

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

GCE Leisure Studies (6970)  
Paper 01 Employment in Leisure

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## General comments

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

Most students were able to respond effectively to most questions. There was evidence that most students had been effectively prepared, with the majority responding positively to the tasks set, offering valid answers, although many students did struggle to achieve the higher levels in extended responses. Almost all students answered all questions.

There is still a tendency for students 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 students in using their knowledge and understanding to the best advantage although a greater proportion achieved this than in the past.

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, i.e. a grade D/E level.

One element of examination technique that centres should consider carefully is the tendency for students to re-write the question before starting their answer, for example 'one advantage of using volunteers for the summer play scheme is....'. There is limited room for responses and although continuation sheets can be used, students tend to stop when they have filled up the space so answers are self limiting. Some then also carry on 'another advantage of using volunteers for.....'.

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

The requirements of the command words were generally known by students, 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

Q1(a)(i) most students knew what was included in a job description although there was occasional confusion with the job advert, with suggestions such as 'how to apply' or 'closing date'.

Q1(a)(ii) Most students knew what a job analysis does and also had some idea as to why it is carried out. This tended to be that by determining exactly what the role was then this would inform the next stages of the process and hence make the recruitment process more effective in terms of time and cost. However, student performance was very disappointing in terms of application to the scenario. A situation where a reorganisation is being carried out and new jobs are being created demands a job analysis – many responses managed to climb into level 2 in the mark scheme quite comfortably but the lack of application to the scenario limited them to the bottom of this level. The stimulus material needs to be used.

Q1(b) The majority of students understood what a job share entailed and could give generic benefits and disadvantages of the role. There were some sound applied comments as to the benefits in terms of the two employees being specialists in the two different areas required and that as the role would require marketing ideas then you would have the input of two people. On the negative side, the possibility that links with local businesses might suffer was seen by some, together with the more straightforward possibility of confusion caused by the junior members of staff having to cope with potentially different management styles. Although less than in past series, there is still a significant proportion of students who do not understand the basics of what a job share is and assume that there are 2 people working at the same time so twice as much gets done. A disadvantage is also stated that the organisation will have to pay two people rather than one. It is essential that students know the basics of job roles as otherwise responses are not realistic.

Q1(c) Most students could identify at least one appropriate method, although there was overall a large number of inappropriate suggestions. The most common suggestions were national newspapers and specific internet sites, either their own site or a specialist recruitment site. Pleasingly, a significant minority suggested the use of a 'head hunter' style recruitment as the salary was large. Students again need to ensure that they are applying their response to the stimulus material and that they have taken into account the type of post. The type of post is significant so the fact that a local newspaper is cheap to advertise in is not significant for this type of job. In addition, students should be aware that a response such as 'the internet' is not precise enough. It is a wide and varied medium and students should be made aware of this.

Q1(d) The benefits were generally well known with most students managing to identify at least one together with a reason for its use. The issue of formatting making the process easier when comparing, and the fact that the organisation sets the questions so gets only the information it wants, were particularly well dealt with.

Q1(e) Responses were rather general and at times vague. Many commented on their potential use in the person specification but even here comments only tended to indicate that this would ensure that only the right people apply. Only few dealt with their most important role in terms of shortlisting. Those who did gave a rather general

outline indicating that those didn't meet the criteria would not be considered further, but students should be encouraged to be precise, particularly where a question demands explanation.

Q1(f) Most students were able to access the upper end of level 1 or the lower end of level 2, but again the limited application was a barrier to achievement. The presentation elicited some sound comment about knowledge of marketing or confidence as it was the type of work that this role might involve. However, for the role play it is not sufficient to say 'a role play will show what they are like in a work situation' – why is this important for the position of Marketing Manager? It is the link to the actual post that should be spelt out – the fact that will be running a team or will need to show leadership qualities. The clinching factor for really top level responses is that a prolonged interview session such as this ensures that an overall view of the students is achieved as it is important in a position such as this to get the right person as they are so valuable to the company. This is an area that few students got to, preferring the negative that it was expensive in time and money. A number of students sought to be negative on the basis that some students might not do as well as others because they were not so good at being confident or giving presentations – it may be necessary to make it clear to students why interviews take place.

Q1(f) Most students were able to identify 2 or 3 elements that would be included in an induction correctly. Many also justified their selections reasonably well, although as in previous questions, the application to his particular role was rather weak. The question asked about the induction of a Marketing Manager, not just any induction and students should always read the questions on this applied paper with that in mind – has the question been asked as a generic learnt task or is application being required to a specific role?

## **Question 2**

Q2(a)(i) The benefits of volunteering were well known and understood by students. A wide range of relevant ideas was put forward, with those of the need for experience and its role in improving a CV being the most common.

Q2(a)(ii) As with other applied questions, the generic benefits and drawbacks of using volunteers were soundly understood by the majority of students. The fact that volunteers tended to be enthusiastic as they wanted to do the work and that they were relatively cheap were well expressed. The potential drawbacks of their lack of training and hence possibility of making mistakes which reflected on the organisation similarly so. The one common misunderstanding by a significant minority was that they might not be motivated because they weren't being paid. Whilst a comment that they might not be reliable because they were not under contract or being paid is at times valid, the concept of volunteering does not bear out this initial assumption.

Q2(b) There were many sound responses to this question, although some tended to have a very narrow focus on working times, which could gain only half the marks. It was not a question as to what was involved for children in the Working Time Regulations as such. There were also many sound comments on the need for other staff to be CRB checked, together with general health and safety issues. The occasional very good response also dealt with the type of work that children might be able to do.

Q2(c) Students dealt with this question in a rather generalised way. Although a few good responses did get into level 3 overall a large number of students could develop some ideas as to the effects of a disciplinary procedure but rarely developed these into the real benefits. All too often the process was seen very much as a stick rather than support. At the lower end responses tended to suggest that it would make him see the error of his ways and hence he would buckle down or lose his job. Mid range students also saw it as an opportunity to discuss with management why the problems were occurring and hence find a solution but these were rarely taken further to delve into the potential benefits for the organisation – that he had been a good employee in the past and to return him to that would be highly beneficial. Centres should emphasise to students that disciplinary procedures in industry do not hold quite the same connotations as imposing discipline in school/college.

Q2(d)(i), Q2(d)(ii) Students had a sound understanding of redundancy and redeployment. The benefits were expressed soundly most of the time, but although a range of valid ideas was put forward students tended only to use one or two of them individually and most marks were therefore in the middle range. This was one question where a tendency to write out the question first did impinge on overall performance – it was quite a long question. A minority of students also tried to deal with the effects on the workforce, which was not part of the question.

### **Question 3**

Q3(a)(ii) Most students could give an overview of the effects of a positive working environment but tended to repeat the same ideas rather than develop them. Many said it improved motivation – which had been outlined in the stimulus – but the links to PWE were often rather tenuous and not well defined. Application to the stimulus material was achieved in only a few cases and students should always try to include reference to this in these motivational questions.

Q3(b) There was some effective application by students in this question, in contrast to previous series where the motivational questions at times have been rather weak. Students seem to engage with the question and gave effective responses most of the time, although clear evaluation was lacking too often for level 3 to be reached. The possible benefits to the staff were commonly seen as the potential for promotion and so the desire to work hard for this, as it would meet the needs of earning more in the future. Benefits for the organisation were seen in terms of a more highly skilled workforce and even increased competition between the staff motivating them further. The downsides were also dealt with in that it might cause friction between them and that in the end perhaps only one of them might get promoted and the others leave. One common misconception – that training is relatively cheap – appeared from time to time. There was also occasional confusion that management training would somehow mean automatic promotion.

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