

Examiners' Report

January 2010

GCE

GCE Leisure Studies (6967/01) Unit 2 - Working Practises in Leisure

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Unit 2 - 6967/01 Working Practises in Leisure

Specification change

Please note that from June 2010 the specification has been changed slightly. The only changes are:

- 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.
- The now obsolete 'Chartermark' has been replaced by 'Customer Service Excellence'.

General comments

The performance of candidates on this paper showed a slight decrease compared to last June. The paper appeared to be accessible to candidates.

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 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. They should also ensure that they apply it in regard to the question actually being posed. For example, candidates in question 1(c) used the material, but often only saying how the act would have prevented each of the problems - although the question required them to address the benefits of doing so. 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.

Question 1

Scenario for all questions was The Parston Golf Club. This appeared accessible to the candidates.

(a) Most candidates knew the basics of the regulations, but there was a tendency to confuse it with HASAWA. The similarity of the start of the names is unfortunate, but this should be stressed to candidates in preparation for the assessment. Often a few comments on first aid were followed by more general health and safety issues. Most candidates recognised the need for training for first aiders, although there was a common misconception that all staff would need to be first aid qualified. Details of first aid kit requirements were generally well known.

(b) Most candidates managed to identify two acceptable measures although development beyond this tended at times to be vague. CCTV was a popular option, with more candidates indicating how it could be used - as a deterrent - than has been the case in the past. There was some confusion with what security implied, with a number of candidates referring to the issue of stopping golf balls hitting the cars or that the measures would make owners happier about leaving their cars there. A pleasing number of candidates applied their responses directly to the scenario, by indicating the need for a fence or similar to protect it as it was open to woodland etc. This was often combined thoughtfully with a barrier operated gate, perhaps even linked to membership cards or similar. Careful thought to reality should be impressed upon candidates, however, as the use of a permanent security personnel presence for a 50 car park was often suggested.

(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 give benefits, 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 minority of candidates merely focussed on how the act might have improved safety, for example 'the act requires them to label them correctly so they wouldn't have suffered burns to their hands', but did not relate it to how the act would actually benefit the club.

The second problem was 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.

Responses will only be able to achieve the higher marks if they combine these two aspects. For application to take place correctly, three elements must be addressed. The information about the act must be known (and used), the specific information from the scenario must be used (the application) and the two must be combined to fit the requirements of the specific question (what are they doing with this information). In this case it was analysing the benefits, so a simplistic breakdown of these elements might be : 'the act requires chemicals to be labelled, which would have meant the staff members wouldn't have used the wrong one to wash their hands and Parston would benefit as the staff would have kept working at their jobs rather than needing treatment.'

(d) Most candidates could identify or describe at least one sanction, although often they did one or the other, rather than both as the question required. Reasons were often a little vague - these should have been applied to the specific issues identified. Many candidates' initial reaction to any problem tends to be 'closure' - it is again worth reminding them to keep a sense of perspective upon what are serious problems or not at times.

(e) As in past series 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. The need to provide consistent scales was addressed better than in previous series.

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 is slight tendency to always put 'first aid' into the measures, but this does not reduce the risk of injury in the first place. There were many good suggestions for measures, including effective stewarding, roping off areas, structures access to celebrities and a number of realistic ways of dealing with the traffic problem. There was good evidence of having used the stimulus here.

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

2(a) Candidates' knowledge of the accreditation process for liP is still rather patchy. Most gained one or two marks with references to applying for the award and the need for an assessor. Although more of the internal elements needed were evident than perhaps has been the case in the past, there was also much irrelevant material on its benefits here.

2(b) Once again, the need to apply knowledge caused major problems for candidates here. There were still many responses that did not get beyond the generic 'it will improve the club, bring more people in and more profits...'. This particular question was asked in a slightly different way to many of the past series, but often candidates did not seem to have realised and simply outline the benefits of one system rather than justifying their selection. Whilst the former approach could have considerable value done well, it was too often stuck in the generic.

What was required here was for candidates to link the characteristics of their chosen system (either could be used) with the given problems in a way that showed how they could help cure them. For that to be done successfully the characteristics of the system need to be articulated more fully than is being done at present. Why does Quest deal with the COSSH problems better - connection to facility management would be important. many candidates did make at least one valid connection, the most common being the role of training staff in liP being linked to one of the issues,

but only a handful developed more than one idea to gain the upper levels of the mark scheme.

2(c)) Most candidate were able to give the basics of how costs might be recovered, although the connection to the quality system was often tenuous. The largest error of this kind is to assume that just by having a quality award the customers will come flocking in. It is necessary to impress upon them that it is the improvement in customer service, facility management etc that is the catalyst, not just the plaque on the wall. Higher marks, therefore, were restricted to those that made this link clear and could explain the cost reduction through efficiency. or the increase in income, in that context

2(b)(iii) Many candidates, rather disappointingly, could not identify one characteristic of the Clubmark system with any precision. This was a straightforward AO1 question but this system seems to slip of the radar of many candidates. A number made the mistake of outlining the benefits of having it, which were not required.

Question 3

3(a)(i) & (ii) Most candidates found these accessible questions, although the difference between calculating stock value when goods are being sold below cost price was not appreciated by the majority of candidates.

3(a)(iii) knowledge of stock control systems was generally good and most candidate could go some way towards applying this to the given problems. Many evoked the use of the epos system to ensure that bar codes meant that prices were read accurately from the system and not just from the label whilst for the other problem, the setting of stock levels and automatic reordering were carefully linked to ease this problem. There was a tendency in the latter problem to ignore the specific problem, however, in that most saw it as a cure for *under* ordering rather than ordering too many.

3(b)(i) A range of sound suggestions were made, some applying their suggestions well to the benefit for impulse buying of big ticket items and the security requirements of an office that was backed by a wood/car park. A significant minority did not remember to relate it to benefits for the club, however, and outlined benefits for the customer, hence not gaining any credit.

3(b)(ii) As in other applied questions, there was evidence of sound knowledge of these systems but the skills needed to apply this knowledge to the given information were absent. Much generic material about being able to store information electronically, send out reminders, birthday cards etc was given, without reference to the effects of these on the 'impersonal' nature of the club or members not getting accurate information. Candidates should also beware of making sweeping generalisations that infer that nothing could be done on a paper based system, for example 'the address on the system will be correct so it will get to the right person' as it stands is limited unless helped by 'the system would automatically print it (or email it) so eliminating human error' for example.

3(b)(iii) Many responses were disappointingly vague, with knowledge of the DPA being less secure than has been evident in the past. At the basic level, identification of one area of the act that would need to be addressed was all that was needed, with the second point needing a development as to a concrete measure that the club

would need, for example 'secure data....password protected' in its basic format. Candidates should also be aware of sweeping generalisations that are not realistic, for example 'protected so that no one can access it'!

3(d)(ii) This question provided some thoughtful responses. Most candidates could indicate the basic benefits to the staff of being competent and therefore confident, with the resultant effects on customer service. At this point, some went into the added social benefits to the workforce, although some argued equally validly, that staff might resent having to be away from their families. The upper levels were reached by those who really did assess, and often this was accompanied by the negative effects of closure, particularly at the weekend, the busiest time for a club. Some made useful alternative suggestions, such as midweek or on the job training to try to balance the assessment, whilst indicating that these may not have all the benefits of the weekend session.

GCSE Leisure Studies Grade Boundaries

Unit 2- Working Practises in Leisure

Grade	A	B	C	D	E
Raw mark	60	52	44	37	30
UMS	80	70	60	50	40

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