

Leisure Studies

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

Reports on the Units

January 2010

H128/H528/R/10J

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Advanced Subsidiary GCE Leisure Studies (H128)

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Chief Examiner Report

GCE A Level Leisure Studies, G180, G181, G182, G183, G184 and G185

General Comments

The Principal Moderator has submitted a detailed report on the issues identified by moderators for the four internally assessed portfolio units (G180, G181, G183 and G185) entered this session and Centres are strongly advised to refer to this for guidance on the development of candidates' work.

It is pleasing to note that a significant number of Centres have now achieved accreditation for the assessment of the AS units, with many Centres now also accredited for the assessment of the A2 units. Performance with regard to all four internally assessed units was similar to previous cohorts, although entries for G181 and G185 were limited this series. The majority of Centres resubmitting work from previous series continue to successfully address the issues identified by moderators. However, as with previous examination series, some Centres continue to mark candidates' work at the higher marks, when significant elements of the assessment criteria within the mark band are either missing or lack the depth and detail required of the higher level. These Centres are strongly advised to consult the exemplar material published by the Board as guidance, take on board the comments made in the Principal Moderator's Report and their individual Centre reports in order to develop and improve their performance. Centres are also reminded that OCR offers a free coursework consultation service for clarification on delivery and assessment issues, details can be obtained from OCR's website.

For the examined Units, G182 and G184, it was disappointing to note that issues identified and highlighted in previous Principal Examiners' reports remained for this series. As with previous series, although it was felt that the majority of candidates were able to demonstrate their knowledge and understanding of most sections of the specification, a significant number were unable to progress to the higher level skills. Once again the Principal Examiners highlight the fact that many candidates are describing and explaining when they should be discussing or analysing, thus limiting their ability to meet the requirements of Levels 3 and 4 and as a result, the grade they can achieve.

Centres are strongly urged to study both Principal Examiner Reports in order to improve levels of performance in future examination sessions.

Principal Moderator's Report

General comments

This was a relatively small entry in comparison with the summer series. Nonetheless, it was very pleasing to note that the majority of Centres submitted work which was marked to an appropriate standard and which facilitated full coverage of the relevant assessment objectives.

Where there was evidence of leniency in the assessment of work, it was often the result of MB3 marks being awarded when there was insufficient depth and detail to effectively meet the evidence requirements. Centres are further reminded that as well as ensuring the work effectively relates to the assessment objective, full coverage of the criteria, as outlined in the specification, is expected.

It was pleasing to note that many Centres produced work of a high quality which was well presented and accurately annotated, with most Centres now effectively supporting their candidates by providing detailed and constructive feedback. This work was a pleasure to moderate and was commented on as such by moderators in their reports to Centres.

G180/01 Exploring Leisure

AO1: The information on **sectors** and **components** was in most cases good to very good. Case studies can, and should, be used to illustrate detailed understanding of how the leisure industry operates. This is particularly important when awarding MB3 marks.

The majority of Centres continue to demonstrate a sound understanding of how sectors and components interrelate in order to provide an effective service. Understanding of the '**Interrelationships between stakeholders and shareholders**', however, remains poor, with few candidates effectively addressing this MB2 requirement. A number of Centres continue to award MB3 marks when this aspect of the assessment criteria has not been adequately addressed, often resulting in lenient assessment decisions.

Although it is pleasing to see that the majority of Centres now effectively address the European element of this objective, with a wide range of appropriate examples included in candidate work, some Centres are awarding upper MB3 when little or no European evidence is evident in portfolios - Centres are asked to note that for middle and upper MB3 marks candidates need to do more than provide examples of European facilities, they need to demonstrate an understanding of how the leisure industry operates in Europe.

AO2: Centres are once again reminded of the need to cover **all** elements of the assessment criteria – 'Health and Well Being' continues to be the least effectively covered criterion, with some Centres awarding marks within MB3 when this aspect of the assessment criteria has not been adequately addressed.

As with AO1, the specification clearly requires the consideration of **European** data. The majority of Centres are now effectively addressing this requirement with a wide range of relevant European data evident. Nonetheless, Centres are reminded that failure to include relevant European data is seen as a **significant omission** and restricts a candidate to **MB2**.

Centres are also reminded of the need to use up-to-date statistical information – candidates relying heavily on data more than 10 years old will not be able to effectively meet the evidence requirements for MB3.

AO3: It was pleasing to note that the majority of candidates effectively addressed this assessment objective. With accurate assessment decisions evident.

AO4: This assessment objective requires the candidate to **evaluate** the impact of the media on the leisure industry, not to simply describe it. As in previous series, some Centres gave candidates too much credit for simple descriptions rather than evaluations. Centres are also reminded that candidates must discuss the **current developments** which have occurred within the industry as a result of the involvement of the media and draw conclusions, which are justified as to whether the media has had a positive or negative affect on the industry, using an extensive range of examples to back up their arguments. This is particularly important if MB3 is to be awarded.

G181/01 Customer Service in the Leisure Industry

Entries for this series were particularly low, with the majority being resubmissions from the summer series. The issues remain similar to those identified in previous Principal Moderator reports.

AO1: The majority of Centres are now effectively meeting the requirements of this objective by effectively describing **HOW** their chosen organisation meets the needs of **BOTH** internal and external customers.

AO2: Centres are reminded of the need for **supporting evidence** to be **thorough** in order to achieve MB3; witness statements alone are not sufficient to do this. As good practice it is recommended that candidates consider in **detail** their performance in a variety of appropriate situations, commenting on their strengths and weaknesses and how they could improve their performance, particularly when awarding higher MB3 marks.

AO3: Most Centres are now effectively addressing the requirements of this assessment objective, providing clear analysis of the **methods** used by their chosen organisation to assess the quality of customer care provided. Centres are reminded, however, that for higher marks a **detailed** consideration of the strengths and weaknesses of each of the methods used is needed, together with recommendations for improvements.

AO4: The majority of Centres continue to respond well to the requirements of this objective, with some excellent detailed evaluations evident. Centres are, however, reminded that as well as evaluating the general quality of service provided, they should also consider the **customer service principles** and the **quality criteria** as identified in the specification.

G183/01 Event Management

The majority of Centres, submitting work for this unit, had successfully addressed the requirements of the assessment objectives, planning and running a series of relevant leisure based events with a significant amount of success.

AO1: The evidence provided by the majority of candidates was strong, effectively covering the evidence requirements of this assessment objective. However, Centres are, once again, reminded of the need for the feasibility to be an **individual** report and not a group one.

AO2: It was very pleasing to note that the majority of Centres provided strong supporting evidence for the achievement of this objective, enabling moderators to support assessor decisions in the majority of cases. Centres are reminded of the need for log books to refer to the candidates' **individual** contributions, rather than describing the actions of the group, which should be recorded in the minutes of group meetings. Assessor **witness statements** are also

very useful, but should be clearly supported by other evidence, such as log book entries, minutes of group meetings and other relevant documentation. Centres are also reminded of the need to ensure that all of the assessment criteria within a mark band are met before awarding a mark within the band. This is particularly important when MB3 marks are awarded – candidates need to clearly demonstrate that they have performed under pressure; co-operated with others; met aims and objectives and dealt effectively and sympathetically with problems and/or complaints, etc.

AO3: As with previous series, although the majority of candidates provided evidence of extensive research, this was not always effectively indexed by the candidate. Again, log books and minutes of group meetings could be effectively used to provide evidence of **individual** research, but candidates should also clearly **index** their sources. **Candidates who do not clearly indicate the sources they have personally accessed and the range of research they have personally undertaken will not be able to successfully meet the requirements of MB3.**

AO4: When lenient assessment decisions were evident it was often as a result of assessors giving too much credit for descriptive rather than evaluative comments. Centres are once again reminded of the need for candidates to consider **section 4.2.2** of the specification when evaluating how effectively they worked as a team in achieving their objectives. **Effective use of ‘Teamwork Theory’ is essential if candidates are to meet the requirements of a ‘comprehensive’ evaluation of their team’s performance and thus achieve marks within MB3.**

G185/01 Leisure in the Outdoors

There were only a small number of entries for this unit for this series. The issues remain similar to those identified in previous Principal Moderator reports.

AO1: It was pleasing to note that the work that was submitted was more clearly focused on the requirements of this objective than in previous series.

AO2: The majority of Centres provided comprehensive evidence of their candidates’ involvement in appropriate outdoor leisure activities. However, a number of candidates did not provide the **‘detailed plan’** required for the MB3 marks awarded by their assessor. Centres are reminded of the need to fully cover the requirements of both the assessment criteria and the content of the specification. This was the main reason for lenient assessment decisions this series.

AO3: The selection of a suitable ‘area’ is critical to the successful achievement of this objective. Those candidates choosing appropriate areas were able to provide extensive accounts of the range and scope of outdoor leisure facilities. A number of Centres gave too much credit when candidates simply described or explained the range of facilities, rather than analysing the scale and scope. Evidence relating to the scale of outdoor leisure in the chosen area was weaker than evidence relating to the range.

AO4: Again, the selection of an appropriate area is critical. It was pleasing to note that the majority of candidates responded well to the requirements of this objective. As with previous series, the weakest evidence was in relation to how the identified impacts could be managed, with some candidates failing to address this essential requirement of the assessment criteria.

G182 Leisure and Industry Practice

General Comments

As with the previous examination sessions, a pre-release case study material had been forwarded to Centres. The case study was based on Sunnyvale Leisure Centre. The material included general information on the facility, and outlined how it had developed to the present point. The case study material provided a range of topics in order to satisfy the “What You Need To Learn” section.

The question paper was broken down into five questions, all with sub-sections. It gave candidates at the higher range the opportunity to gain a good grade, whilst also offering candidates at the lower range the opportunity to gain a pass. Candidates were required to answer all questions within an answer booklet.

It was clear that many candidates were still struggling to interpret the command words in the questions correctly, and, therefore, failed to answer at an appropriate level.

It was also clear that a number of Centres had used previous papers as a revision tool; however, some candidates failed to apply the knowledge and skills gained to the new case study, answering questions which they had worked on within the centre, rather than what was asked on the paper thus showing a lack of application.

Centres need to incorporate a section on examination preparation whilst planning the delivery of this unit. Work also needs to be done in relation to command words. Many candidates are describing and explaining when they should be discussing or analysing, thus limiting the grade which they can achieve. Limited development of answers into Levels 3 and 4, which seemed to be a reflection of examination technique, rather than ability.

Again Centres need to make full use of the pre-release case study material by extracting and developing the “What You Need To Learn” section. There was limited use of vocational examples studied. Some candidates were clearly unfamiliar or confused with technical terms such as cash surplus and gross profit.

The majority of candidates seem to have had effective time management skills, as, on the whole, the majority of candidates completed the questions set. Centres should enhance this unit through the use of industrial visits, allowing their candidates to see the systems and procedures in action in the workplace. Candidates also would benefit from sessions on examination preparation which include the use of command words, and further developed use of the pre-release material.

Comments on individual questions

- 1a This part of the question was not answered well, with most candidates unable to identify the criteria used for Charter Mark.
- 1b Most candidates made a reasonable attempt at this part of the question, with appropriate benefits given; however, some candidates did tend to use repetition in their answer.
- 2a Candidates limited themselves to the lower levels through the lack of use the command word “discuss”. Many candidates could identify the main features of the Working Time Directive, but struggled to make the step forward of how it would impact – the main focus being the need for more staff.

Reports on the Units taken in January 2010

- 2b The majority of candidates were able to identify and describe two responsibilities SLC has under the DDA. Well answered.
- 2c Risk assessment well answered, with most candidates achieving full or almost full marks. Good examples were given, although often candidates suggested more than one example of who could be injured, consequence, etc. Some candidates failed to be specific enough about a consequence, eg. someone would be hurt. Also often in the past the consequence of death or drowning was given when the severity in the assessment was 3 or 4.
- 2d Candidates were able to identify a suitable measure for the hazards shown in the risk assessment. However, rather than identify one measure and justify that measure, many went on to include several measures and failed to justify any of them.
- 3a Most candidates were able to identify the components of a PEST analysis. Some then went on to produce a generic analysis with little linkage to SLC, thus staying in the lower levels of the mark scheme. The more able candidates made direct links to SLC.
- 3b Most candidates had an understanding of the term product mix. Many then went on to list the product mix on offer at SLC. A number of candidates went further by evaluating the programme on offer in terms of its timing, suitability to the location and programming against other activities in order to gain higher grades.
- 3C Candidates struggled with the concept of a promotion strategy. Many focused around one promotional method such as advertising, and went on to explain its advantages – often in a generic manner. A limited number of candidates developed this further by looking at a range of options and identifying why these would or would not be appropriate to SLC.
- 4a Most candidates struggled to define the term cash surplus. A number attempted to define gross profit with mixed results and obtained partial marks. Key financial terms are, once again, highlighted as an issue for Centres and candidates..
- 4b Candidates struggled with how the profit and loss account could be used to help SLC in its future planning. Some made basic attempts identifying that it would show over and under spends, but failed to say how the results could be used in moving the organisation forward.
- 4c Although a straightforward question, candidates mixed up what was included on a balance sheet with items on other financial documents.
- 5a Some excellent clear explanations were given as to how the security of the ICT system could be maintained. Most candidates obtained marks on this part of the question by giving at least partial answers.
- 5b Most candidates obtained marks on this part of the question. Many identified a system and how it could be used in forward planning. Ideas were a little superficial and often only looked at the system from one view point.
- 5c Most candidates were able to suggest ways to monitor the summer pool programme; however, much of this focused on qualitative methods and in particular customer service. Some candidates went on to also look at quantitative methods in aspects such as ticket sales, increased income and like on like comparisons with previous years.

G184 Human Resources in the Leisure Industry

General Comments

The examination focuses on the human resources function within leisure organisations, and Centres are continuing to develop their understanding of the specification and the examination. A pre-release case study was issued illustrating the context in which the examination would take place. In this series 'Out and About', an outdoor pursuits centre located in the North Pennines.

In general the vast majority of candidates completed all the questions. There was evidence that Centres had covered most of the content of the specification, with a good number of candidates displaying a sound depth of knowledge, although with a limited level of analysis and evaluation. Candidates appeared to show an understanding of the assessment objectives, although some candidates still only offered knowledge based responses, lacking the skills necessary to access answers at Level 3, and used the question to demonstrate all they had learnt about a subject.

Again, a number of aspects of the specification, as with previous series, presented problems to candidates, in terms of a limited and, in some cases, a complete lack of knowledge and understanding, with specific reference to recruitment, external issues and human resource planning, particularly as it is affected by external issues.

Examination technique remains somewhat of an issue, with candidates misunderstanding command words, such as 'discuss' and 'evaluate', and contextualisation references such as 'the benefits for Out and About' leading to responses not meeting the examination aims, and their responses not having the content or level of application and analysis to achieve Level 3 and in some cases Level 2 – this was due mainly to responses being too generalised and not specifically about 'Out and About'.

Improved use needs to be made of the pre-release materials by Centres, evidenced by its limited reference in the examination by some candidates, thus limiting their ability to obtain higher level explanation, judgement and evaluation marks. Centres should use the case study in preparing candidates for the examination by discussing possible questions and how the information and data in the case study could be utilised in the examination, and not focus too much on previous series and mock examination papers.

Comments on individual questions

- 1a On the whole this part of the question was well answered, with most candidates getting full marks for the identification of reasons for the termination of employment.
- 1b In general, this part of the question was well answered. However, there was a certain element of repetition of the already listed stages of the disciplinary process.
- 1c A reasonably well answered question. Most candidates were able to demonstrate a sound understanding of the benefits of self-employed staff; however, they did tend to focus on the benefits for the employee and not for 'Out and About', and generally lacked the necessary detail and application.
- 2a Most candidates were able to demonstrate knowledge of financial rewards but lacked focus on the suitability for them for 'Out and About'. Some candidates focused solely on what they thought 'Out and About' should do as an alternative.
- 2b The majority of candidates were able to describe non-financial rewards, with some using it as an opportunity to cover all they knew about non-financial rewards, without assessing the suitability to 'Out and About'.

Reports on the Units taken in January 2010

- 3a There were many simple responses focusing on the financial implications of having a key member of staff on maternity leave, without covering some of the other issues. A good level of knowledge of maternity leave and benefits was demonstrated but responses, again, lacked any analysis, judgements or evaluation.
- 3b On the whole a solid level of response was received, showing the strengths and weaknesses of internal advertising, but again lacking the demonstration of the higher level skills.
- 3c Basic knowledge was shown of recruitment documents; however, candidates did not apply the benefits of them to 'Out and About', focusing instead on the benefits to a potential employee.
- 3d There was good basic knowledge of the Working Time Directive, although there was limited application to its impact on 'Out and About', and even less analysis, judgement and evaluation.
- 4a On the whole this part of the question was well answered but responses did suffer from a certain degree of repetition and incorrect options.
- 4b For the most part, this question was well answered.
- 4c This part of the question was reasonably answered, with good details on poor training, but again there was too much general knowledge and not enough analysis or evaluation.
- 4d Most candidates gained full marks, showing a good knowledge of Investors in People.
- 5a Most candidates gained full marks. Those who did not gave too general a response which did not directly affect human resource planning, and which, potentially, affected responses to question 5(b).
- 5b This question was not well answered. Most candidates demonstrated a poor understanding of human resource planning and external factors. Those who did answer reasonably well only discussed the impacts on 'Out and About' in general and not about human resource planning at 'Out and About'.

Grade Thresholds

Advanced GCE Applied Leisure Studies (H128/H528)
January 2010 Examination Series

Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G180	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G181	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G183	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G185	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0

Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G182	Raw	100	77	67	57	47	38	0
	UMS	100	80	70	60	50	40	0
G184	Raw	100	78	69	60	52	44	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Uniform marks correspond to overall grades as follows.
Advanced Subsidiary GCE (H128):

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced GCE (H528):

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Cumulative Percentage in Grade

Advanced Subsidiary GCE (H128):

A	B	C	D	E	U
0	0	16.13%	41.94%	87.10%	100%
There were 38 candidates aggregating this series.					

Advanced GCE (H528):

A	B	C	D	E	U
0	100%	100%	100%	100%	100%
There were 2 candidates aggregating this series.					

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

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