

Leisure Studies

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

OCR Report to Centres

June 2012

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Overview

General Comments

The Principal Moderator has submitted a detailed report on the issues identified by moderators for the four internally assessed portfolio units (G180, G181, G183 and G185) entered this session and centres are strongly advised to refer to this report for guidance on the development of candidates' work.

Performance with regard to all four internally assessed units was similar to previous cohorts. Whilst the key issues relating to the interpretation of the evidence requirements have been successfully addressed by the majority of centres, a small number of centres are still experiencing problems interpreting the quality requirements of individual assessment objectives and providing sufficient good quality evidence for the achievement of the higher mark bands. These centres are strongly advised to consult the exemplar material published by the board as guidance. In addition, it is essential that these centres take on board the comments made in the Principal Moderator's Report and centre reports in order to develop and improve their performance. Centres are also reminded that OCR offers a free coursework consultation service for clarification on delivery and assessment issues, details can be obtained from OCR's website.

Centres are reminded that in order to successfully meet the requirements of Mark Band (MB) 3, up to date statistical data must be used. Sources such as LIRC; General Household Survey and the Office for National Statistics provide relevant up to date statistical data and candidates should be encouraged to access these and not rely too heavily on existing text books.

For the examined units, G182 and G184, it was pleasing to note that many candidates demonstrated good depth of knowledge; however, examination technique remains an issue, with some candidates misunderstanding command words, such as 'discuss' and 'evaluate', leading to responses not meeting the examination aims and not having the content or level of application, analysis and evaluation necessary to achieve Level 3 and thus the higher grades.

Centres must also ensure that their candidates are able to respond effectively to contextualised references, such as 'for leisure organisations such as ...', to ensure that the responses which their candidates provide address the requirements of the question and allow them to access Level 3 marks.

Both Principal Examiners identified areas of the specification which presented problems to candidates, and centres are strongly urged to study both Principal Examiner Reports in order to improve levels of performance in future examination sessions.

As with previous years time management was not an issue for the majority of the candidates.

Comments on Moderation

General Comments

It was very pleasing to note that the vast majority of centres submitted work which was marked to an appropriate standard and which facilitated full coverage of the relevant assessment criteria and sections of the specification. The majority of centres had clearly annotated their centre-assessed work and accurately completed the relevant documentation.

As in previous series, the majority of the candidates were effectively directed as to the requirements of the assessment objectives and it was pleasing to see effective and full coverage of the specification. Many centres produced excellent portfolios and the efforts put into the work by candidates and assessors should be congratulated.

Centres are asked to continue to encourage their candidates to effectively reference their sources. This series we have seen some exemplar work with respect to this; however, it is still a weakness in a number of centres which need to address this issue for the next series, as this can negatively impact on the marks achieved for AO3 for all of the portfolio units.

On the few occasions where adjustments to centre marks were needed, the main reason for the adjustment was due to candidates' work being awarded higher level marks when insufficient or poor quality evidence was presented in relation to upper MB2 and MB3 criteria. When awarding top MB2 and MB3 marks, the quality of the work must be considered. As well as ensuring that the work effectively relates to the assessment objective, full coverage of the criteria, as outlined in the specification, is expected. Depth and breadth of coverage should also be evident.

G180 Unit 1 – Exploring leisure

AO1: This was generally well done. Centres continue to demonstrate a sound understanding of how sectors and components interrelate in order to provide an effective service. However, understanding of how ‘stakeholders and shareholders interrelate’ remains an issue for some centres and some candidates.

The majority of centres now effectively address the European element of this assessment objective.

AO2: It is pleasing to see that a significant number of centres are now using comprehensive up to date information effectively applied to the requirements of the assessment objective. Unfortunately, a small number of centres are still giving too much credit to candidates who simply describe data relating to ‘consumer spending, participation trends, employment and health and well being’, rather than applying the data to the requirements of the assessment objective.

As with AO1, the specification clearly requires the consideration of European data. The majority of centres are now effectively addressing this requirement with a wide range of relevant European data evident.

AO3: This was generally well done. However, there were a very small number of centres whose candidates did not cover all of the relevant criteria, as identified in the specification. For example, a number of candidates provided good quality evidence relating to ‘barriers’ and ‘access’, but did not effectively cover the ‘key factors’ as identified in the specification or vice versa. The specification requires analysis of both, particularly when awarding MB3.

AO4: The majority of centres provided good evaluative evidence for the achievement of this objective. However, some centres are still giving too much credit for evidence which is descriptive rather than evaluative. Centres are also reminded that candidates need to discuss current developments which have occurred within the industry.

G181 Unit 2 – Customer service in the leisure industry

AO1: The majority of candidates showed a clear understanding of the customer service principles and demonstrated a very good understanding of the benefits of providing effective customer service. It is pleasing to note that the majority of candidates are now addressing the requirements of the specification in relation to both internal and external customers; however, there remain a small number of centres which still do not clearly focus on **how** their chosen leisure organisation meets their customers' different needs.

AO2: The majority of centres provided strong supporting evidence in the assessment of this objective, making it easy for the moderator to support their assessment decisions. Unfortunately, there are still some centres whose candidates provide insufficient evidence to support the practical requirement of the unit, with some centres still relying on simplistic witness statements to confirm the candidate's involvement within a variety of customer service situations. Supporting evidence needs to be thorough in order to achieve MB3; witness statements alone are not sufficient to do this. As good practice it is recommended that candidates consider in detail their performance in a variety of appropriate situations, commenting on their strengths and weaknesses and how they could improve their performance.

AO3: Whilst the majority of candidates are now responding appropriately to the requirements of this assessment objective, there remain a small number of centres who misinterpret the requirements and credit analysis of the quality of customer service, rather than analysis of the methods used by the organisation to assess its customer service. Centres are reminded that to effectively meet the requirements of this objective, candidates must identify and then analyse the methods used by their chosen organisation. This should be done through a detailed consideration of the strengths and weaknesses of each of the methods used in relation to the needs of the organisation. For higher marks, recommendations for improvements on how their chosen organisation assesses the effectiveness of the customer service provided are also needed.

AO4: The majority of centres continue to respond well to the requirements of this objective, with some excellent detailed evaluations evident.

G182 Unit 3 – Leisure industry practice

General Comments

As with the previous examination sessions, a pre-release case study material had been forwarded to the centres. The case study was based on a surfing business run by two friends, 'Surf's Up'. The material included general information on Surf's Up, and outlined how it had developed to the present point.

The case study material provided a range of topics in order to satisfy the 'What You Need To Learn' section of the specification. The question paper was broken down into five questions, all with sub-sections. It gave candidates at the higher range the opportunity to gain a good grade, whilst also offering candidates at the lower range the opportunity to gain a pass. Candidates were required to answer all questions within an answer booklet.

It was clear that some candidates are still struggling to interpret the command words in the questions correctly, and that they, therefore, failed to answer at an appropriate level, although often knowledge was present, if not expressed well.

However, some centres had spent time working on the command words with conclusions being included more often, and balanced arguments presented, although a little prescriptive in format it allowed candidates to clearly show evaluation and, therefore, access higher level marks.

This emphasises the need for centres to incorporate a section on examination preparation whilst planning the delivery of unit.

Again centres need to make full use of the pre-release case study material by extracting and developing the 'What You Need To Learn' section. Some candidates were clearly unfamiliar with or confused by specific aspects of the specification such as quality systems. This could be enhanced with the use of vocational visits in order to place such aspects into context for the learner, which may make it easier to grasp.

It was clear that a number of centres had used relevant case studies as a revision tool, although some candidates addressed previous case studies in their responses. Although past papers are a good revision tool, candidates must address the questions in relation to the present one, and on a few occasions these had become mixed.

The candidates answered the question about the risk assessment well, although many continued to put more than one answer in each box, including a range of grades and consequences.

The majority of candidates seem to have had effective time management skills; as, on the whole, the majority of them completed the questions set.

Centres should enhance this unit through the use of industrial visits, allowing their candidates to see the systems and procedures in action in the workplace. Candidates also would benefit from sessions on examination preparation which include the use of command words, and further developed use of the pre release material.

Comments on individual questions

- 1 (a) This part of the question was generally answered well. Many candidates named two quality systems.
- 1 (b) (i) Most candidates made a reasonable attempt at this part of the question, with appropriate advantages given; however, some of them did tend to use repetition in the answer.
- 1 (b) (ii) Most candidates made a reasonable attempt at this part of the question, with appropriate disadvantages given. However, there is a need to ensure that the disadvantages are given for the correct user; on this occasion Surf's Up. The candidates need to read the question carefully.
- 2 (a) Most candidates had a good awareness of the Data Protection Act and could identify and describe some of the key elements of it. Impacts were often limited to the need to have passwords on computers, and many candidates assumed that simply putting data on a computer makes it safer than paper based.
- 2 (b) Risk assessments were well answered, with most candidates achieving full or almost full marks. Good examples were given, although often the candidates suggested more than one example of who could be injured, consequence, etc. Some candidates failed to be specific enough about consequence, eg someone would be hurt, illness.
- 3 (a) The impacts of the Disability Discrimination Act were identified but they were somewhat limited. Many candidates failed to highlight that although Surf's Up is required to make reasonable adjustments, due to the nature of the sport it may not be possible for a disabled person to surf. Many candidates also assumed disability meant being in a wheel chair and failed to consider other levels of disability which Surf's Up could accommodate.
- 3 (b) Many candidates were able to compare the paper based and IT based systems well, identifying advantages and disadvantages of both in terms of stock control. Most of them included some evaluative comment.
- 4 (a) Most candidates scored almost full marks on this part of the question, although some did show duplication and some placed a point in the wrong area.
- 4 (b) The candidates in the main had a good understanding of 'location' as an element of the marketing mix. The focus, however, remained with the physical location and failed to look at a web presence.
- 4 (c) Candidates were able to come up with a range of ideas as to how to improve the numbers at Surf's Up during the quieter months. Many, however, failed to understand the difference between promotions and advertising. Although the candidates were given promotional techniques to evaluate in terms of suitability, many failed to read the question correctly and evaluated techniques which they had selected themselves, or concentrated only on one technique.
- 5 (a) Although a straightforward question, candidates often mixed up the financial documents. There was generally only very basic understanding of an income statement – explaining the terms profit and loss and no more.

- 5 (b) Candidates either understood cash flow fully or mixed it up with other financial documents and provided unsuitable answers. Although many factors causing cash flow problems were highlighted in the case study, candidates failed to give a solid overview of these, often focusing only one factor.
- 5 (c) Many candidates could describe a budget and its overarching purpose but little else. Many failed to move on and indicate how budgets could be used in order to ensure financial control and how they can be used to monitor.
- 5 (d) The candidates were able to come up with a range of ideas as to how to carry monitor and evaluate activities. They tended to concentrate on the information collected from customers, rather than any numerical data available.

G183 Unit 4 – Event management

AO1: The evidence provided by the majority of candidates was strong, effectively covering the evidence requirements of this assessment objective. Centres are once again reminded of the need for the feasibility to be written before, and not after, the event has taken place.

AO2: It was pleasing to note that the majority of centres are now providing strong supporting evidence in the assessment of this objective, making it easy for the moderator to support their assessment decisions. Nonetheless, centres are reminded that log books should refer to the candidates' individual contributions, rather than simply describing the actions of the group, which are more appropriately recorded in the minutes of group meetings. When awarding MB3 it is essential that the candidate provides evidence of the coverage of all of the criteria identified within the assessment grid, namely their ability to perform under pressure, to deal effectively and sympathetically with problems and/or complaints and to show good interpersonal skills. In addition it is strongly recommended that an assessor's witness statement is used to support the evidence provided by the candidates in relation to all mark bands and in particular the MB3 criteria.

AO3: This series saw a significant improvement in the quality of evidence provided for this assessment objective. A small number of centres, however, continue to provide group rather than individual evidence. Log books and minutes of group meetings should be used to provide evidence of individual research, but the candidates should also clearly index their sources. Candidates who do not clearly indicate the sources which they have personally accessed and the range of research which they have personally undertaken will not be able to successfully meet the requirements of MB3.

AO4: As with previous series, there was evidence of some comprehensive evaluations; however, a number of centres continue to give too much credit to candidates who simply described in detail their role and that of their team members. Centres are also reminded of the need for candidates to fully cover the specification when awarding marks within MB3 - effective use of 'Teamwork Theory' is essential if candidates are to meet the requirements of a 'comprehensive' evaluation of their team's performance and, thus, achieve marks within MB3.

G184 Unit 5 – Human resources in the leisure industry

General Comments

This examination centres on human resource functions within leisure organisations and in order to provide a context in which to examine the specification a pre-release case study is issued. In the case of this examination series, 'Spring Hill' a well-established family operated golf club located in Essex. The majority of the candidates completed all of the questions, with a good number of them displaying a sound depth of knowledge, and some a limited level of analysis and evaluation.

Candidates used their knowledge and skills to appropriately respond to questions on types of employment, the recruitment and selection process, motivational techniques and the appraisal process. There were a number of aspects of the specification on which the candidates did not perform as well, appearing to lack the knowledge, skills or understanding to respond to questions on the dismissal process, paternity leave, the Working Time Directive and human resource planning.

Candidates displayed a reasonable understanding of the assessment objectives, although some only offered knowledge based responses and, therefore, could not access answers at Level 3. In some cases, candidates used questions to demonstrate their entire knowledge of a subject.

Examination technique remains an issue, with candidates misunderstanding command words, such as 'discuss' and 'evaluate', and contextualisation references such as 'the impact on leisure organisations such as Spring Hill' leading to responses not meeting the examination's aims and not having the content or level of application and analysis necessary to access Level 3.

Comments on individual questions

- | | | |
|---|----------|---|
| 1 | (a) | Most candidates gained full marks on this part of the question. |
| 1 | (b) (i) | Most candidates gained full marks on this part of the question. Marks were lost due to incorrect content and the order of the dismissal process. |
| 1 | (b) (ii) | Most candidates also gained full marks on this part of the question. Marks were lost due to a lack of specific language concerning the nature of the context of the question. |
| 2 | (a) | Candidates struggled with this part of the question. Marks were lost due to the repetitive nature of the descriptive content, incorrect answers to the amount of time allowed under Ordinary Paternity Leave and a limited discussion concerning the impact on both Mike and Spring Hill. |
| 2 | (b) | Candidates performed well on this part of the question, demonstrating a good understanding of the advantages and disadvantages of internal recruitment to Spring Hill. |
| 2 | (c) | The better candidates were able to provide a well-constructed assessment of the use of a person specification. However, too many responses contained repetition of basic comments on how a person specification could be used to identify a candidate's general suitability for a post. |

- 2 (d) In general candidates demonstrated a sound understanding of the importance of a job advertisement. Where candidates performed poorly was because there were a number of incorrect responses which focused on advertising locally and not on the importance of advertisements.
- 3 (a) Candidates struggled to present correct knowledge of the Working Time Directive, such as the correct number of hours an employee can work. When the knowledge was correct candidates were unable to or could not go beyond simple description of fact. There were a number of no responses to this part of the question.
- 3 (b) Candidates demonstrated a considerable amount of descriptive content concerning the design and content of an induction programme and not a great deal of analysis of their usefulness to Spring Hill. Some candidates discussed training per se, rather than specifically induction training.
- 3 (c) There were polar responses to this part of the question, with the good candidates being able to provide a well-constructed assessment of the importance of IT training to Spring Hill and the weaker candidates providing simple descriptive comments regarding training in general.
- 3 (d) Most candidates gained full marks on this part of the question; however, there were a number of no responses and incorrect content presented.
- 4 (a) The better candidates performed well on this part of the question providing a strong assessment of a range of motivational techniques. The poor responses focused on descriptions of a range of non-financial rewards (such as holidays and more time off) or on unsuitable/non-motivational methods. There was a reasonable amount of repetition of either the question, extracts from the case study or both. There were also a number of no responses.
- 4 (b) The better candidates performed well on this part of the question providing a strong assessment of a range of appraisal methods; however, some candidates focused on appraisals in general and not on the suitability or otherwise of specific techniques.
- 5 A good understanding of the importance and impact of the economy was demonstrated by candidates, with fewer no responses than in previous series. However, the issues remain the same, this good understanding of the economy was not translated into the impact on human resource planning. Too many candidates do not understand the nature of human resource planning, with only a few of the better candidates being able to correctly assess the impact.

G185 Unit 6 – Leisure in the outdoors

AO1: It was pleasing to note that the majority of centres are now effectively addressing the requirements of this assessment objective.

AO2: Whilst the majority of candidates provided good evidence to support the requirements of their project plan; centres are reminded of the need for their candidates to provide evidence of both planning and participation; and of the need to fully cover section 6.2.4 of the specification in order to satisfy the requirements of MB2 and MB3 for this objective. Centres are also reminded of the need for candidates to provide a 'plan' which covers all of the key requirements as outlined in the specification.

AO3: Centres are reminded that sections 6.2.2 and 6.2.3 of the specification should be covered within the achievement of this objective. The selection of a suitable 'area' is critical to the successful achievement of this objective. Those candidates choosing appropriate areas were able to provide extensive accounts of the range and scale of outdoor leisure facilities. A number of centres however, gave too much credit when their candidates simply identified and described the facilities available rather than analysing the range and scale of outdoor leisure provision in their chosen area. As was the case in previous series, evidence relating to the range of outdoor leisure facilities was generally stronger than the evidence relating to the 'scale' of provision. It was pleasing to see that the majority of centres are now effectively analysing the current issues affecting the provision of outdoor leisure facilities.

AO4: The majority of candidates responded well to the evaluative requirements of this objective. The selection of an appropriate area is once again crucial. As with previous series, the weakest evidence was in relation to how the identified impacts could be managed, with a small number of candidates failing to address this essential requirement of the objective.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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