

Examiners' Report/
Principal Examiner Feedback

January 2013

GCE Leisure Studies (6970)
Paper 01 Employment in Leisure

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2013

Publications Code UA034240 *

All the material in this publication is copyright

© Pearson Education Ltd 2013

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

General comments

The paper appeared to be accessible to candidates and performance was similar to last June.

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 many candidates did struggle to achieve the higher levels in extended responses. Almost all candidates answered all questions.

There is still a tendency for candidates to be able to cope with the demands of the paper comfortably at a basic level without managing to raise their mark beyond the level of grades C and D. This 'bulk' has moved up in comparison to past years, but there is still a problem for a substantial number of candidates in using their knowledge and understanding to the best advantage although a greater proportion achieved this than in the past. There has been pleasing evidence of improvement in exam technique, with less pure recall given when not required.

It is the applied nature of the GCE that is still an issue here. The purpose of this GCE is to give learners an applied, work related approach to the leisure industry, involving active learning and the ability to take basic principles and apply them in unfamiliar situations. A few questions will always be aimed at AO1, straightforward recall of knowledge and understanding, but the majority – particularly the longer questions - will require learners to apply this. This is the key skill that they need to tackle this qualification successfully. More are achieving this each time but there is still a considerable amount of generic material offered in the longer applied questions. It involves active use of the stimulus material as indicated in the 'indicative content' parts of the mark scheme for levels based questions. Without this application responses cannot get beyond 3-4 marks out of the 8 available for longer questions, ie a grade D/E level.

Whilst in preparing these papers we will always try to keep as much of the information on the same page, candidates should be aware that for the later questions information from the earlier parts could be useful. The papers are designed to focus the candidates on one organisation so that they can get a feel for them, ie a possible real –life situation. Candidates should be made aware of this.

The requirements of the command words were generally known by candidates, although many did not manage to access the higher marks in the longer questions as a consideration of terms such as 'analyse' did not show enough depth in response.

Question 1(a)(i)

Although there is still the occasional candidate who thinks that the person specification is something that is produced by the candidate, understanding of this document has improved greatly. Most candidates spent time listing what was in it, gaining some credit, and there was an overall comprehension that it described the candidate they were looking for. A number of candidates, however, spent too much time describing how it was used, rather than what it is.

Question 1(a)(ii)

Many candidates were rather vague about how the job description is used. There is a widely held misunderstanding that somehow an employer can match the person to a job description. Centres should ensure that candidates are aware that it is the person description that is produced from the job description and that then the candidate is matched to that. Many were aware that it was used to produce the job advert and used in the interview process, but it was often unclear in the latter case how this occurred.

Question 1(b)(i)

This produced a large number of rather general responses that were not well applied to the scenario. Although the basics of internet advertising were known, and there were occasional candidates who could relate the high level nature of the post to the possible need for a specialist web site to attract the right sort of candidate, all too often candidates strayed from the advertising aspect. A considerable number of responses then went on to deal with online applications which were not relevant. A significant minority also suggested that it was TWE's own website and this again highlights the need for candidates to read the stimulus – and the question – carefully.

Question 1(c)(ii)

Candidates were more successful with this question than in similar ones in past series, although the depth required to access the higher levels was still rather elusive for many. A significant minority still did not get past the 'it's good because it shows the salary' type of response, where there is no evaluation at all. The response needs some idea as to why that will help recruit people for the post – why do they need to know the salary, how will this encourage people to apply for the post? Candidates should also note that the requirements of a job description are rather different from an advert (previous series) in that the layout does not have to be attractive. A number of responses suggested there was too much reading – but without it candidates would know what the post involves. As in Q1(a)(ii) it comes down to knowing the purpose of the document.

Question 1(d)(i)

As with Q1(b)(i) this produced a large number of responses that were not applied to the post which, as it was described in detail in the job description for the previous question, was disappointing. These candidates tended to simply state what was included in a CV and often contrasted this inaccurately with an application form. Statements such as 'you can write about your experience on a CV' were seen all too often. The key idea that it is the way the information is presented that is important was not often seen. The applied responses linking the CV to the need for organisation and creativity which could not be shown on a preset application form were seen only by the best candidates.

Question 1(d)(ii)

This question saw a significant number of good responses, with many candidates achieving almost full, or full, marks. The need to inform candidates and then organise the venue were foremost and a pleasing number identified the need to have studied the relevant paperwork and perhaps sorted out a scoring system. However, there was a significant minority that simply gave a list of questions – the idea of 'pre' interview was missing and candidates should be made aware of the practicalities of organising interviews as well as what goes on in the room itself.

Question 1(e)(i)

Most candidates were able to gain at least one mark by identifying that experience would have been included in the CV or by stating that the advert had said that experience wasn't needed. Many went on to develop the ideas either through statements suggesting that this made TWE look unprofessional or that it was a waste of interview time.

Question 1(e)(ii)

Candidates found this a more challenging task than part (i). There were some good responses that applied the question to the job description, suggesting that if they had a creative side that this skill/ability would come through in how they answered this question. Most responses tended to be more generic in terms of showing what they could bring to the organisation. Candidates should be made aware that they need to do more than merely repeat the question in a different form – it is not enough to say that it would mean they could show off what skills and abilities they had!

Question 1(f)

Although candidates understood the purpose of an induction well and were able to suggest in some detail what would be included in it, too many did not seek to relate it to the given person and their situation. It is vital in the long questions – as well as many of the shorter ones – that candidates do use the information they are given or they will not be able to achieve marks beyond level 1 in the mark scheme. There were a good many responses

that did do this also. Many picked up the idea that she was new to the industry and therefore a lengthy induction was advisable, especially with the many health and safety concerns of facilities such as swimming pools. The change from a large to a small organisation was not really dealt with, but the lack of face to face customer service was. However, to achieve the highest marks candidates must be prepared to give detailed analysis – how would the long induction help to offset these issues? Some candidates are still evidently confused about what an induction does and mixed it up with a training programme – the difference should be made clear.

Question 2(a)(i)

Most candidates had a sound understanding of scheduled breaks and scored 1-2 marks. Many could give specific detail of the requirements but it is also important for them to understand that it is a legal requirement.

Question 2(a)(ii)

Flexible working patterns were understood by the majority of candidates but there was a significant minority who confused them with casual workers or similar. Centres should ensure that basic specification terms such as this are clearly defined to candidates. Responses tended to be rather generic, although these benefits were quite well known – there were many sound references to 'work-life' balance and the ability to be able to work round issues at home. As with other longer questions the application of the possible patterns given was less successful, with limited thought given to how these patterns of flexible working could be an advantage. Whereas advantages to the employees were often clear, those to the organisation were less so and candidates need to ensure that they address both parts of a question such as this.

Question 2(b)

Most candidates identified at least one advantage, with the most common being reduced costs for training. There was, however, a popular misconception that it would be cheaper in terms of salary as TWE 'would only have to pay one employee not two'. This also tends to be said about job share arrangements as well and centres need to ensure that candidates understand how these arrangements work in practice. It is also worth reminding candidates that in questions that have 2 marks per part development is needed for the second part – exactly how does it benefit the organisation?

Question 2(c)

As with the other longer questions on this paper, many of the candidates did try to apply their knowledge and understanding, which is an encouraging sign. However the next step is then to get some depth into their response so that the effects on the craft shop and its employees are really analysed. For example, it is a basic level response only to state that

only having 4 of them rather than 5 will affect customer service. Although some candidates did start to address this by saying that some customers might particularly have, over the years, got used to Claudia, the essential nature of the shop rarely came through in that it was a business that relied on highly skilled employees who customers would often know personally and that it would be almost impossible to replace them with a temporary member of staff. A few candidates did highlight the training issue but few went beyond the point.

Question 3(a)

Most candidates knew what an appraisal was but there is still a significant minority who believe that it is all about giving praise all the time. An appraisal is a key element of workplace methods and candidates should be made clear that it is not limited to this. The key area of this part of the specification – and the question asked – is motivation and the role of the appraisal in this was not always dealt with well. There was awareness that it might be used to give both positive and negative feedback, but how this would motivate employees was often left unsaid. The one area where this was tackled successfully by many was in its use to set targets.

Question 3(b)(i), 3(b)(ii)

These questions had a generally disappointing response for a number of reasons. A significant minority of candidates did not choose job roles from the leisure industry. Some were also rather generic 'shop assistant'. For others the suitability was assessed on how much they might be earning 'it isn't suitable for a manager because they are earning a great deal already'. The key area that needs to be emphasised to candidates is whether the results they produce are measurable and so there can be an assessment on this basis. Many did suggest that membership directors would be appropriate, but here the lack of genuine work related terms for their roles was worrying. For the non-suitable roles, lifeguards and receptionists were dealt with most successfully with the idea of them not being able to influence how much they had to do being the key, as well as the obvious comment for the lifeguard that the fewer people they had to help, the better!

Question 3(c)

Job rotation was generally well known and there was some sound application to the stimulus material at times. It was recognised that a greater variety of tasks might help to improve motivation and that moving him out of his present area of work might help relieve the conflict between him and his fellow employees. Disadvantages were seen in terms of perhaps needing training, although good responses offset this against the fact that he picked up ideas quickly. In dealing with motivational issues candidates also need to appreciate that they should deal with the organisation's point of view – in this case the potential for disruption as other employees will also need to be moved around, the multi-skilling of the workforce.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA034240 January 2013

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
■■■■■■■■■■



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

