

# Examiners' Report

## January 2010

GCE

GCE Leisure Studies (6968/01)  
Unit 3 - The Leisure Customer

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January 2010

Publications Code UA022611

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## Unit 3: The Leisure Customer

### General Comments

Comments relate to the marking from the January 2010 series. This report comments on the assessment evidence requirements, the accuracy of the marking and the administration.

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 learning outcome, 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 outcome criteria, level of independence and depth and breadth of understanding. Marks should be awarded on a 'best-fit' basis, i.e. match the overall standard of work for an assessment focus to a band. It is **not** a hurdle approach, whereby the Assessor cannot award marks from the next band if one item for an assessment outcome from a lower band has been omitted, regardless of the quality of the rest of the work for that assessment outcome.

If a learner completes all they are asked to do in a band for an assessment outcome, they should normally be awarded the full marks for that band. If a learner has clearly gone beyond the requirements for one aspect of work required by a band, consider whether the learner can be awarded marks from the bottom of the next band. If a learner has completed less than required in any aspect of work for an assessment outcome, or indeed omitted an aspect, then the mark moves down within the band. Judgements are completely separate for each assessment focus - i.e. a learner can get marks in band 3 on one assessment focus, band 1 on another etc, then all band marks are added together for the unit total.

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 sample of candidates moderated in this series was small but the reiteration of key issues relating to each assessment outcome is still useful.

#### **A- AO1**

Marks awarded were generally appropriate for this outcome, with all candidates selecting at least three appropriate leisure organisations. Some marks were generously awarded at the top of Mark Band 3 even though the selected organisations were not sufficiently contrasting, for example three leisure centres or three visitor attractions. Centres are reminded that candidates should be encouraged to explore a range of different organisations that make up the 'leisure industry' and to apply their underpinning knowledge of customer care, and the associated policies and procedures, to the practices of different types of organisations across the industry.

#### **B - AO4**

The large majority of candidates were conducting mystery visits at appropriate leisure organisations and considering a range of customer service factors, for example: cleanliness; staffing; health and safety; range of facilities. In order to award the highest marks, candidates should be guided to ensure they include detailed descriptions of the products and services offered by the chosen leisure organisation and a range of examples of the information available to customers. There was an improvement in these two aspects of the outcome in this series.

#### **C - AO3**

The large majority of responses had been applied to appropriately selected leisure organisations, without significant amounts of unapplied theoretical work. The highest marks were awarded to candidates who had explored a contrasting range of marketing activities, clearly linked to detailed information regarding the specific products and services these activities are designed to promote. A reminder to Centres that the range of contrasting marketing activities selected can be from a range of different leisure organisations: a website for a gym, a flyer from a cinema, a press release issued by a local sports club; or contrasting activities used by the same organisation.

#### **D - AO2**

Evidence was generally appropriate, with the large majority of Centres providing detailed observation records to support the assessment judgement. Centres are reminded of the importance that appropriately detailed and authenticated observation records play in the awarding of marks to this outcome. Generic records and comments which do not sufficiently highlight the observed skills of individual candidates can severely limit the marks available for this practical outcome.

#### **Administration**

OPTEMS forms and Candidate Mark Record Sheets were completed correctly. Samples received were also accurate, with all centres submitting the highest and lowest scoring candidate evidence. Most centres submitted Candidate Authentication Records. This is a JCGQ requirement. Copies of all the forms required are available on the Edexcel website.

Annotation on some coursework was again rather limited or not present for some centres. Annotation should highlight where key evidence could be found, e.g. specifically where explanation, analysis and evaluation can be found. Annotation is most helpful to the internal and external moderation process.

In B (AO2) for example, annotation could be made where the candidate has included a description of the organisation's products and services and details of the information available for customers.

## Marking

This series found the majority of the marking to be appropriate, although some centres were again being too lenient in awarding marks where the evidence did not meet the specification requirements.

Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, for A (AO1) where candidates have produced a lengthy **description** of how the leisure industry views the customer, marks would generally be limited to mark band one. Mark band two requires an **explanation** and mark band three a **comprehensive explanation**.

D (AO2) is generally an outcome where assessors most frequently award marks too generously. Care should be taken to ensure the candidate has independently demonstrated skill and expertise in the provision of customer service to a **range** of customers in a **range of contrasting** situations.

## Assessment Evidence

### 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.*

This assessment outcome requires candidates to explore how the leisure customer is viewed by leisure organisations and to understand the importance of the customer and customer service to the industry, supported through the review of appropriate policies and procedures.

It was encouraging to note that information 'copied and pasted' from the internet was not an issue from the small number of samples moderated. As well as identifying and describing the various policies and procedures, candidates awarded the highest marks need to provide a **comprehensive explanation** on how specific issues are managed or monitored and how this impacts on customer satisfaction.

As in the previous series, a small minority of candidates were still choosing three very similar organisations, for example three visitor attractions or three leisure centres. In order to award the highest marks, evidence must relate to a contrasting range of leisure organisations. Candidates could be encouraged to examine how leisure centres, gymnasiums, cinemas, theme parks, visitor attractions, sports clubs etc. view customers, supported and illustrated by a review of their customer service policies and procedures and how these contribute to customer care.

#### **A04: Operational aspects related to the leisure customer.**

This task addresses A04 - *evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.*

The marking criteria require candidates to present information related to customer service provided by a leisure organisation, gained through a 'mystery visit'.

All candidates undertook a mystery visit of one appropriate leisure organisation and presented details of their findings. Most were able to provide examples of customer service gained from the visit, although a minority of candidates were not providing details of the range of information available to customers or a description of the products or services provided by the leisure organisation.

Centres should note that to achieve the highest marks in this band, candidates should be evaluating the success of the provider in satisfying customer needs and be able to comment on the **tangible methods** the provider has in place to measure standards, for example customer comment cards or surveys.

Some candidates were still limiting the marks available by not providing a description of the products and services the organisation provides. This could be provided explicitly in an introduction to the mystery visit report or throughout the report narrative.

#### **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.*

In providing evidence for this outcome, candidates are required to research a range of marketing activities used in the leisure industry, applied to specific products and services from a single leisure organisation or many. In order to award the highest marks, Centres should ensure that at least three **different** marketing activities have been explored.

It is encouraging that this series saw a continued improvement in the evidence presented; with less theoretical evidence and more application to activities used within the leisure industry.

Where candidates are producing a high standard of response for this outcome, evidence relates to a range of contrasting marketing activities, clearly applied to specific products and services provided by a leisure organisation or a range of contrasting leisure organisations. Candidates increasingly explore the online and multi-media marketing activities of selected leisure organisations to compliment the more traditional print based ones and this is seen as good practice.

#### **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.*

This assessment outcome should demonstrate candidate's ability to provide effective customer service to leisure customers. The outcome lends itself to practical activities such as customer service role-plays; face-to-face, over the telephone,

responding to customer letters and emails, or through technological or visual means; giving presentations, creating displays etc.

Centres are reminded of the importance of detailed, candidate specific and targeted observation records and witness statements used to provide evidence of competency for this outcome.

Individual observation records, for each scenario, should reflect the range of customer types and situations dealt with, the different methods used in dealing with leisure customers and the level of independence demonstrated. Detailed assessor comments should clearly reflect the candidate's ability to work independently and to reflect the different customer types and situations dealt with. Each record should be completed, signed and dated by the assessor.

A range of example scenarios and documentation templates are available in the Teacher's Guide available to all centres at Edexcel Online [www.edexcel.com](http://www.edexcel.com).

## GCSE Leisure Studies Grade Boundaries

### Unit 3 - The Leisure Customer

Grade	A	B	C	D	E
Raw mark	47	41	35	29	23
UMS	80	70	60	50	40

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Order Code UA022611 January 2010

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