

Leisure Studies

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

Examiners' Reports

January 2011

H128/H528/R/11J

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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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Chief Examiner's Report

Report on the Units/Components taken in January 2011

GCE A Level Leisure Studies, G180, G181, G182, G183, G184 and G185

General Comments:

Portfolio Units:

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 for guidance on the development of candidates' work.

Performance with regard to all four internally assessed units was similar to previous January cohorts. The majority of centres resubmitting work from previous series successfully addressed the issues identified by moderators.

It is pleasing to note that a significant number of centres have now achieved accreditation for the assessment of the AS units, with many centres also achieving accreditation for the assessment of the A2 units. It is also pleasing to report that the internal assessment decisions of the majority of centres are now in line with national standards. For those centres whose assessment decisions are not in line with the national standard, it is strongly advised that they consult the exemplar material published by OCR as guidance and take on board the comments made in the Principal Moderator's Report and their individual centre reports. 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.

Examined Units:

For the examined Units, G182 and G184, it was disappointing to note that issues identified and highlighted in previous Principal Examiners' reports remained this series. Both Principal Examiners reported that, although it was felt that the majority of candidates were able to demonstrate their knowledge and understanding of most sections of the specification, a significant number were unable to progress to the higher level skills. For both the AS and A2 examined units examination technique remains a significant issue, with candidates misunderstanding command words such as 'discuss' and 'assess' and, as a result, their responses are not demonstrating sufficient application, analysis and evaluative judgement to achieve Level 3.

Centres are strongly urged to study the Principal Moderator's Reports and the Principal Examiner's Report in order to improve levels of performance in future examination sessions.

Principal Moderator's Report

G180, G181, G183, G185

General comments:

There was a relatively small entry in comparison with the summer series. The majority of centres submitted work which was marked to an appropriate standard and which facilitated full coverage of the relevant assessment objectives.

The majority of centres clearly annotated their centre-assessed work, with appropriate documentation (such as the Unit Recording Sheet) completed accurately. This aided the moderation process considerably.

However, centres are reminded, when awarding top Mark Band 2 and Mark Band 3 marks, that the quality of the work must be carefully considered. As well as ensuring the work effectively relates to the assessment objective, full coverage of the criteria, as outlined in the specification, is expected.

G180/01 Exploring Leisure

AO1: The information on **sectors** and **components** was in most cases good to very good, with the majority of candidates providing a wide range of relevant examples.

Most candidates continue to demonstrate a sound understanding of how the sectors and components interrelate in order to provide an effective service; however, understanding of the **'Interrelationships between stakeholders and shareholders'** is less effectively covered, with some candidates still failing to address this MB2 requirement.

It is pleasing to see that the majority of centres now effectively address the European element of this objective; with a wide range of appropriate examples included in candidate work. However, centres are asked to note that for the middle and upper Mark Band 3 marks candidates need to do more than provide examples of European facilities, they need to demonstrate an understanding of how the leisure industry operates in Europe.

AO2: A significant number of centres are now using comprehensive up to date information effectively applied to the requirements of the assessment objective.

Centres are once again reminded of the need to cover **all** elements of the assessment criteria – 'Health and Well Being' continues to be the least effectively covered criterion, with some centres awarding marks within Mark Band 3 when this aspect of the assessment criteria has not been adequately addressed.

It is pleasing to note that the majority of centres are now effectively addressing the **European** requirement of this assessment objective. Centres are reminded that the failure to include relevant European data is seen as a **significant omission** and restricts a student to **Mark Band 2**.

AO3: The majority of candidates continue to effectively address this assessment objective. Centres are, however, reminded of the need to cover **all** aspects of the criteria, **barriers and access** as well as the **'key factors'** identified in the specification and vice versa. Centres are also reminded that comments need to be **analytical** and not just descriptive.

AO4: It was pleasing to note that the majority of the candidates are now evaluating the impact of the media on the leisure industry and not just describing it. Centres are reminded of the need for candidates to discuss the **current developments** which have occurred within the industry as a result of the involvement of the media and draw conclusions. This is particularly important when marks within Mark Band 3 are awarded.

G181 Customer Service in the Leisure Industry

Entries for this unit were particularly low this series.

AO1: It was pleasing to note that the majority of the candidates are now effectively meeting the requirements of this objective by effectively describing **how** their chosen leisure organisation meets the needs of both internal and external customers.

AO2: Centres are reminded of the need for **supporting evidence** to be **thorough** in order to achieve Mark Band 3; witness statements alone are not sufficient to do this.

AO3: Most centres are now effectively addressing the requirements of this assessment objective, providing clear analysis of the **methods** used by their chosen organisation to assess the quality of customer care provided. Although a few centres continue to incorrectly award marks for this objective when candidates analyse the quality of the customer service provided instead of the methods used.

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

G183 Event Management

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

AO2: The majority of centres provided strong supporting evidence for the achievement of this objective, enabling moderators to support assessor decisions in the majority of cases.

AO3: As with previous series, although the majority of candidates provided evidence of extensive research, this was not always effectively indexed. Again, log books and minutes of group meetings could be effectively used to provide evidence of **individual** research, but candidates should also clearly **index** their sources. **Candidates who do not clearly indicate the sources they have personally accessed and the range of research they have personally undertaken will not be able to successfully meet the requirements of Mark Band 3.**

AO4: Overall the assessment of this objective by centres was found to be in line with national standards. However, centres are once again reminded of the need for candidates to consider **section 4.2.2** of the specification when evaluating how effectively they worked as a team in achieving their objectives. **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 Mark Band 3.**

G185 Leisure in the Outdoors

There were only a small number of entries for this unit for this series. Please, therefore, refer to the Principal Moderator's Report on the June 2010 examination series.

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 Super Splash, a water park. The material included general information on the Super Splash facility, and outlined how it had developed to the present time.

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 many candidates are still struggling to interpret the command words in the questions correctly, and, therefore, the majority failed to answer in an appropriate level. However, it was clear that some centres had spent time working on the command words. This allowed candidates to structure their response more clearly and, 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. There was limited use of vocational examples studied. Some candidates were clearly unfamiliar or confused by technical terms such as qualitative and quantitative data.

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 answers. Although past papers are a good revision tool, candidates must address the questions in relation to the present one.

The candidates answered the question about the SWOT analysis well, although the question relating to financial documents still caused issues with candidates, with many of them mixing up the different documents.

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 students 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

- 1a This part of the question was not answered well. Many candidates gave advantages of Quest rather than the two specific strands.
- 1b Most candidates made a reasonable attempt at this part of the question, with appropriate advantages given; however, some candidates did tend to use repetition in their answer.

- 1c Most candidates made a reasonable attempt at this part of the question, with appropriate advantages given; however, some candidates did tend to use repetition in their answer, or gave advantages to the organisation rather than to the customer
- 2a Most candidates displayed an understanding of the COSHH Regulations, and the key areas of it. However, most candidates were unable to link the requirements of the Act to the day to day operations of the facility, and answered more generically rather than related to a leisure facility such as Super Splash
- 2b Most candidates were able to identify two responsibilities under the HASWA.
- 2c The risk assessment was well answered, with most candidates achieving full or almost full marks. Good examples were given, although often candidates suggested more than one example of who could be injured, consequence, etc. Some candidates failed to be specific enough about the consequence, eg someone would be hurt, illness. Also, often the consequence of death was given, but with only a severity of 4 or below.
- 3a Candidates, in the main, were able to identify relevant examples for the SWOT. However, some mixed up threats and weaknesses – threats being external and weakness internal.
- 3b This part of the question was generally well answered if the candidates had knowledge of a SWOT analysis, and could carry out such an analysis. Most candidates struggled to show how the SWOT analysis could be used to improve the marketing strategy of Super Splash.
- 4a Candidates either understood the elements of a balance sheet fully and gained full marks, or mixed the balance sheet with other financial documents and provided unsuitable items.
- 4b Candidates struggled with how the balance sheet could be used to help Super Splash. Some basic attempts included definitions of a balance sheet, but which then failed to state how the results could be used in moving the financial planning of the organisation forward.
- 4c In general the candidates were able to give two examples of administration systems and the information which could be gained from these. Stronger candidates went on to say how this information could be used to aid decision making in Super Splash.
- 5a Although a straightforward question, candidates often mixed up qualitative and quantitative data. Candidates frequently gave examples of how to collect data – comments cards and surveys, rather than explaining what the data is.
- 5b Candidates were able to come up with a range of ideas as to how to carry out market research amongst existing and potential customers. Candidates, however, tended to concentrate on the advantages of each method rather than giving a balanced view and including disadvantages.
- 5c Most candidates were able to give a clear definition of price as a part of the marketing mix. Many described the pricing strategies used by Super Splash, but failed to go on to assess these methods, therefore, staying in the lower levels of the mark scheme.
- 5d Most candidates showed an understanding of promotional strategy and could define it. Most candidates concentrated on one element rather than a strategy – with the majority of candidates discussing the use of 'BOGOF'. Some links were made to off peak times – but, again, these were limited.

G184 Unit 5 – Human resources in the leisure industry

General Comments

The examination focuses on human resource functions within leisure organisations and centres are continuing to develop their understanding the whole specification and the examination. A pre-release case study was issued; illustrating the context in which the examination would take place, in this series 'Greenwell Grange' a privately owned four-star hotel, spa and leisure facility located in a rural setting with limited vehicle access.

The majority of candidates completed all questions, evidence that centres had covered most of the content of the specification, with candidates displaying a reasonable depth of knowledge, although still showing a limited ability to analyse and evaluate. Candidates appeared to show an understanding of the assessment objectives although some candidates still offered knowledge based responses, lacking the skills necessary to access answers at level 3, and continue to use some of the longer answer questions to demonstrate how much they had learnt about a subject.

A number of specific aspects of the specification presented problems to candidates, in terms of a limited and in some cases complete lack of knowledge and understanding, with specific reference to how issues affect human resource planning, impact of legislation, the short listing process and management structures. Centres are reminded to ensure that their schemes of work fully reflect the whole content of the specification.

Examination technique remains a significant issue, with candidates misunderstanding command words, such as 'discuss' and 'evaluate', and contextualisation references such as 'the benefits for Greenwell Grange' leading to responses not meeting the examination aims, and their responses not having the content or level of application and analysis to achieve level 3 and in some cases level 2. In a number of incidences candidates repeated the example given in the question. Several of the questions allowed candidates to discuss themes in their answers, those who scored well appeared to embrace this freedom, whereas those who did not struggled with the lack of direction. Time management appears to still be an issue, illustrated by the amount of non-scoring and no-response to the final question on the paper.

Improved use of the pre-release materials by centres is evident, with most candidates referring to Greenwell Grange in their responses. Centres should use the case study in preparing candidates for the examination by discussing possible questions and how the information and data in the case study could be utilised in the examination, and not focus too much on previous series, mock examination papers and ensure complete coverage of the unit specification.

Comments on individual questions

- 1a In general most candidates scored full marks. Where candidates did not achieve full marks this was mainly due to vague and/or inappropriate advertising methods given for Greenwell Grange.
- 1b On the whole reasonable answers were presented, with most candidates scoring well. Answers tended to focus on the positive aspects of local staff recruitment and did not consider the negative connotations.

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- 1c Poorly answered by most candidates, marks were dropped because candidates focused on the pre-short listing stages, eg sending out the application forms, rather than how you select staff.
- 1d Most candidates gained full marks.
- 1e Most candidates responded well to this question, however they were unable to show the skills necessary to gain level 3 marks.
- 2a On the whole correctly answered, although knowledge of development was limited in some candidates.
- 2b Basic responses, showing a reasonable level of knowledge were shown; however candidates were skill unable to access the level 3 marks. This was a question where candidates appeared to want to show all they had learnt about training and development.
- 3a Poorly answered question, many candidates discussed management styles rather than structures, others drifted between both. Those who did look at management structures lacked knowledge of the advantages and disadvantages of each.
- 3b Most candidates scored well as they were able to focus their responses on personal experiences, with some accessing level 3 marks. There were a number of candidates who did not know the difference between autocratic and democratic styles.
- 4a Lack of understanding of appraisals was shown, with a number of candidates discussing rewards and motivation techniques rather than methods of staff appraisal. In general candidates were able to discuss the basic strengths and weaknesses but were unable to suitably analyse and evaluate their responses.
- 4b Surprisingly a number of no responses were shown, in general responses were basic in nature and lacked the analysis and evaluate needed to access level 3 marks.
- 5a Responses were on the whole reasonable, although a number of candidates failed to gain any marks as they either repeated the example given in the question and/or gave internal issues as examples. Exam technique was poor on this question.
- 5b There were a number of no responses to this question, possibly due to time management issues or because of the nature of the question. Candidates mainly responded with knowledge and some basic explanation, but on the whole lacked the detail and overall evaluation to access level 3 marks.

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