

Examiners' Report/ Principal Examiner Feedback

January 2011

Applied GCE

GCE Leisure Studies (6967)
Unit 2: Working Practices in Leisure

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Specification change

Please note that the following changes were made to the specification following on from the from June 2010 session:

- The now obsolete 'Chartermark' has been replaced by 'Customer Service Excellence'.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

General comments

Performance on this paper showed an improvement compared to last January. 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 exception of question 2(d). That question aside, the majority responded positively to the tasks set, offering valid answers, although there is still a tendency not to apply their knowledge to the given scenarios.

Candidates were able to use information taken from the WYNLT section of the unit, although the characteristics of quality systems and stock control 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, to say how they affected the activities but far less commonly to indicate the benefits to waterside. The stimulus needs to be applied with reference to the actual question - explain the benefits...' in cases such as this. Pleasingly there is less repetition of generic material in this type of question than has been the case in the past.

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 a E grade standard 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 if they are to access the higher grades with ease, rather than repeat pre-learnt generic responses.

Question 1

The scenario for Question 1 was Waterside outdoor activity centre. This appeared accessible to the candidates.

1(a) Most candidates appeared to be aware of the basics of this act, although there is evident confusion with what is in the act and what might have to be done as good practice in a kitchen environment. The key requirements of the act give overall guidelines rather than give specifics as to what one can or cannot wear in a kitchen, so lists of the latter result in the 1 mark for 'personal/kitchen hygiene'. Similarly, the act requires preparation to be appropriate and so a number of ways addressing preparation will only gain one mark in total.

1(b) This question was confidently answered by a large number of candidates who had a clear understanding of measures put in place. Most examples identified were developed briefly, although the clarity of explanation was lacking in many. Most candidates suggested realistic measures, although there is still an issue with a small minority of candidates who, for example, suggest that staff should be sleeping in the dormitories with the children (or that CCTV should be in there). This is still an area to be worked on as not all possibilities are realistic in all situations. Leisure Studies is an applied subject and candidates are expected to apply relevant measures rather than just answer 'security guards' wherever possible.

1(d) The longer applied questions on this paper require the candidates to fulfil a '3 part task'. This is:

- Using learnt knowledge - in this case of the EU Directives
- Applying it to the given situation - the activities at Waterside
- Applying it in a way that answers the given question - analyse the benefits

Only making reference to one of these three tasks will automatically limit the candidate to level 1 in the mark scheme, for example, simply saying what they should do to correct the problems. This should be done through the mechanism of applying the act, e.g. 'PPE means they would use protective clothing such as helmets when they are climbing to avoid risk of injury ...etc'. The third part is then to develop the point to show how this would be a benefit to the organisation. Two or three points like this done well is enough to achieve level 3 marks. Level 3 cannot be achieved without all three areas being addressed. In recent series knowledge of the act has improved and been applied to the stimulus more often. In the past candidates offered generic benefits of the act. It is once again the 'benefits' part which is missed out more often than the others and candidates should be aware of this. It is not necessary to use all the information in the stimulus in order to gain level 3 marks - a range of stimulus is given to allow candidates to apply the parts of the act they have learnt as not all candidate will have covered identical parts

1(d) There is still a lack of understanding in candidates as to the role of the Local Authority. There was confusion at times with the HSE as their roles are rather similar but many evidently thought they were the same thing. Other candidates simply seemed to think their role included making it attractive or attracting people. Others considered that they provided the fire brigade and ambulances. Their specific role as

part of the 'police' of health and safety needs to be more carefully outlined to candidates from the evidence of this question.

1(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 and the vast majority took the context into account. Measures at swimming pools were well known, with lifeguards restrictions on numbers and careful 'rules' for use often given.

Careful thought needs to be given to the risk rating with a sizeable majority suggesting that 'death' was the severity and that it was 'likely'. The need to stress that candidates be realistic with the hazard was still evident.

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

The scenario for Questions 2 and 3 was Lympus health Club. This appeared accessible to the candidates.

2(a) Many candidates showed some understanding of the IIP accreditation process, particularly the elements of assessment. They were aware of the four stages and were able to give a description of at least one of them to gain credit. They should always ensure that they are responding to the question as asked, however, and not just give 'information about' IIP such as 'you have to have a workforce of 5' as this is not part of the accreditation process, nor are its aims. Knowledge of this was better than in the past

2(b) Knowledge of what the IIP quality system attempts to do with an organisation has been much better in recent series and this was no exception. Most candidates did appreciate that the crux of it was to do with staff training and many managed to get into the lower end of the level 2 marks with comments that linked this to an improvement in customer service. Pleasingly then some developed it further to deal with issues of improved communication and motivation, although the improvements were often still left as generic ones. The actual question - how did IIP help to bring about the changes - got a little forgotten and this is where candidates should be reminded to focus again on the question and the stimulus. They did not have to address every one of the developments to reach maximum marks but the upper reaches of the level 2 marks could not be reached without linking their IIP comments specifically to given improvements. A minority of candidates also fell down by explaining the benefits of IIP - this has been asked previously but was not the issue this time.

2(c) Although there were some very good responses to this question, once again the difference between the two systems was not well understood. It has often been the case that quality systems appear to students as a rather general 'improvement system' and it is still the case for many. The real thrust of the differences - the focus on customers rather than staff and the inclusion of buildings/equipment in Quest -

should be emphasised to candidates so that they are able to apply the specifics of one system, not just any system, to the stimulus material.

2(d) This question was answered very disappointingly. Customer Service Excellence is on the new specification as indicated above, but on a straightforward knowledge based question 75% of candidates scored 0 marks. It was evident that many candidates had never heard of it as they considered that other quality systems were the correct answer. Most, however, simply gave vague answers that described good customer service. It is important to cover all of the WYNTL when preparing candidates for the exam.

Question 3

3(a)(i) Over half of candidates had some idea what an invoice was, although all too often it included answers like 'it is like a receipt' which suggested it was given after payment was made.

3(a)(ii) Rather disappointingly, about 40% of candidates could not name another type of document in an accounting system. Candidates should conduct practical exercises with these areas of the specification in preparation for the assessment and an understanding of the basics of systems should be incorporated into these.

3(b) Most candidates achieved the maximum in this practical exercise.

3(c) candidates showed a sound basic understanding of why clubs like members rather than casual users. This was most often shown through appreciation that clubs like a steady flow on money and that Sanjiv might not always spend that much each month. The benefits of potential extra secondary spend by members was also noted, although it was often unclear as to why this should be generated by members and not be casual users. Overall, many candidates scored between 2 and 4 marks but very few achieved the maximum. This seemed to be because they were 'content' with following one of the above lines of argument rather than two or more. A question that asks candidates to 'explain' and allocates 6 marks for the task should suggest to them that this is needed. It is worth reminding candidates to check the number of marks for a question and for them to do a self check (perhaps using self/peer assessment in class) as to what might be expected in way of complexity of issues for a question such as this.

3(d) Another question where the basics were all too often missing. Many candidates did not respond with the 'operation' of a system. The majority of candidates spent more time extolling the virtues of an electronic system than describing the system itself so credit was limited. Knowledge of what a typical system does was rather sparse - 80% of candidates scored only 1 mark or less for a simple recall question. Even in an applied paper such as this it is important that candidates are aware of the basics. A basic knowledge and understanding accounts for 25-35% of the paper in terms of marks and without that knowledge (as in Q02(c)) it is difficult to apply information anyway.

3(e) In contrast to Q03(d), this question was successfully tackled by many candidates. Information about benefits of electronic control systems was well understood and applied to each of the issues. Many candidates simply linked the benefits to each one in turn and explained how it would solve the problem. This was

a sound approach, although the link to improvements and the reasons why they should invest was also needed for the highest marks to be awarded.

3(f) Most candidates were able to identify at least one genuine problem that might occur. Many gave sound explanation of it, usually relating to the problems of change or time terms. The issue with re-training staff and the possibility of mistakes was also soundly portrayed. Rather too many candidates are rather obsessed with the potential for electronic systems to break down - this is not a major issue for any electronic system and certainly not an issue when an older electronic system is being replaced.

3(g) The basics of membership systems were well known and this was the most successful of the longer questions on this paper, with about half the candidates getting up to level 2 marks and beyond. Care is still needed in the explanation in order to access the highest marks though. An explanation does need to be detailed and all too often the links between the systems and the benefits are not made clear. For example, many candidates suggested that it would improve queue times but omitted any reference as to how this can be caused and thus it was not explained. A simple 'they would have a membership card that could be swiped in a machine' completes the explanation. It is this detail, as in question 3c, that will enable candidates to achieve even more.

Grade Boundaries

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