

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

GCE Leisure Studies (6967)  
Paper 01 Working Practices in Leisure

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## General Comments

Performance on this paper showed a marked improvement from last year. The paper appeared to be accessible to candidates.

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 there is still a tendency not to apply their knowledge to the given scenarios. Almost all candidates answered all questions.

Candidates were able to use information taken from the WYNTL section of the unit, with better performance in the quality system section than in previous series. They appeared to be familiar with the command verbs as a whole. Candidates appeared to manage their time effectively and did not produce lengthy passages of irrelevant information. The vast majority of candidates appeared to complete the paper in the time available, with little evidence of rushed work towards the end.

Candidates still did not always make full use of the stimulus material. The emphasis in this paper will inevitably be on the application of their knowledge to a variety of practical situations and the higher marks, particularly in levels of response questions, will always be characterised by the ability to demonstrate application rather than theory. It will be important for candidates to have practice in doing this in their preparation for the assessment. They should also ensure that they apply it in regard to the question actually being posed. This is an 'Applied' GCE and therefore in the longer explain/analyse questions the mere repetition of generic material, however valid, is unlikely to achieve beyond a Level 1 response.

Exam technique is an aspect that requires improvement, particularly in the longer questions. There will always be a number of longer questions on this paper that have levels of response mark schemes. This will continue in the future so candidates should be made aware how these work. At the moment most candidates of E grade and above are reaching the top of level 1 (3 marks) in the 8 mark questions but higher ability candidates appear unable to lift this mark much further. Candidates must be able to use the stimulus material (the 'applied' bit) if they are to access the higher grades with ease, rather than repeat pre-learnt generic responses.

### Question 1

1(a) The requirements of the Children Act were generally well known. Most candidates were able to outline at least two of the requirements although there was some considerable vagueness at times. 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 valuables. 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, apart from the use of CCTV in the changing rooms, 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 around provision of some form of improved locking system – the centre providing padlocks or fitting locks that needed a coin to operate. Students should not forget that simple methods of reducing the possibility can be equally valid – the suggestion that

signs should be put up warning customers of the risk and hence encouraging them not to bring valuables with them was used well, but only in a few scripts was it suggested. Centres should ensure that candidates are used to explaining both how and why the identified measures work – 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, a distinct improvement on the equivalent questions in past series. The requirements of COSHH were well known and understood. 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, all too often the key part of the question – how this benefited Spozgym – was largely ignored. There were often comments about staff not hurting themselves but the effects on the organisation were left implicit. A few responses still just stated what they should do, leaving the requirements of the regulations only implicit but pleasingly these were fewer than in the past

1(d) Most responses showed a basic comprehension of the role of the HSE, with their tasks of visiting organisations and potentially applying sanctions being the most common suggestions. Centres should ensure that students are aware of what the HSE is measuring facilities against, which is the laws regarding health and safety, rather than just saying that they ensure that they are following guidelines. There is still a small percentage of students who suggest that the HSE actually become part of the organisation and carry out the improvements to health and safety, but this area seems much clearer now. There were other sound suggestions of giving advice and advising on training put forward, more so than in the past.

1(e) Most students were aware of at least one aspect of the Data Protection Act and so scored 1-2 marks, but many left the measure that the organisation would need only implicit with a statement such as 'they would have to make sure the data is kept secure' or 'they couldn't keep data for longer than they needed it'. This adds little to what the act states, so specific measures such as the use of passwords, or deleting data from the files once a customer has left, were required for the second mark

1(f) The risk assessment was generally applied quite well, although measures tended to be rather vague and at times saying the same thing twice, eg 'warn customers' and 'put signs on the machines to say they are out of order'. In considering the potential seriousness of an injury it is vital that students take into account the specific scenario. Suggesting that potential issues caused by equipment being broken can be minimised by showing customers how to use it properly is not realistic. 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. 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.

## **Question 2**

2(a) There was some confusion at times as to what the accreditation process referred to. A number of responses dealt with the 4 principles that underpin IIP, but these do

not in themselves represent the accreditation process even if they are part of it. Overall the question produced a large number of very sound responses, however, and students often followed a sound and logical path through it. Care should be taken to distinguish it from the Quest process as a minority of responses were a hybrid of the two.

2(b) Most responses could offer one piece of valid evidence, usually centred around staff training records, minutes of meetings or cleaning rosters. As in the past students find the explanatory part difficult. It should show how the evidence is used to evidence achievement for the award rather than state how it will help the organisation to improve.

2(c) There were a number of pleasing aspects to the answering of this question, although a few old failings also reappeared. Better responses matched the specifics of the chosen system to individual items in the stimulus. Although the facility issues might be expected to push students towards the Quest choice there was also good use of IIP to show how better communication and training in an organisation can achieve almost anything. The key to this type of question is for responses to show how knowledge or understanding of the system can meet these demands. Less successful responses tended just to say 'Quest means that this can be improved...' or even 'Quest will make sure that...' which does not show understanding of the award or the mechanism by which change is made. It is the organisations's efforts needed to gain the quality system that are the key, not some external body insisting on it. There were also generic responses that simply explained what benefits might be incurred by its introduction. These can only achieve Level 1 maximum.

2(d) Most students were able to identify at least one problem associated with the introduction of a quality system. These were often centred around the extra pressure of more work or operating in a different way from usual. Development tended to be better than in other areas of this paper, following the line of thought that it might lead to demotivation of staff and then affect customer service or even staff turnover. Once again, however, it is important that students read the stimulus – and the question carefully - as a number did offer the fact that the award might be expensive. Where this related to possible additional training needs for staff then responses were valid but at times actual figures as to the cost of the award itself were quoted.

2(e) Students who knew the characteristics and purpose of Clubmark achieved 3 or 4 marks with sound development of the benefits. These were usually based around the ability of the organisation to attract more children, and therefore members, because parents could be assured that training was of a good quality or that it was a secure environment. There were also some sound comments about the the influence of a potential increase in funding. However, although less so than in past series, it was evident that a considerable minority did not understand how Clubmark operated and referred to it in the same light as IIP or Quest. These responses were highly generic, rarely getting beyond the fact that having a quality system would somehow miraculously attract people.

### **Question 3**

3(a) Most responses could identify one document that might be used although there was a significant minority who offered generic software document creators such as Excel. Invoices, credit notes and balance sheets were most commonly chosen

although the latter were often inaccurate in their description, being confused with profit and loss accounts. Care should be taken to ensure that command words are taken into account. In this case a description of the document was all that was needed, but often explanation as to when or how they were used was offered instead.

3(b)(iii) The two main benefits of this approach were well known generally but unfortunately most responses seemed satisfied with using only one of them in any detail. Hence responses either outlined the benefit of having the money at the start of the year and hence an improved ability to plan and perhaps make improvements at the centre, or they were aware that this meant customers were signed up for the year and that if they paid monthly then they might stop at any time. At times responses were unrealistic in their claims that this policy would attract much more custom because it made membership cheaper. As with other longer questions, many responses stopped once the benefits had been identified and did not develop their explanation of the benefit to the centre.

3(b)(iv) Most students could identify that an increase in numbers or income should give an idea of how successful recruitment had been, but often responses were too simplistic to achieve the second mark. A gain in members is only a success if it is better than what would have happened if the campaign had not been operating, so a comparison with the previous months – or the same months the previous year – is required. An evaluative measure such as this needs something to measure against.

3(c) Most students could offer at least one reason why Sportzgyim might prefer customers to use cards. This was often centred around reducing the potential loss from theft or reducing its attraction, both from staff and external sources. Cash was also correctly seen to be more time consuming as it had to be manually processed and then banked. Even in a relatively low tariff question such as this students should ensure that they explain in full as again real benefits were often only implicit – how does it benefit the organisation if they don't have to take money to the bank? Although less than in previous series, there are still students who think that the extra charge that organisations pay for credit card transactions is actually a charge that they collect from customers and so benefits them.

3(d) The benefits of swipe cards were identified by most candidates, with solid linkage to the stimulus regarding the potential information for variable charging. This was also used by many to show how customers could receive personalised emails or marketing materials and even to identify areas of the centre that might need upgrading or some investment. Other benefits included that of a more efficient entry system, but all too often this idea had limited development as to how that would be beneficial to the organisation rather than just to customers. Disadvantages included a reduction in personal contact with customers or the chance that non-members would use someone else's swipe card, although again responses should be more explicit in terms of how that was an issue for the organisation. At times there was far too much emphasis on systems breaking down rather than the financial aspects of purchasing and implementing. A key developmental point for students here is to ensure tht they analyse in full rather than just stating ideas and leaving the effcets implicit.

Students should:

- Ensure that benefits/disdvantages 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 quality systems



## **Grade Boundaries**

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