

Principal Moderator Feedback

Summer 2016

GCE Leisure Studies (6967)

Paper 01 Working Practices in Leisure

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General Comments

The GCE Leisure Studies qualification is well established.

For centres that may be new to the qualification it is highly recommended that the resources available to download from the Pearson Edexcel website are accessed. In particular, the question papers, mark schemes and the Principal Examiner's Reports for each previous exam series. A review of these documents can give centres an insight into how the unit content is tested as well as providing familiarisation with the question paper structure, common issues observed and good practice displayed by students.

Question Paper Overview

There were 90 marks available on this paper.

The quality of written communication (QWC) was tested on two questions 1(d)ii and 2(c) and indicated by an asterisk *.

The paper consisted of matching, short and medium answers and extended writing style questions.

This paper is based on one hypothetical organisation and deals with the everyday issue involved in recruiting and managing staff

Questions were also devised to meet the weightings requirements of the Assessment Objectives (AO). Details of the relevant weightings can be found on page 67 of the Leisure Studies specification.

The assessment objectives are as follows:

A01 – students demonstrate knowledge and understanding of the specified content of leisure studies in a range of vocationally-related contexts

A02 – students apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts

A03 – students use appropriate research techniques to obtain information from a range of sources to analyse leisure industry vocationally-related issues.

A04 – students evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.

Questions are designed to test the student's knowledge and understanding of the content and terms stated in the unit specification as well as incorporating the assessment of skills ranging from the application of knowledge to analytical and evaluative skills. Teaching and learning should be designed to ensure that understanding all of the unit content and the terms stated is embedded and provides a solid foundation on which to develop the higher level skills of analysis and evaluation and enables synthesis of knowledge.

In preparing students for external assessment centres need to be mindful of the fact that question papers are solely designed around the unit content as set out in the specification.

Summary of Student Performance

Student Performance

Question 1

1a The requirements of the Health and Safety at Work Act were generally well known. Most candidates were able to outline at least two of the requirements. As in past series, centres should also make it clear to students the difference between key requirements of the act and the measures that facilities might take in order to ensure that the key requirements are met. The key requirements of the act rarely go into specifics of the latter.

1(b) Most candidates identified at least one realistic measure to ensure security of vehicles. As in past series, development of measures was rather vague at times, although there were generally better responses this time. As a further improvement on previous series, there were relatively few unrealistic suggestions and candidates seemed to understand well the basic ways in which security could be achieved. The most popular tended to focus on the use of CCTV, improving lighting or use of security guards. A number of responses correctly identified the potential use of barriers, but often focussed on keeping people out rather than how they might, more realistically, prevent theft of cars. Centres should ensure that candidates are used to explaining both how and why the identified measures work in the given situation – this was often unclear and as a result the third mark for each tended to be elusive.

1(c) There were many sound responses to this question, an improvement on the equivalent questions in past series. The requirements of RIDDOR were generally well known and understood, although they were at times seen as being much more of a general health and safety tool than they actually are. Students showed that they could use the stimulus material and apply what they knew. However, although many responses achieved middle and upper level 2 marks, at times one key part of the question – its importance to HLCC – was ignored. Those that did deal with benefits all too often did not indicate how they might be achieved.

1(d) Most students could identify or at least outline one possible sanction. These were generally well understood.

1(e) Most students were clear on the potential legal aspects of the situation but were unclear on how HLCC might achieve this in practice. Where a method is asked for it is not enough just to say that they would have to ensure that they did not work more than 8 hours a day. A large proportion of candidates considered the link to 16-18 employment and showed good knowledge of it.

1(f) The risk assessment was generally applied quite well, although measures tended to be rather vague and at times too brief. Most candidates had at least 1 suitable control measure, although at times they were rather narrow, with vague statements about how they might prevent the fire from starting. Some were also too general by mentioning training, rather than being specific about what the training would involve to minimise the risk. As ever, candidates must take into account the actual situation that they are dealing with, not just produce what might be generic responses for all situations. Although there is still a small proportion of candidates who did not, most candidates had sound scales, although some failed to gain full marks as they gave them rather random numbering, perhaps just giving a description of the criteria for 1, 5 and 10. There should be a description for each number of the scale so if it is a 1-5 scale there should be 5 descriptions as well. In considering the potential seriousness of an injury it is vital that students take into account the specific scenario. Generally the application was realistic, although candidates should ensure that it is relevant to their scale descriptions. A value of '2' in the application may be relevant if the likelihood scale 2 is 'unlikely' but not where it is likely and the severity is a serious injury. As in past series, the use of 'no likelihood' or 'not harmful' is inappropriate as, if this were the case, why would a risk assessment be carried out?

Question 2

2(a) This topic was not well known and understood, with many students only knowing that the main principles were related to staff development and training. Where the principles are known, responses need to go further than simply stating 'action is where the organisation takes action'.

2(b) Most candidates were able to identify the link between IIP and the scenario and make informed comment about the situation. However, responses tended to be limited, with the main aspect of general communication being improved all too often missing. Students must also be careful to link how the element of the quality system might result in an improvement.

2(c) Students tackled the applied aspect of this question with some success, although a significant number gave no real idea of how Quest would actually help. At times it appeared that Quest was considered as a support group or even facilitator, with students saying that 'Quest would help improve staff knowledge of evacuation procedures' for example. Students need to identify those parts of Quest which would help and then explain how they would help. Without the specific links no knowledge of Quest is being shown so students are limited to Level 1 at best. The key to this type of question is for responses to show how knowledge or understanding of the system can meet the aims and/or stated

demands. It is the organisations's efforts needed to gain the quality system that are the key, not some external body insisting on it.

2(d) Most students could tackle this question with some success. They showed a solid understanding of the potential problems, concentrating mainly around changes to their current practices. However, there is still a need to fully develop explanations to achieve the top marks.

2(e) Club Mark was better known than in previous series and most candidates scored at least 1-2 marks. Even in a question which has 'identify' as the command word there is a need for clarity, and occasionally responses were just too short to show knowledge, for example 'Sport England', which does not show how they are involved. Similarly, the issue of funding was often shortened to the incorrect 'it/Club Mark gets extra funding'. Whilst it is true that having Clubmark may well facilitate them getting further funding, the implication all too often was that it is a characteristic of Club Mark itself.

Question 3

3a(i) Although most candidates had a basic idea of both the methods of money transfer, all too often direct debit was confused with use of a debit card.

3b(iii) Most candidates achieved the top of Level 1 or lower Level 2 but a lack of real evaluation limited them from going much further. Many candidates concentrated, on the financial aspect, although at times this simply meant they worked out what they had already been told in the stimulus. A substantial number did question the underlying assumption that tables would be full all the time, but other possible issues connected to the size of the restaurant, type of food and clientele and the link to accommodation were, unfortunately, largely ignored. Points that were made tended to lack depth.

3(c) There was considerable confusion here between a project plan and a feasibility study, meaning that many students did not score well. Centres should ensure that these two aspects of project planning are clear to students. Most many responses were also rather generic, with linkage to the busier December being the main applied element in better responses. However, even here there was a lack of real depth of analysis, limiting achievement.

3(d) A wide range of effective methods were considered, ranging from external audits to reviewing profits, although a significant minority just referred to customer feedback without giving any idea of how it might promote an effective and substantiated evaluation of the project.

3(e) A wide range of possible benefits of membership schemes was suggested and some of these were developed well to show how they operated. Communication and marketing tended to be those most successfully used, although even here development was inconsistent and opportunities missed. A considerable issue overall on this question however was a tendency not to be

focussed on the question and often the benefits were seen from a customer point of view rather than that of the organisation. It is vital that students do read the question and not assume anything until then.

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Based on their performance on this paper, students should:

- Ensure that benefits/disadvantages are explicit
- Use the stimulus wherever possible – but use it to answer the actual question
- Ensure that measures are realistic to the given situation
- Consider the demand of the command words carefully
- Know the relationship between the quality systems and the organisations.

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>