

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

GCE Leisure Studies (6968)  
Paper 01 The Leisure Customer

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## General Comments

Comments relate to the marking from the June 2013 series. This report comments on the assessment evidence requirements, the accuracy of the marking and 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 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

Overall, the standard of student evidence was generally good, with appropriate application to a range of leisure industry examples. The majority of students were able to demonstrate application of their knowledge and skills in a range of customer services situations.

As in previous series, a small minority of students were selecting inappropriate organisations to illustrate their work, for example: the NHS, motor vehicle garages, high street banks and financial services organisations.

When exploring marketing activities, the vast majority of students were able to demonstrate their knowledge and understanding through appropriate applied examples. It was noted that fewer students were providing theoretical responses, with a much greater focus on applied examples of promotional and market research activities.

The quality of evidence to support students' practical skills was again largely authentic and valid for the vast majority of students. Detailed, individual observation records were often provided to illustrate the skills and expertise of students when dealing with a variety of customers in a range of different ways. Only a very small minority of students did not provide the sufficient range of evidence required to access the higher mark bands. A small minority of centres were awarding marks too generously where evidence relied on role play scripts or students' own written accounts of their performance, without clear confirmation of the skills which were demonstrated.

## **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.

For the large majority of centres, marks awarded were within the most appropriate mark band for this objective. Students were able to apply their knowledge and understanding of customer care policies and procedures to a range of appropriate leisure organisations.

A majority of students selected visitor attractions and leisure centres. Centres are reminded that organisations selected should be suitably contrasting to allow students to achieve the highest marks available. Those applying their evidence to three visitor attractions for example, are usually unable to demonstrate a sufficient breadth and depth of knowledge required to achieve the highest marks available.

Students achieving the highest marks were able to provide detailed explanations from a range of contrasting organisations. These might include a private health club, a public sector swimming pool and a voluntary sports club for example. Explanations were well linked to specific policies and procedures and how these helped organisations to meet the needs of different customer types.

### **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 students carried out at least one mystery visit at an appropriate leisure organisation and had considered a range of customer service factors, for example: facilities; health and safety; cleanliness; staffing. The vast majority of students 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.

Many students had also made judgements on the organisation's online presence, with scrutiny of the website before or after the physical mystery visit. Only a very small minority of students had completed more than one mystery visit in this series. Centres are again reminded that multiple mystery visits are not required to meet this assessment objective, which focuses on students' ability to **evaluate** evidence, draw **conclusions** and make **recommendations** for improvement.

### **A03: Marketing activities and the leisure customer.**

This task addresses AO3 – use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.

There was an improvement in the quality of application for this outcome in this series. Only a very small minority of students were producing theoretical responses without application and use of applied examples. The large majority of students provided a good range of applied examples of marketing activities from appropriate leisure industry organisations. As for AO1, a small minority of students selected examples from inappropriate organisations, which had no clear links to the leisure sector.

Many students were able to provide examples of leisure organisations making use of social networking tools to promote specific products and services. This is useful when considering a range of contrasting examples, along with more traditional activities.

Students 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 AO2 – apply knowledge, skills and understanding of the specified content of leisure studies in a range of industry vocationally-related issues.

Evidence of students' skills and expertise in dealing with leisure customers was appropriate in the large majority of cases. Most centres supported students' performance with detailed, individual observation records which provided written support for the assessment judgements made. In the best examples seen, comments were evaluative and highlighted the mark band awarded and the reasons why.

Records should identify the different types of customers dealt with in each scenario and the different methods used to deal with enquires, complaints, provide information and offer advice. Students achieving the highest marks

had a good range of clear and authentic supporting evidence which confirmed their ability to deal with a range of customers with expertise and confidence independently.

In a minority of cases, centres had awarded marks too generously, often where evidence related to only a very limited demonstration of skills, such as one role play scenario only. Occasionally, observation records provided insufficient detail to confirm the students' independence or their ability to deal with customers in more than one way, for example via telephone, email or by letter as well as face-to-face situations.

A small minority of centres made use of witness testimonies to support students' skills. Testimonies can provide valuable supporting evidence but on their own, do not provide sufficient evidence of skills. 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 student'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 student's **application** of skills and should be avoided.

## **Administration**

OPTEMS forms and student mark record sheets were completed correctly in the vast majority of cases. A small minority of centres had not included the highest and lowest scoring student evidence, which must always be included even if not selected as part of the sample.

Centres are reminded of the requirement to complete and submit Student Authentication Records, which is a JCGQ requirement. Copies of all forms required are available on the Pearson website.

Annotation on coursework was found to be generally acceptable in the majority of case. Annotation is most helpful to the internal and external moderation process and should indicate the assessment objective and the mark band.

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