatively small for this series however did reflect a range of grades.

The guidance and preparation by centres followed the Edexcel guidelines – OPTEMS and front sheets were accurately presented. Declaration sheets had been completed by the learner and the centre assessor. There was accuracy in the recording of marks. Coursework was received within the required window.

All centres correctly utilised the mark record sheets providing centre name /candidate name / number.
- It was clear to see where the assessor had made the assessment decisions. In most cases it was not clear where the internal verifier had verified the work.
- It was also unclear if standardisation activities or internal moderation had taken place throughout the stages of the unit. Centres will need to consider the most suitable way of presenting this information for moderation.

Only one set of front sheets is required to be sent in for moderation. Multiple sheets tend to be confusing. Comments made by assessors varied considerably in depth. Assessment feedback must relate to the mark band as well as the assessment criteria. Reference to page numbers greatly assisted the moderation process.

Centres submitted portfolios in an acceptable format (in one plastic wallet). Centres are advised that surplus material taken from internet sites must be removed but must be sourced at the stage that it is used within the research project. This may also require an endorsement from the assessor. Centres are following the guidance on 'word count' for this unit which considerably guides learners and prevents them from deviating from the title chosen. The use of a time line is important to keep the learner on track

Work submitted showed a good understanding of the importance and relevance of sourcing and referencing. The use of websites was more frequently referred to throughout the work. This is an acceptable way of acknowledging evidence at A2 level. Centres had allowed learners to use a range of appropriate evidence – the inclusion of dates is important in ensuring the authenticity and validity of evidence and more importantly its relevance to the scope of the research project.

Annotation was evident and assisted the moderation process. Annotation by assessors showed improvement. Detailed annotation further guides the learners. In most cases this was clear and transparent. Signposting clearly where the assessment opportunities had been provided in the evidence further guides the moderation process. Assessors must fully annotate the work throughout including appendices. Some centres are of the opinion that the work should remain unmarked - this shows that there has not been any judgement made throughout the stages / milestones set in the project.

The general performance for this window showed improvement with research projects accessing the higher mark bands. Work showed that learners had been well prepared for this unit and work was consistently of a higher standard. There were few adjustments made and these were within the accepted tolerances. Sub – sampling did show that learners were able to access mark band 2/3 more frequently.

Appropriate topic titles were chosen which clearly focused on the identification of a current issue in leisure. The topic titles allowed learners to develop the research project. Where proposals moved away from the topic title learners were not able to access full marks throughout. Topic titles tend to concentrate on health related issues i.e. obesity or sporting events – football. There were some excellent titles – game consoles, smoking, fast food, clubbing for young people and salary capping in football. Learners were able to identify the scope of the issue chosen.

Learners must be guided by assessors on how to process information taken from secondary sources. Downloaded pages from websites if used in an applied way and linked to the project title are acceptable. These require referencing to show authentication. Some information presented by learners was clearly not their own work and could be seen as plagiarism if not sourced and referenced appropriately.

There was some evidence to show that learners had accessed other research projects and used these as their own. This is not acceptable and comes under plagiarism. If used as part of their own research and used in an applied way to support or refute their proposals then this is acceptable.

There was a marked improvement in the standard of work produced from the last series. There was clear evidence that learners had been guided, given clear parameters for the unit and had been well supported throughout the research project. It is very pleasing to see that centres are now developing the concept of research projects with learners at the A2 level required.

Context of the unit

Centres are reminded that this is an A2 unit and requires the learner to reflect on the knowledge that they have gained from the AS examination and portfolio units. Learners are required to choose an issue that is leisure related - this can extend into the area of the sport and recreation industry. It is essential that all research meets appropriate ethical guidelines, including permission being granted before 'real life' examples are included. It is suggested that between two and four thousand words would be appropriate for a written research project.

Although this is an A2 unit the guidance throughout the stages is paramount to ensuring that learners are on the right track. It appears that centres leave students unsupervised throughout long periods without sufficient monitoring. This result in learners performing at the lower grades at A2.

A01 – A research proposal that identifies the research topic together with the project aims and methodology

Very clear research proposals were evident with the scope identified more clearly. The use of literary reviews had been developed well by centres and showed relevance to the topic title.

Plans varied and some had been retrospectively developed. When these were realistic they matched good research projects allowing learners to move throughout the mark bands. Aims and objectives were used with accuracy. Centres need to plan with learners the use of timescales and milestones throughout the stages. The lack of adequate planning throughout the stages shows imbalance. Insufficient attention is placed on sample size and its parameters and can move learners to mark band three if applied to the title.

Some learners had difficulty in demonstrating organisational skills that are involved in research projects i.e. to produce and submit their project to meet deadlines. When a checklist approach was developed by centres this guided the learners well. Proposals took the format of a series of intended questions to be answered. Some learners included feasibility studies – these showed a marked improvement. Plans were highlighted against timescales with some more detailed than others. It was apparent that plans were rarely focused on in the evaluation section and were not applied within the unit. It is important that centres see this as an important part of the development of the research project.

A02 – Research that includes references related to the sport

Research was good throughout the projects with most learners including both primary and secondary research. The internet had been used widely with some other sources also used. Data collection, data presentation and analysis showed marked improvement with good analysis and conclusions being drawn. On the whole this section is completed well.

Learners are required to research the chosen subject area and possible methods of data collection. Learners should be able to reference the text and include quotations. When learners were able to compare findings from previous research in order to establish the relevance of current information, this was acceptable within the research and was rewarded. Some learners had difficulty in extracting the relevant information from other sources for their own projects. There was a tendency to download substantial information with very little processing and application.

A03 – A completed research project

Research still tends to rely on the internet and this limits some learners who only use this information source and more importantly only use a few websites. It is evident to see that these learners find it difficult to move up the mark bands. Learners are required to organise the collection and analysis of data and to complete the research project. Most projects were completed however some proposals had not been addressed and information had not been presented in a format to make considered judgements. Some conclusions were presented in a statement format and in bullet points. Learners must include explanations of intended aims, methodology, analysis and conclusions that acknowledge formal structures. The aspect of the leisure industry discussed in the research project must clearly reflect the project aims and objectives. Results must be presented in a variety of formats where findings and conclusions can be drawn from. It was evident that centres did not provide appropriate guidance here. Some learners had included all the raw questionnaires carried out. These must be processed and removed with one copy being placed in the appendix as evidence. It is the processing of the questionnaires that is more important. This should also be placed in context with the sample size used highlighting any limitations here.

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A04 – An evaluation of the research project

There was a marked improvement demonstrated here. Evaluations were detailed and showed clear evidence that the learner had reviewed each stage of the research project.

Learners are required to review their completed project and identify areas where improvements can be made. These suggestions must be relevant and realistic. Learners had attempted to evaluate the research project in relation to their proposals. Evaluations were still sometimes brief statements and descriptive accounts. Evaluations must consider the intended research proposal as well as the methodology that has been used. Learners should be able to put forward other recommendations on how the proposal could have been improved if research had been focused in a completely different way. Some conclusions given did not demonstrate that the learner had understood the chosen issue.

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Statistics

Unit 1: The Leisure Industry (6966)

Grade	A	B	C	D	E
Raw boundary mark	47	40	34	28	22
Uniform boundary mark	80	70	60	50	40

Unit 2: Working Practices in Leisure (6967)

Grade	A	B	C	D	E
Raw boundary mark	60	53	46	39	32
Uniform boundary mark	80	70	60	50	40

Unit 3: The Leisure Customer (6968)

Grade	A	B	C	D	E
Raw boundary mark	47	41	35	29	23
Uniform boundary mark	80	70	60	50	40

Unit 4: Leisure in Action (6969)

Grade	A	B	C	D	E
Raw boundary mark	48	42	36	30	24
Uniform boundary mark	80	70	60	50	40

Unit 5: Employment in Leisure (6970)

Grade	A	B	C	D	E
Raw boundary mark	60	53	46	40	34
Uniform boundary mark	80	70	60	50	40

Unit 6: Current Issues in Leisure (6971)

Grade	A	B	C	D	E
Raw boundary mark	47	41	35	29	24
Uniform boundary mark	80	70	60	50	40

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.