

Leisure Studies

Advanced GCE **A2 H528**

Advanced Subsidiary GCE **AS H128**

Combined Mark Schemes And Report on the Units

January 2006

H128/H528/MS/R/06J

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Mark Scheme G182
January 2006

Question	Question/Expected answer	Mark	Spec ref	AO
1 (a)	<p>Name the quality standard programme currently being used by New Horizon Leisure Centre (NHLC).</p> <p>For one mark candidate identifies:</p> <ul style="list-style-type: none"> Investors in People 	1	3.2.4	AO1
1 (b)	<p>State three items that could be included by NHLC in its new customer charter.</p> <p>The response should make reference to the service that customers will receive. Appropriate contexts/points will include:</p> <ul style="list-style-type: none"> Accuracy - e.g. through the provision of information Speed – e.g. speed of response Confidentiality – e.g. the retention and safe keeping of information Security – e.g. internet security Any other valid suggestion <p>One mark for each correct identification up to a maximum of three identifications.</p>	3	3.2.4	AO1
1 (c)	<p>Analyse how inadequate storage facilities at NHLC's bar and cafe could affect its stock control system.</p> <p>Level of response criteria used</p> <p>Level 1 (AO1) – (1-2 marks)</p> <p>The candidate identifies how inadequate storage facilities could affect a stock control system.</p> <ul style="list-style-type: none"> Type of stock held within a leisure facility – large and small equipment, rentable equipment, perishables Stock “levels” Turnover Stock checks Appropriate storage Just in time Any other valid suggestion <p>NB A list is maximum Level 1.</p>	2 2 2	3.2.5	AO1 AO2 AO3

	<p>Level 2 (AO2) – (3-4 marks)</p> <p>The candidate applies that knowledge of how inadequate storage facilities could affect the stock control system at NHLC's café and bar.</p> <p>Level 3 (AO3) – (5-6 marks)</p> <p>The candidate analyses how inadequate storage facilities could affect the stock control at NHLC's café and bar.</p>			
1 (d)	<p>Organisations need to consider a range of factors which will influence decisions about which business systems are most appropriate for their own and customers' needs.</p> <p>Discuss the key factors which NHLC should have considered in establishing its business systems in order to best meet the needs of its customers.</p> <p>Use level of response criteria</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Value for money • Fitness for purpose • Accuracy • Efficiency • Ease of use • Security • Legal requirements • Any other valid suggestion <p>Level 1 (AO1) – (1-2 marks)</p> <p>The candidate identifies the key factors which should be considered when establishing a business system in order to best meet the needs of its customers.</p> <p>NB A list is maximum Level 1</p> <p>Level 2 (AO2) – (3-4 marks)</p> <p>The candidate applies that knowledge of the key factors which should be considered when establishing a business system in order to best meet the needs of the customers of NHLC.</p>	<p>2</p> <p>2</p> <p>3</p> <p>3</p>	3.2.5	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>

	<p>Level 3 (AO3) – (5-7 marks)</p> <p>The candidate analyses the key factors which should be considered when establishing a business system in order to best meet the needs of customers of NHLHC.</p> <p>Level 4 (AO4) – (8-10 marks)</p> <p>The candidate discusses/evaluates the key factors which should be considered when establishing a business system in order to best meet the needs of the customers of NHLHC.</p>			
2 (a)	<p>NHLC has a ‘duty of care’ to its staff and customers. Explain what is meant by a ‘duty of care’</p> <p>Up to 2 marks for an explanation as to “duty of care”. An example would be:</p> <p>“A duty of care should be set by all organisations such that all reasonable measures (1) are taken to ensure people will be safe (1)”.</p>	2	3.2.1	AO1
2 (b)	<p>Analyse how The Disability Discrimination Act could impact on a leisure organisation such as NHLHC.</p> <p>Level of response criteria used</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Give people equal terms • Access – ramps, lifts, etc • Costs to change – including those which might already be in use • Any other valid suggestion <p>Level 1 (AO1) - (1-2 marks)</p> <p>The candidate identifies aspects/elements of the Disability Discrimination Act.</p> <p>NB A list is maximum Level 1</p>	<p>2</p> <p>2</p> <p>2</p>	3.2.1	<p>AO1</p> <p>AO2</p> <p>AO3</p>

	<p>Level 2 (AO2) - (3- 4 marks)</p> <p>The candidate applies knowledge of the DDA to a leisure organisation such as NHLC.</p> <p>Level 3 (AO3) – (5-6 marks)</p> <p>The candidate analyses how the DDA could impact on a leisure organisation such as NHLC.</p>			
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2 (c)	<p>State two responsibilities that employees have under the Health and Safety at Work Act.</p> <p>One mark for each correct identification up to a maximum of two identifications.</p> <ul style="list-style-type: none"> • Take reasonable care • Take reasonable care of their own health and safety • Take reasonable care of others health and safety • Co-operate with their employers in regard to health and safety (and other organisations) • Co-operate with other appropriate organisations in regard to health and safety • Not take actions that could harm themselves or others • Not misuse equipment that is provided to maintain health and safety • Any other valid suggestion 	2	3.2.1	AO1
2 (d)	<p>NHLC has decided to establish a weekly ‘parents and toddlers’ swimming session in the leisure pool. It is hoped that this will soon reach its target of 40 participants. NHLC would need to carry out a risk assessment, covering safety and security for this activity.</p> <p>Carry out a risk assessment, excluding theft, for this activity following the headings given in the table opposite. In the risk assessment you must:</p> <ul style="list-style-type: none"> • Identify two safety and security hazards • Rate the risk on a severity of 1 (low) to 5 (high) • Identify who is most likely to be harmed • Indicate a possible consequences should each hazard occur • Propose a realistic measure to eliminate or reduce each risk <p>Guidance for examiner. There are ten boxes within the risk assessment and one mark should be awarded for each identification up to a maximum of ten identifications.</p>	2 4 2 2	3.2.1	AO1 AO2 AO3 AO4

	<p>Possible responses are:</p> <ul style="list-style-type: none"> • Drowning in the pool • Slips/trips/falls, etc • Sharp edges/surfaces • Capacity • Supervision • Any other valid suggestion <p>Do NOT accept any element of theft</p> <p>NB:</p> <p>The response should be appropriate to the case study and the example given within the question</p> <ul style="list-style-type: none"> • A hazard identified should be appropriate and be a hazard and not the risk of something occurring • The level of risk within the ranking should reflect the hazard identified when applied appropriately • The risk is followed through logically in the completion of the grid with realistic and appropriate responses being given. 			
3 (a)	<p>As part of its marketing plan, NHLC will need to take into account the external influences on its business. This is known as a PEST analysis which assess the likely impact of political, economic, social and technological factors on the organisation.</p> <p>Identify two:</p> <ul style="list-style-type: none"> • Political factors • Economic factors • Social factors • Technological factors <p>which are likely to affect NHLC.</p> <p>One mark each for correct identification up to a maximum of eight identifications.</p> <p>Appropriate responses could be:</p> <ul style="list-style-type: none"> • Political – the relationship between the public and private bodies: planning authorities; transit authorities; the local community; pressure groups. 	<p>4</p> <p>4</p>	3.2.2	<p>AO1</p> <p>AO2</p>

	<p>Legislation and the legislative bodies.</p> <ul style="list-style-type: none"> • Economic – disposable income locally and or nationally; state of economy e.g. in economic cycle; levels of investment; interest rates; inflation. • Social – appropriate demographic factors such as age of population, spread of age and peaks in age distribution; social attitudes; fashions; attitudinal developments. • Technological – usability of transit system; telecommunications; utilities; construction. 			
3 (b)	<p>Assess the suitability of two promotional methods which might be used by NHLC to attract spectators to the Hilton Panthers' home league games.</p> <p>Level of response criteria used</p> <p>Candidates should be able to state the applicability of at least two promotional methods from:</p> <ul style="list-style-type: none"> • Advertising • Direct marketing • Public relations • Sponsorship • Sales promotion • Any other valid suggestion <p>Level 1 (AO2) - (1-2 marks)</p> <p>The candidate applies knowledge of up to two identified promotional methods as to how NHLC might attract spectators to the Hilton Panthers' home league games.</p> <p>NB A list is maximum Level 1</p> <p>Level 2 (AO3) - (3-5 marks)</p> <p>The candidate analyses how the promotional methods might be used by NHLC to attract spectators to Hilton Panthers' home league games.</p>	<p>2</p> <p>3</p> <p>3</p>	3.2.2	<p>AO2</p> <p>AO3</p> <p>AO4</p>

	<p>Level 3 (AO4) - (6-8 marks)</p> <p>The candidate assesses/evaluates how the promotional methods might be used by NHLC to attract spectators to Hilton Panthers' home league games.</p>			
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3 (c)	<p>Analyse one possible pricing policy which might be used at NHLC.</p> <p>Level of response criteria used</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Competitive pricing • Discount pricing • Promotional offers • Price skimming • Any other valid suggestion <p>Level 1 (AO2) – (1-2 marks)</p> <p>The candidate identifies and shows some knowledge of one possible and suitable pricing policy which might be used at NHLC.</p> <p>NB A list is maximum Level 1</p> <p>Level 2 (AO3) – (3-4 marks)</p> <p>The candidate analyses one possible and suitable pricing policy which might be used at NHLC.</p>	2 2	3.2.2	AO2 AO3
4 (a)	<p>State two methods of payment which could be used by customers at NHLC.</p> <p>One mark for each correct identification up to a maximum of two identifications.</p> <ul style="list-style-type: none"> • Cash • Cheque • Debit card • Credit card • Leisure card • Any other valid suggestion 	2	3.2.5	AO1
4 (b)	<p>Explain each of the following terms:</p> <p>Fixed assets Net current assets</p> <p>Up to two marks for each of two explanations/developments up to a maximum of four marks.</p>	2 2	3.2.3	AO2 AO3

	<p>Examples of acceptable explanations are:</p> <ul style="list-style-type: none"> Fixed asset <p>Fixed assets include permanent investment (1) held in buildings machinery (1) etc, (which may be subject to depreciation) (1).</p> <ul style="list-style-type: none"> Net current assets <p>Those available to the organisation for use on a day to day basis (1) once the liability to creditors is taken into account (1). A measure of liquidity (1).</p>			
4 (c)	<p>Assess how a balance sheet could help the management of an organisation such as NHLC in its financial planning.</p> <p>Level of response criteria used.</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> Elements of a balance sheet (Level 1 only) 'Snapshot' of financial health of business Financial performance of business Forecasting Ready for presentation to accountants/auditors Any other valid suggestion <p>Level 1 (AO1) – (1-2 marks)</p> <p>The candidate identifies some aspects of the composition of a balance sheet and/or states what a balance sheet is.</p> <p>NB A list is maximum Level 1</p> <p>Level 2 (AO2) – (3-4 marks)</p> <p>The candidate applies knowledge of a balance sheet to financial planning within an organisation such as NHLC.</p> <p>Level 3 (AO3) – (5-7 marks)</p> <p>The candidate analyses how a balance sheet could help the management of financial planning within an organisation such as NHLC.</p>	<p>2 2 3 3</p>	3.2.3	<p>AO1 AO2 AO3 AO4</p>

	<p>Level 4 (AO4) – (8-10 marks)</p> <p>The candidate assesses/evaluates how a balance sheet could help the management of financial planning within an organisation such as NHLC.</p>			
4 (d)	<p>Using a leisure facility that you have studied or are familiar with, state four ways in which it generates income.</p> <p>There are a multitude of answers here given the facility that the candidate may have studied. One mark for each correct identification up to a maximum of four identifications.</p> <p>Appropriate responses include:</p> <ul style="list-style-type: none"> • Ticket sales • Hire of equipment • Bookings • Shop sales • Café sales • Membership • Any other valid suggestion 	4	3.2.3	AO1

5 (a)	<p>Leisure organisations such as NHLC often use performance indicators to judge how effectively and efficiently they operate. One of these performance indicators is the relationship between the number of staff and the total income of the organisation.</p> <p>Explain how staff numbers at NHLC may affect its level of income.</p> <p>One mark for each correct identification up to a maximum of four identifications but allow marks for development.</p> <ul style="list-style-type: none"> • What the relationship is (1 mark) • Impact between staff numbers and customer service and return visits (2 marks) • Impact on security/safety (1 mark) • Queuing (1 mark) • Any other valid suggestion 	2 2	3.2.3	AO1 AO2
5 (b)	<p>Analyse how NHLC could monitor the success of activities such as the 'parents and toddlers' swimming session.</p> <p>Level of response criteria used</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Customer surveys • Numbers attending • Repeat visits • Customer complaints <p>Level 1 (AO1) – (1-2 marks)</p> <p>The candidate identifies way(s) in which the success of activities (such as 'parents and toddlers' swimming session) could be monitored.</p> <p>NB A list is maximum Level 1</p> <p>Level 2 (AO2) – (3-4 marks)</p> <p>The candidate applies knowledge of the way(s) in which success of activities such as the 'parents and toddlers' swimming session could be monitored.</p>	2 2 2	3.2	AO1 AO2 AO3

	<p>Level 3 (AO3) – (5-6 marks)</p> <p>The candidate analyses how the success of activities such as the ‘parents and toddlers’ swimming session could be monitored.</p>			
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5 (c)	<p>The product development working group at NHLC has its first meeting next week.</p> <p>Discuss how NHLC's product development working group could devise a successful programme of activities. You may wish to use a leisure facility that you have studied or are familiar with to provide examples.</p> <p>Level of response criteria used.</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Changing/modifying/extending programme • Consultation with existing/potential customers • Consultation with local community groups • Maximising space • Staff availability/skills/training • Target markets • Any other valid suggestion <p>Level 1 (AO1) – (1-2 marks)</p> <p>The candidate identifies the programme of activities at a leisure facility and/or makes suggestions as to how the programme at NHLC might be amended.</p> <p>NB A list is maximum Level 1</p> <p>Level 2 (AO2) – (3-4 marks)</p> <p>The candidate shows knowledge of the application of a programme of activities to a leisure facility.</p> <p>Level 3 (AO3) – (5-7 marks)</p> <p>The candidate analyses how the product development group at NHLC might devise a successful programme of activities which might be linked to an analysis of a leisure facility studied by the candidate.</p>	<p>2</p> <p>2</p> <p>3</p> <p>3</p>	<p>3.2.5/</p> <p>3.2.2/</p> <p>(3.2.3/</p> <p>3.2.1)</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>
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	Level 4 (AO4) – (8-10 marks)			
	The candidate discusses/evaluates how the product development group at NHLC might devise a successful programme of activities which might be linked to an evaluation of a leisure facility studied by the candidate.			

Assessment Grid

Q No	AO1	AO2	AO3	AO4	Total
1(a)	1				1
1(b)	3				3
1(c)	2	2	2		6
1(d)	2	2	3	3	10
2(a)	2				2
2(b)	2	2	2		6
2(c)	2				2
2(d)	2	4	2	2	10
3(a)	4	4			8
3(b)		2	3	3	8
3(c)		2	2		4
4(a)	2				2
4(b)		2	2		4
4(c)	2	2	3	3	10
4(d)	4				4
5(a)	2	2			4
5(b)	2	2	2		6
5(c)	2	2	3	3	10
Total	34	28	24	14	100

Report on the Units January 2006

Chief Examiner Report

General Comments

As this is the first session for this qualification there is no comparative data on entries, and there were no entries for Unit G181. A significant number of entries appeared to reflect the practice of entering candidates for some units for the first moderation/examination of the qualification, in order to allow candidates who do not achieve expected outcomes or wish to improve overall grades, the opportunity to re-submit/re-enter in June.

The Principal Moderator has submitted a detailed report on the issues identified by moderators for the one portfolio Unit (G180) entered this session and Centres are strongly advised to refer to this for guidance on the development of candidates work.

A significant number of Centres were scaled in respect of this unit. Although this was not entirely unexpected, given that Centres were trying to get to grips with a new specification and assessment grid, it is essential that Centres take on board the comments made in the Principal Moderator's Report and Centre reports in order to develop and improve their performance. One of the main reasons for scaling was the fact that some Centres marked candidates work at the higher marks, when significant elements of the assessment criteria within the mark band were either missing or lacked the depth and detail required of the higher level. This mainly related to the European element of AO1 and AO2, despite the requirements of the Assessment Objective clearly stated in the Assessment Grid and Specification. There was also evidence that some candidates were misdirected in relation to aspects of the qualification. Scaling for this reason was particularly disappointing given the poor attendance of Centres at the training days offered by the board during the first year of this qualification. Centres are also reminded of the need and importance of clear and detailed annotation of candidate work.

For Unit G182, there was significant evidence that candidates had been entered for this examination too early in their study period or with poor preparation. Despite a pre-released case study many candidates appeared unfamiliar with its content and in particular its reflection of the key elements of the specification. The Principal Examiner's Report includes comments which imply candidates were not able to effectively respond to command words such as 'analyse', 'discuss' etc and that their understanding of some of the technical terms included in the specification was poor. Centres clearly need to spend some time developing candidates' examination technique and applying their understanding of the 'What You Need To Learn' section of the specification through industry visits and the effective use of case studies. Centres are strongly urged to study the Principal Examiner's Report in order to improve levels of performance in future examination sessions.

Principal Moderator's Report

General comments:

As expected with a new qualification there were issues to do with the interpretation of the assessment criteria which resulted in the work of some Centres being negatively scaled in order to bring their marks in line with the national standard for this qualification. It is important, therefore, that Centres take on board the comments made in this report and the advice given in their own Centre reports prior to making assessment decisions for the summer examination series.

It was pleasing to see that a significant number of Centres had clearly annotated their Centre-assessed work, with appropriate documentation (such as the Unit Recording Sheet) completed accurately and within the deadlines specified by the board. It was interesting to note that there was an identifiable correlation between Centres that did not effectively carry out their annotation and administration and those Centres awarding marks outside of the tolerance.

On occasions, candidates were misdirected in relation to some aspects of the qualification. Centres uncertain of any aspect of the specification should seek clarification via the advice and guidance offered by the Board through their coursework consultancy service.

Some Centres inappropriately marked candidates work at the higher marks when insufficient or poor quality evidence was represented in relation to the upper mark band 2 and mark band 3 criteria. When awarding top mark band 2 and mark band 3 marks, the quality of the work must be considered. As well as ensuring the work effectively relates to the assessment objective, full coverage of the criteria, as outlined in the specification, is expected.

Centres are asked to encourage candidates to identify the range of sources they have used by including a detailed bibliography and/or a sources of information sheet, as well as acknowledging sources within the body of their portfolios.

Those Centres which had taken on board the guidance and support provided by the Board, did produce some excellent portfolios and the efforts put into the work by candidates and assessors should be congratulated. These were a pleasure to moderate and were commented on as such by moderators in their reports to Centres. There was evidence of quality work, which was well presented and accurately annotated. Many Centres effectively supported their candidates by providing detailed and constructive feedback.

G180 Exploring Leisure

AO1: The assessment criteria, across all mark bands, clearly require candidates to provide a summary of sectors and components within the leisure industry in the UK and **Europe**. A significant number of Centres submitted work where their candidates had not included any reference to Europe in their summary of the industry. As a minimum requirement we would expect to see at least one European example for each of the six components of the industry, with the possible exception of home-based leisure. For the higher mark bands we would expect the candidates to show an understanding of how leisure organisations, in Europe as well as the UK, operate. Some Centres inappropriately awarded mark band 3 when candidates had not shown a comprehensive and thorough understanding of the industry in terms of its structure and operation both in the UK and Europe. Examples need to be described if they are to clarify and demonstrate a candidate's thorough understanding.

AO2: A number of Centres gave too much credit to candidates for simply describing data relating to 'consumer spending, participation trends, employment and health and well being', when it was not applied to the assessment objective. Candidates were expected to use the data to demonstrate their understanding of the size and importance of the leisure industry, not just describe it. In order to do this effectively candidates should have explained how the data they were presenting illustrated the size and/or importance of the industry. For example, what was the significance of the figures they were quoting on consumer spending? How do the numbers of people employed within the industry show its economic significance? What role is the industry playing in improving the health and well being of the nation? How do levels of participation show the potential importance of the industry?

The specification clearly requires the consideration of European data in relation to the achievement of this assessment objective. The non inclusion of European data is seen as a significant omission and restricts a candidate to mark band 2. A number of Centres made a valiant attempt to effectively incorporate European data, in particular the use of case studies proved effective. Although we recognise the difficulty in acquiring extensive European statistics, there is sufficient European data available to give an insight into the importance and size of the leisure industry in Europe. Full coverage of the criteria within the specification is only expected in relation to UK data; however the data must be used to illustrate the scale and economic and social importance of the industry.

AO3: It is essential for this assessment objective that candidates clearly show a range of sources both within the body of their work and as a bibliography at the end. There were a number of cases where it appeared as though a range of sources had been used, but they had not been identified by the candidate. As with the previous AO it is essential that candidates apply any data they are describing to the AO. In other words, the candidate must show how the data relating to factors such as 'disposable income', 'leisure time' and 'demographic changes' have influenced the development of the industry and participation trends – it is not sufficient, for example, for a candidate to simply describe a demographic trend, for example. It is also important to ensure candidates cover all of the relevant criteria, as identified in the specification. A number of candidates provided good quality evidence relating to barriers and access but did not effectively cover the 'key factors' as identified in the specification. Nonetheless, a number of candidates did provide some very good evidence which was extensive, accurately credited to a range of sources and clearly focused on the AO.

AO4: This assessment objective requires the candidate to evaluate the impact of the media on the leisure industry not simply describe it. Too many Centres credited candidates for simple descriptions rather than evaluations. Having identified the various impacts that the media has had on the industry, candidates must evaluate whether these impacts have had a positive or negative impact on the industry. They should discuss 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 effect on the industry, using an extensive range of examples to back up their arguments. Common errors when addressing this AO included candidates evaluating the various types of media, rather than the media's impact on the industry and describing developments within the media rather than developments within the leisure industry. It is also important to ensure candidates do not base their evaluations solely on the impact the media has had on the 'sports industry' but cover the leisure industry as a whole.

G181 Customer Service in the Leisure Industry:

Although there were no entries for this unit in January it is worth considering the following before submitting this unit for moderation in June.

AO3: Mark band 1 - candidates will not be penalised for only considering ways in which their chosen organisation assesses the effectiveness of the customer service provided. It will not be necessary for candidates to consider more than one organisation, as stated in the assessment grid, in order to successfully meet the criteria at this mark band – thus ensuring the mark band 1 requirements are in line with the requirements of the higher mark bands.

G182: Leisure Industry Practice

General Comments

This is the first session for this qualification. Pre-release case study material had previously been forwarded to Centres. The case study featured New Horizon Leisure Centre. This included general information on the Centre, a programme of events and an extract from the interim balance sheet. The stimulus material covered a range of topics in order to clearly satisfy the criteria given in the specification within the "What You Need To Learn" section. There were five questions (with sub-sections) to this paper. It gave candidates at the higher range an opportunity to gain a good grade, whilst also offering candidates at the lower range an opportunity to gain a pass. Candidates were required to answer all questions within an answer booklet.

It was clear that many candidates were entered for this examination either too early in their study period or with poor preparation. Very few candidates completed the paper to a high standard and there were often, far too many basic errors in the interpretation of questions. Centres should concentrate on examination preparation covering the meaning and precise requirements of command words. Candidates who described what they are asked to analyse will not access the higher marks available. It should be noted that there is no requirement for candidates to repeat the question in their responses.

Centres should make full use of the pre-release case study material by extracting and developing criteria clearly covered in the "What You Need To Learn" section. Some candidates were clearly unfamiliar with technical terms associated within a leisure context such as the marketing term - PEST, and the financial terms of fixed and net current assets.

In general, there was a poor overall performance by the candidates entered this session. Some candidates could cope reasonably well with the paper and made full use of the case study provided. Many also appeared to have effective time management skills, as, on the whole, the majority of candidates completed all the questions.

In preparing candidates for this examination, Centres should attempt to make use of as many industry visits as possible and assess leisure facilities in relation to the specification. Candidates would also benefit from a thorough examination preparation session covering the meaning of certain command words. They should also be encouraged to undertake practice in relating industry or case study examples where required covering a variety of topics within the What You Need To Learn section.

Comments on individual questions

- 1 (a) Many candidates seemed unclear that Investors in People was the quality standard currently being used by New Horizon Leisure Centre.
- (b) Candidates confused a customer charter with general customer service methods.
- (c) There were many basic responses gaining the lower end of the marks available. Many candidates considered storage facilities from a staff and customer perspective, however, there was very little application to the organisation as required in the question. There was also a need to analyse and not simply to state.
- (d) Generally a very disappointing response. Many candidates failed to discuss any of the key factors (clearly given in the specification 3.2.5 – value for money, fitness for purpose, accuracy, efficiency, ease of use, security and legal requirements). Once again, some candidates focused on customer service rather than business systems.

Report on the Units taken in January 2006

- 2 (a) Some reasonable responses to this question, a variety of responses were given to the meaning of 'duty of care'.
- (b) Some reasonable responses were given to this question. Some candidates had clearly studied the Disability Discrimination Act and made a reasonable attempt to link the impacts of such an Act to a leisure organisation. Once again, some candidates failed to analyse and simply stated the impacts.
- (c) Many candidates were able to identify two responsibilities that employees have under the Health and Safety at Work Act. Common responses included: take care of their own health and safety, take care of others health and safety and not to take any actions that could harm themselves or others.
- (d) Candidates made a good effort to gain marks here. However, candidates were required to give a hazard in relation to the scenario provided. Some failed to do this and others did not give sufficient information on the hazard. A proper description of a hazard was required. Some good responses included: slipping over on a wet poolside, tripping over a tile whilst entering the pool. Some candidates did give a hazard of a 'theft', although they were specifically asked not to do so in the question.
- 3 (a) The success of this question varied considerably. Some candidates were clearly unfamiliar with the term PEST and very general responses were given. However, some candidates were clearly able to respond successfully and gain good marks.
- (b) Reasonably well answered. However, some candidates failed to make their promotional methods specific to the 'Panthers' as requested and simply gave general responses relating to the centre as a whole.
- (c) On the whole some good attempts were made on possible pricing policies which might be used at New Horizon Leisure Centre. Some candidates used discounting and promotional offers as good examples.
- 4 (a) Very well answered. Most candidates gained the full two marks here for cash, credit or debit card, etc.
- (b) There were many basic definitions given here but clearly some candidates were unfamiliar with the terminology.
- (c) Some reasonable responses relating to what is a balance sheet. Some candidates tried to relate this is the management of the organisation.
- (d) Reasonable responses here. Some candidates stated valid methods of funding as opposed to income generated. Centres should guide candidates regarding the clear meaning and wording of such questions.
- 5 (a) Generally a poor response to this question. In some instances candidates discussed wages as identified expenditure but not the correlation with income.
- (b) Some candidates explored good points including questionnaires and the analysis of repeat visitors/income.
- (c) Once again, candidates focused on customer services rather than the programme of activities. Very few candidates actually used the programme given in the stimulus or identified other leisure centre facility programmes which they had studied.

**Advanced GCE Leisure Studies (H128, H528)
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
G180	Raw	100	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
*G181	Raw	100						
	UMS	100	80	70	60	50	40	0
G182	Raw	100	80	70	60	50	40	0
	UMS	100	80	70	60	50	40	0

* No candidates entered for this unit.

Specification Aggregation Results

Not applicable this session.

Candidate aggregation will be available from June 2006.

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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