

GCE

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Leisure Studies

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Examiners' Report

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Contents

6966	The Leisure Industry	03
6967	Working Practices in Leisure	07
	Statistics	15

6966

Leisure Industry

General Comments

There was a very small entry of candidates in this series. However the candidates approached the unit in a logical and structured way. There were clear sections that were related to each assessment objective. Candidates generally demonstrated an ability to use research techniques required at this level and also referenced their work well.

A01- The description of the leisure industry was well attempted and there was a clear understanding of active and passive and home-based leisure with appropriate examples. All candidates included information on participation rates, employment numbers and most provided information about consumer spending. The candidates provided comprehensive data for the UK and some provided particularly good data for participation rates and consumer spending in Europe. Employment numbers for Europe were less well provided. However in some cases the amount of data distracted candidates from providing comprehensive descriptions. Regional variations were attempted to varying degrees. Some candidates used only the examples from the assessment guidance whilst others provided detailed comparisons from a number of leisure areas. The amount of data used varied between candidates and therefore restricted achievement to mark band one. The regional variations in Europe were less well attempted and tended to be generalisations. There was in many cases a lack of supporting data for European examples.

A02 - There was a clear understanding of the differences between the commercial and non-commercial sectors. Candidates addressed the aims and objectives well although some candidates demonstrated a lack of understanding of the voluntary sector. All candidates addressed funding and all were clear about the funding of the commercial sector. There was less clarity in the information about the public sector where candidates became confused between central and local government funding. Candidates were less certain about partnership arrangements. This was most successfully approached by those candidates who used a case-study approach. Local examples of public private partnerships in the running of leisure centres for example demonstrated a clear understanding of the arrangements. Several candidates omitted any reference to marketing or limited descriptions to the commercial sector. To achieve mark band two and above there had to be clear reference to marketing strategies and centres are directed to the assessment guidance for direction in this area.

A03 - This assessment objective was addressed well by all candidates. The impact of increasing use technology was covered in depth and was well supported by data. The influence of the media was also well covered with examples from television programmes and newspapers that were current. Research was referenced either in the text or in bibliographies and a wide range of sources were used. The majority of the research used was recent and therefore relevant. Some candidates referred to the potential future developments and therefore achieved marks within band three.

A04- The reasons for participation and non-participation were clearly identified and understood. Most candidates used the factors identified in the assessment guidance and included supporting statistical data. The factors were explained well and their impact was clearly understood. The major weakness in this assessment objective lay in overcoming the barriers to participation. In many cases this was barely addressed. However where reference had been made to the assessment guidance clear suggestions had been made. In the best portfolios candidates had made suggestions for each barrier identified and these had been supported by local examples reflected

in the local community. In some cases the learners had devised questionnaires to support their research and covering a range of ages / gender identified the activities taken /not taken and where there were barriers how the interviewee would overcome . This stimulated some original suggestions that were realistic.

Overall Centres understood the evidence requirements of the unit and the assessment specifications. The extent of independent investigation by learners was encouraging and supported by a clear understanding of the need to reference. There was not an over-reliance on text-books and therefore research and data were relevant and current. There was a clear demonstration of acquisition of knowledge.

The centres clearly understood the assessment process and applied the mark-bands accurately . However where the centres found some difficulty in applying the mark-bands there was a tendency to award higher mark-bands when all the criteria required for the lower mark-bands had not been achieved. In most cases this related to omissions by the learners.

6967

Working Practices in Leisure

General comments

As the first examination under this specification the assessment appeared to be accessible to the vast majority of candidates who sat it, although there were some disappointing areas of performance within the paper.

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, though at times without the depth needed to achieve the higher grades at AS level. Almost all candidates answered all questions. Question 2 tended to produce the weakest responses overall, both in the simpler descriptive and more advanced analytical questions.

Candidates were able to use information taken from the WYNTL section of the unit, although the Health and Safety Commission in Q1(c) was not known by a large majority of the candidates and knowledge on Investors in People was at times sketchy. They appeared to be familiar with the command verbs as a whole, although there was a tendency to use explanation in some questions where description only was required, especially Q3(a)(i). 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 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. The amount of stimulus material is likely to increase slightly in the future compared to this paper to encourage this in candidates.

At times many candidates produced very simplistic responses, which limited their success. At AS level candidates must be able to provide some simple evaluation and analysis. However, most candidates were able to offer realistic and appropriate answers, demonstrating their understanding of leisure working practices.

Exam technique is an aspect that requires improvement, particularly in the longer questions. There will always be a considerable number of 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.

Question 1

Scenario was of Freshfields, a country club with gym, restaurant, swimming pool etc. This appeared accessible to the candidates.

Q1(a)(i) Most candidates had a sound basic understanding of the intent of the act. The majority of responses tended to focus on the necessity to keep data secure or not pass it on to third parties without the owner's permission. The use of the phrase 'keep the information confidential' sometimes made it difficult to assess which of these two the candidates was trying to describe. A significant proportion of candidates tried to relate the requirements of the act to the given scenario of the play scheme through responses such as 'once the scheme had ended for the summer then Freshfields would have to ensure that they deleted all their customers' information so that they would not keep when they didn't have direct need for it any more'. Whilst this type of response would not be penalised, as it gave the sense of one requirement of the act, it is a much longer method of putting the information across and left little room (or time) for further information in this section. A question of this type is assessing Assessment Objective 1 and requires only the theory of the act to be stated. Helping candidates to recognise what a question of this nature requires of them is an important part of preparing candidates for the assessment. Candidates will not be required to know the acts in detail but to know at the most 4-5 of the key requirements.

Q1(a)(ii) Most candidates were able to identify one measure, which was usually the use of passwords, or similar idea, for information stored electronically. Ideas such as making back-up copies of records, or preventing unauthorised access by installing firewalls, were put forward by a few candidates and many also suggested that if there were hard copies, or no computer system, that the information could be locked away in a filing cabinet. There were some rather weak attempts at the idea of staff training, often along the lines of 'tell staff not to give information out'. The link to an actual practical measure such as 'train staff in the requirements of the DPA' needs to be made for credit at this level, however.

Q1(a)(iii) Most candidates were able to explain that their chosen method of securing customers' information would mean that there would be restrictions on the number of people who could access the information and therefore there would be a greater chance of keeping the data secure. The link to the act, for example 'to ensure that it is kept secure', was required for the second mark to be obtained and this tended to be missed by weaker candidates. As in Q(a)(i), the use of absolute negatives here tended to impede candidates' responses - responses such as 'so that no-one could access the information', 'so that it's never given out' limited their ability to gain marks.

Q1(b) Candidates were well aware of the basics of the Children Act. Most achieved a level one response with the simple requirements of the need for CRB checks, staff training and a correct staff/children ratio. About one third of candidates achieved level 2 with some linkage to Freshfields itself - 'staff rotas will need to ensure that enough staff are on at any one time'. It is this application of the requirements of the act that will always signify an advanced level 2 response in questions such as this. The application of the theory to the given scenario will always be a key feature of this part of the paper - it is an applied subject and candidates should be given plenty of practice in applying the requirements of the WYNTL acts to different situations both in the initial teaching of the subject and in their exam preparation.

Q1(c) Very few candidates had any idea what the HSC was or did. Most candidates who did attempt a response explained what the HSE did and there were only a few candidates who were able to suggest that the HSC was involved in the proposal and review of legislation in rather general terms. This appeared to be a part of the specification that had not yet been covered. It was not part of the similar module at VCE and this may also have led to its omission in centres used to that. It is important that the whole of the WYNTL for a unit is covered before candidates are entered for the external assessment.

Q1(d) By contrast with 1c 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. Given the nature of the hazard required in the question candidates did tend to be a little extreme at times in their assessment of the likelihood and severity in the top line. Although it is possible for a child be severely injured by a hazard of this sort it is not at all likely. Risk assessments are not built on worst case scenarios and candidates should be given practice in assessing likely levels of risk in a number of different types of situation. It is likely here that an accident could happen but the likelihood of more than superficial damage to a child is not great. Most candidates managed to identify 2 or more correct measures to minimise the risk, although some tended to miss out on possible credit by being too brief - a short sentence is what is really required and although it can be done in less the risks of not making the answer clear are correspondingly greater.

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.

Question 2

Q2(a) Candidates were rather vague on what liP is. Many of the candidates gave the impression that they thought it was some type of award for customer service, no doubt influenced in this by the information given in the stimulus. About half of the candidates did seem to appreciate that it involved staff development or training and some were aware of it being an external or national award, but only a small minority of candidates gained 3 or 4 marks here. liP, together with Quest, are the two most important systems in this part of the specification and it is likely that they will form a considerable part of this question in future series. It is vital that candidates are clear on the function and purpose of each, as the rest of question 2 depends on this here. The lack of basic understanding of the system meant that application in these later sections was rather weak so few candidates were able to get beyond the bottom of level two in their responses.

Q2(b) As would be expected this question showed similar deficiencies in candidate knowledge. Most candidates who achieved marks did from knowing that the organisation had to apply for it and that external assessors would visit but the reasons for the visits were poorly understood and depth in responses as to how the award worked was there in only about 5% of answers.

Q2(c) Most candidates only achieved a level 1 response here. This was either through having only a rather vague impression of what lIP is or through failing to link their explanations to the given stimulus. In order to produce a quality response here it is necessary to link the characteristics of the award, staff development, with the problems given for Freshfields - dirty changing rooms, slow service. It is application such as 'if staff have received sufficient training then they will be aware of the importance of how to clean properly or of appearing interested in customers' that will start to push responses to higher levels. Although it should result in better customer service, this assertion alone, together with a generic explanation of how profits will increase as they come back etc., is not enough to gain level 2 as it addresses neither the award nor the organisation directly - i.e. there is no application.

Q2(d) This question inevitably was poorly done for the same reasons. Whereas most candidates were able to identify the basic problems of cost and the time needed to introduce the system, further development was limited. The best responses managed some linkage to Freshfields itself by suggesting that the money might be better spent on things that customers can see immediately and so stop them leaving Freshfields, given the ongoing problems, rather than on something that they might not even achieve or that may not bring customers back in the short term.

Question 3

Q3(a)(i) Many candidates appeared rather confused as to what might be required here and it is possible that the stimulus material was rather too brief to point them all in the required direction. It is envisaged that in future a little more information will be given to ensure guidance in questions such as this. Few candidates scored above 3 marks, with most achieving this through a basic description of an electronic system such as EPOS. Unfortunately many of the candidates who managed this then went on to explain the advantages and disadvantages of their chosen system, whilst some candidates only gave these explanations as their response. It is vital that in preparing for the external assessments candidates are given plenty of practice at determining what the possible command words are requiring them to do. Here there was far too much explanation, for which there was no credit.

Q3(b) Candidates generally found this question accessible and most scored 2 or more marks. Most candidates were able to identify two basic problems, with the most common being that of the waste of money caused by stock running past its sell-by date and the problems of storage. The latter idea was often developed well through arguments relating to health and safety either caused by storage in appropriate and therefore dangerous areas (fire exits etc) or through storage in less than perfect conditions for the stock.

Q3(b)(i) The vast majority of candidates were able to complete the calculation correctly, with the majority of mistakes appearing to come through lack of care - recording the wrong number of visits or wrong cost rather than lacking the required mathematical skills.

Q3(b)(ii) About 70% of candidates achieved all 4 marks on this question. A significant number of those who did not achieve this made simple mistakes in their choice of which information was needed. Candidates forgot to include the cost of the monthly membership or only calculated for one round of golf amongst numerous other similar errors. This question will not involve complex mathematical calculations in the future, as neither did this, but an important part of the assessment will be to select the correct information needed from tabulated or written information. This should be an important part of the practice for candidates for this question

Q3(c) This question was poorly done overall, simply because at least 60% of the candidates failed to read the question correctly. Instead of evaluating the benefits to Freshfields they evaluated the benefits to Freshfields' customers and merely repeated all the information given in the previous question. This gained no credit. Those who did produce valid arguments tended to centre initially on the benefit of gaining a regular income whether members attended or not but lacked depth in evaluating the real benefits of this such as ability to plan finances etc. There was also good comment on the use of the customer database for marketing purposes, although some answers tended to go towards the benefits of a swipe card entry system in analysing what they do, eventually leading them off the relevant track. A few candidates also developed ideas of secondary spend - members tend to stay longer so spend more etc. Candidates should be careful of typically weak circular arguments such as 'because they are members they will help to attract more members' without further justification.

Q3(d) In many ways this question was the most successful of all in differentiating between candidates, particularly at the higher levels. They found this readily accessible and put forward some sound analysis, although rarely with the depth needed to get into level 3. The most common idea was that of the use of the data for analysing which were the most or least successful activities, with accompanying comment as to how Freshfields should deal with this. The impact of high and low use times on pricing and staff rotas was similarly visited by many candidates although often they were only put forwards as simple statements without real analysis of the benefits. Typically a response such as 'they would know when most people tended to visit so they could have more staff on' was left there rather than going further into the implications for costs and therefore profits etc on Freshfields. A few candidates dealt well with the use of the cards for tracking attendance so that those attending less could be encouraged in case they simply ended up leaving. The difference in the costs of keeping and recruiting new members provided good analysis in one or two cases.

8761 Applied GCE Leisure Studies Statistics
January 2006

6966: The Leisure Industry

Grade	A	B	C	D	E	U
Raw boundary mark	48	42	36	30	24	0
Uniform boundary mark	80	70	60	50	40	0
Cumulative %	6.7	26.7	53.3	73.3	86.7	100

6967: Working practices in Leisure

Grade	A	B	C	D	E	U
Raw boundary mark	64	55	46	38	30	0
Uniform boundary mark	80	70	60	50	40	0
Cumulative %	0.0	0.6	5.8	28.2	59.4	100

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