

Principal Moderator Feedback

Summer 2012

GCE Leisure Studies (6968)
Paper 01

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The Leisure Customer

The tasks for the unit are set within 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 assessment objective, 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, according to assessment objective criteria, level of independence and depth and breadth of understanding.

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.

Key Issues

The key issues related to the assessment of this unit generally remain consistent with previous series. Candidates were generally selecting a good range of organisations from across the leisure sector when illustrating underpinning knowledge related to the care of customers.

When exploring marketing activities, the vast majority of candidates were able to demonstrate their knowledge and understanding through appropriate applied examples. Whilst shopping can be considered a legitimate leisure activity, the focus on retail organisations examples should be discouraged in favour of explicitly leisure-based organisations, for example a shopping mall complex, rather than a footwear retailer.

The quality of evidence to support candidates' practical skills was again robust for the vast majority of centres, with detailed observation records provided to illustrate the skills and expertise demonstrated when dealing with a variety of customers in a variety of different ways. Only a very small minority of candidates did not provide the sufficient range of evidence required to access the higher mark bands.

Assessment Objectives

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.

Marks awarded were generally within the appropriate mark band for this objective; with candidates applying knowledge and understanding of customer care policies and procedures to a range of appropriate leisure organisations.

Candidates should be reminded that when including examples of relevant policies, these should show evidence of interpretation and an understanding of how this affects the customer experience. Simply including a large amount of downloaded information is not always helpful.

Candidates' scoring marks in the highest mark band were often able to use stimulus materials to provide a comprehensive explanation of how the leisure industry views a range of customers. Evidence was less robust where candidates limited their explanations to one organisation.

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.

All candidates carried out at least one mystery visit at an appropriate leisure organisation and had considered a range of customer service factors, for example: cleanliness; staffing; health and safety; range of facilities.

The vast majority of candidates were also able to provide descriptions of the products and services offered by the chosen leisure organisation and a range of examples of the information available to customers, although this was sometimes implicit or brief.

Centres are reminded that multiple mystery visits are not required to meet this assessment objective, which focuses on candidates' ability to **evaluate** evidence, draw **conclusions** and make **recommendations** for improvement.

Centres are reminded that mystery visits should be as authentic as is practical. Group interviews with managers and interviewing members of the public as part of a whole class organised trip do not reflect the real-world nature of such customer service evaluations.

A03: Marketing activities and the leisure customer.

This task addresses A03 – use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.

This objective was generally assessed in line with national standards in the majority of cases. Only a very small minority of candidates were producing theoretical responses in this series, with the majority demonstrating evidence of appropriate application to a range of contrasting marketing activities from the leisure industry.

As in previous series, the highest marks were awarded to candidates who were able to link chosen activities to detailed information regarding the specific products and services these activities are designed to promote, rather than descriptions of generic promotional techniques.

Candidates should be reminded that this assessment objective is focused on their appropriate use of **research** methods to obtain information to **analyse** the marketing activities used by the sector. Marketing activities can be considered in a broad sense, not just in relation to promotional techniques and materials. The market research activities of a leisure centre to inform a particular product or service, for example, might also be researched and analysed.

A02: Dealing with leisure customers.

This task addresses A02 – apply knowledge, skills and understanding of the specified content of leisure studies in a range of industry vocationally-related issues.

Evidence for this objective was largely appropriate in the majority of cases, with most centres providing observation records to support the assessment judgement made.

The most robust observation records were: detailed; specific to an individual scenario; included details of the customer type(s) dealt with; the type of skills demonstrated (such as dealing with a complaint or handling an enquiry); a clear judgement of the level of competence demonstrated and the candidates' ability to work independently.

Centres are reminded that a witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

This assessment objective focuses on the candidate's ability to **apply** their knowledge, skills and understanding of customer service in the leisure industry. The inclusion of role play scripts alone does not demonstrate candidate's **application** of skills and should be avoided.

Some centres included audio-visual evidence of candidates' skills and expertise in the provision of customer service, supported by observation records that provided a clear assessment judgement against the mark band descriptors. This was seen as robust evidence.

Administration

OPTEMS forms and Candidate Mark Record Sheets were completed correctly in the vast majority of cases. Samples received were also accurate, with centres submitting the highest and lowest scoring candidate evidence. All 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 coursework was found to be generally acceptable, although brief in a majority of cases. Annotation is most helpful to the internal and external moderation process and should indicate the assessment objective and the mark band.

Further guidance and support

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: www.edexcel.com/resources/training

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