

Examiners' Report/  
Principal Examiner Feedback

June 2011

GCE Leisure Studies (6967)  
Paper 01  
Working Practices in Leisure

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Publications Code UA027391

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## **Unit 2 6967: Working Practices in Leisure**

### **Specification change**

Please note that from June 2010 the specification has been amended slightly.

The only amendments are:

- 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 marked questions. It is anticipated that this will be for those in questions 1 and 2 on this paper.
- The now obsolete 'Charter mark' has been replaced by 'Customer Service Excellence'.

### **General comments**

Performance on this paper was at a similar level to last year. The paper was 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 majority responding positively to the tasks set, offering valid answers, although there is still a tendency not to apply their knowledge to the given scenarios. Almost all candidates answered all questions.

Candidates were able to use information taken from the WYNTL section of the unit, although the characteristics of quality 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 2ai used the material, but neglected to state how the characteristics of Quest would encourage the changes to be made. This is an 'Applied' GCE and therefore in the longer explain/analyse questions the mere repetition of generic material, however valid, is unlikely to achieve beyond a Level 1 response.

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 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 E grade 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 (the 'applied' bit) if they are to access the higher grades with ease, rather than repeat pre-learnt generic responses.

## **Question 1**

Scenario for all questions was of Sportall Sports centre.  
This appeared accessible to the candidates.

**Q1 (a)** Most candidates had a basic knowledge of the act and could identify at least one key requirement. There was occasionally some confusion with what is required by the act and what would simply be part of the contract, particularly considering rates of pay for work, especially overtime.

**Q1 (b)** Performance was disappointing on this question as many candidates did not read the 'security of its staff' part correctly and talked about ways in which theft of money could be prevented. There were a number of practical and realistic measures, including panic buttons, protective screens and measures to increase security of the rear office, but the use of CCTV, whilst often identified, was all too often not explained in how it would help security of staff. As ever, candidates should be realistic when considering measures, as the use of security guards and external security firms can only be justified if the organisation and/or risk is great enough.

**Q1 (c)** 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 Children Act
- Applying it to the given situation – the party at Sportall
- Applying it in a way that answers the given question – explain how it will affect the running of the party

Only making reference to one of these three tasks will automatically limit the candidate to level 1 in the mark scheme (and only 2 elements will still not rise above low level 2). For example, simply saying what they should do to correct the problems is a very low level of response. The question should be tackled through the mechanism of applying the act, e.g. 'Children Act requires staff to be CRBN checked (learnt knowledge) so if they bring in casual staff (application to the party) they will have to ensure that these have had these checks and are not a danger to children (how it will affect Sportall in the running of the party)'.

Two or three points like this done well are enough to achieve level 3. Level 3 cannot be achieved without all three areas being addressed. In this series knowledge of the act was good and it was applied to the stimulus more often than has been the case in the past when generic benefits of the act

were often the default mode for candidates. It is now the 'how it will affect the running' 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 – a range of stimulus is given to allow candidates to apply the parts of the act they have learnt as not all candidates will have covered identical parts

**Q1 (d)** Knowledge of sanctions was generally sound, although often the correct terms were missing so that the mark for identification was not gained. Some candidate did not explain them in terms of why it was suitable in that situation – again a case of reading the exact context of the question.

**Q1 (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. Most measure to minimise risk were appropriate and realistic – the workings of the Food Safety Act and how it should be applied were well understood by most candidates. The need to provide consistent scales was addressed better than in previous series.

## **Question 2**

**Q2 (ai)** Most candidates had a sound knowledge of the Quest assessment process, although occasionally this appeared merely as a list and so the process was not adequately described for the higher marks. Although this is becoming less common, a significant minority of candidates gave the advantages of the system rather than the process.

**Q2 (a) (ii)** As in Q1c, however, the role of application is important in tackling this question. Many candidates are still answering this question as if all quality systems do the same thing, showing no knowledge of the individual requirements of Quest. This approach cannot get beyond the lower end of level2 (4 marks).

A distinct characteristic of the system, e.g. the need for maintenance procedures to be in place, needs to be linked to improving breakdown of equipment, for example. At times it would also appear that candidates believe that Quest is a sort of 'enforcement' agency, stating that 'Quest will make them to do this...etc' rather than the organisation doing it in order to meet Quest's criteria. It candidates should be clear on how these systems operate in practice. Some candidate did produce good applied responses, using the scenario information to good effect, but this still tended to be the exception.

**Q2 (b)** As in January, knowledge of the Customer Service Excellence quality system was very weak. This meant that applying it to the scenario was almost impossible and most responses simply contained vague references to improving customer service.

**Q2(c)** This question showed sound understanding of the issues involved from the majority of candidates. They showed awareness of both the managerial issues in terms of potential workforce resistance and motivation problems, together with the more immediate cost implications. Some also evidently were aware of the time taken for improvements from a quality system to filter through into customer awareness.

### **Question 3**

**Q3 (a) (i)** Most candidate tackled this question correctly, but a significant number did not read the question carefully enough. Having calculated the income correctly, then subtracted the annual costs to give their answer as the annual profit.

**Q3(a) (iii)** This was generally answered well, with most candidate able to offer at least one response in terms of the unpredictable nature of future forecasting in terms of numbers of events and the proportion of delegates. Other good responses also appreciated that a larger conference centre would incur larger operating costs, either for utilities or possibly staff for the events.

**Q3(b) (i)** The majority of candidates could describe at least one element of an electronic stock control system, but all too often then went on to explain the benefits that it would bring rather than giving more information about how the system actually functioned. The difference between 'describe' and 'explain' should be made clear. There was some confusion with membership systems also.

**Q3(b) (ii)** Most candidates managed to outline at least one benefit of an electronic system, although this often stopped before the real benefit to the organisation was explained. Typical responses would be 'it enables them to ensure that they never run out of an item..'. This is enough for 1 mark but the actual benefit to Sportall (keeping customers happy, increasing profit) was not stated. Even a 2 mark 'explain' question will always need at least 2 elements to a response if full marks are to be achieved.

**Q3(c)** There was a tendency for candidates to produce generic responses here; indicating that by giving discounts then more people would join. This is a fairly simplistic level of response and did not use the information about the organisation from the stimulus.

Candidates were told that there were underused facilities and it was hoped this would lead them on to the benefits, both primary and secondary, of using them so that was some income from them and the potential therefore for people also to try something cheaply and perhaps find they liked it. Again, the applied element was missing all too often.

**Q3(d)** This was the most successful for candidates of the longer applied questions, although even here one of the 2 elements needed for a truly replied response was often missing. It is not enough for the candidate simply to state that 'the new system will allow them to advertise more widely..' without indicating the characteristic of the new system that will allow them to do this – linkage to the internet for example. A large number

of candidates could state generic benefits well but did not apply them. Mostly it was seen as a positive step – but this really should have been questioned as the scenario stated that they only held 10 events per year and, although many candidates said that the system might be expensive, few linked it to this to suggest that it might not be economic. This type of approach emphasises the need for candidates to really consider the context rather than just repeating learnt information in applied questions.

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Order Code UA027391 June 2011

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