

**Leisure Studies**

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

**OCR Report to Centres**

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**January 2012**

**H128/H528/R/12J**

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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.

OCR will not enter into any discussion or correspondence in connection with this report.

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**Advanced Subsidiary GCE Leisure Studies (H128)**

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# Overview

## General Comments

Portfolio entries this series were relatively low in comparison with previous series.

It was pleasing to note that the majority of centres submitted work which was marked to an appropriate standard and which facilitated full coverage of the relevant assessment criteria. The majority of centres had clearly annotated their centre-assessed work, with appropriate documentation (such as the Unit Recording Sheet) completed accurately, and this aided the moderation process considerably.

Those centres not assessing in line with national standards are reminded, when awarding top MB2 and MB3 marks, that the quality of the work and coverage of the specification must be carefully considered. Centres must ensure that the evidence presented effectively addresses all of the evidence requirements of the assessment objective and for MB3 that there is full coverage of the specification content.

Centres are once reminded of the need to provide good quality supporting evidence for the more practical elements of the course, such as AO2 for G181; G183 and G185, where moderation heavily relies on the professional judgement of the assessor.

# Comments on Moderation

## 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 series 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 previously identified by moderators.

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 the board as guidance and take on board the comments made in the Principal Moderator's Report and their 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 for this series. Both Principal Examiners commented that examination technique remains an issue, with some candidates continuing to misunderstand command words, such as 'discuss' and 'evaluate'. A significant number of candidates also failed to accurately contextualise their answers in line with the pre-released case study and/or examination questions, leading to responses not having the content or level of application and analysis required to achieve Level 3 and, in some cases, to even access Level 2.

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

## G180 Unit 1 – Exploring Leisure

Entries this series for this unit were relatively low, with the majority being resubmissions from the June 2011 series.

**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. As with previous series, the 'Interrelationships between stakeholders and shareholders' was less effectively covered, with some candidates still failing to adequately 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 candidates' work. However, centres are reminded that for middle and upper MB3 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:** As with AO1, the majority of centres are now effectively addressing the European requirement of this assessment objective. Centres are reminded that failure to include relevant European data is seen as a significant omission and restricts a candidate to MB2.

The use of up to date statistics/data remains an issue for this objective, particularly as many existing text books are now out of date and most have not been up-dated. Centres need to bear this in mind when advising candidates of appropriate sources to use as part of their research.

**AO3:** The majority of candidates effectively addressed this assessment objective. However, centres are once again reminded that comments need to be analytical rather than descriptive.

**AO4:** It was pleasing to note that the majority of candidates are now evaluating the *impact* of the media on the leisure industry and not just discussing the strengths and weakness of the various types of media. Centres are once again reminded that candidates must also 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 MB3 are awarded.

## G181 Unit 2 – Customer Service in the Leisure Industry

**AO1:** The majority of centres are now effectively meeting the requirements of this objective by effectively describing **how** their chosen organisation meets the needs of both internal and external customers.

**AO2:** Overall, the quality of evidence provided by candidates for the achievement of this assessment objective was good to very good. Nonetheless, centres are reminded of the need for supporting evidence 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. This commentary is particularly useful when differentiating candidates and awarding higher MB3 marks.

**AO3:** Pleasingly most centres now effectively address the requirements of this assessment objective, with candidates providing a clear analysis of the **methods** used by their chosen organisation to assess the quality of customer care provided. Centres are reminded that, for the higher marks, candidates need to consider ways to improve their organisation's current approach to assessing the quality of customer care provided.

**AO4:** The majority of centres continue to respond well to the requirements of this objective, with some candidates producing good quality, detailed evaluations. Centres are reminded that as well as evaluating the general quality of service provided, they should also consider the customer service principles and the quality criteria, as identified in the specification, in order to secure higher MB3 marks.

## G182 Unit 3 – Leisure Industry Practice

### General Comments

As with previous examination series, pre-release case study material was made available to the centres. The case study was based on Paintball Power – a leisure facility with paintball centres located all over the country. The material included general information on the facility, and outlined how it had developed to the present point, along with a picture of a web booking form which was used by the facility. 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, failed to answer in an appropriate level. However, it was clear some centres had made an effort with this aspect, and some work had been done to address this element of examination technique resulting in conclusions and evaluative statements being included in questions, thus resulting in higher grades being awarded.

It was also clear that a number of centres had used previous papers as a revision tool; however, some candidates failed to apply the knowledge and skills gained to the new case study, answering questions which they had worked on within the centre, rather than what was asked in the paper, thus showing a lack of application. Although revision papers are good practice, it must be emphasised to the candidates that they must relate answers to the current case study, unless asked otherwise.

Centres need to incorporate a section on examination preparation whilst planning the delivery of the unit. Although this has improved in some centres, work still needs to be done in relation to command words. Many candidates are describing and explaining when they should be discussing or analysing, thus limiting the grade they can achieve. There was limited development of answers into level 3, which seemed to be a reflection of examination technique rather than ability. Where this has been challenged, an improvement has been made.

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 of the specification. There was limited use of vocational examples studied. Some candidates were clearly unfamiliar or confused by technical terms such as direct marketing.

The majority of candidates seemed 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 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

- 1a** This part of the question was generally well answered; however, a reminder to candidates to read the question – the benefits were often to the individual rather than to Paintball Power.
- 1b** Most candidates struggled with this part of the question, either achieving full marks or zero. Candidates need to understand what key elements may prevent achievement of the IIP awards and other quality awards.
- 1c** The majority of candidates were able to identify and describe two responsibilities Paintball Power has under the COSHH. This part of the question was well answered, although the impacts were generally identified as practical things – issue PPE etc, rather than the impact of cost, time, etc.
- 1d** The risk assessment well answered, with most candidates achieving full or almost full marks. There were good examples 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, e.g. someone would be hurt or negative publicity rather than a specific injury.
- 2a** Most candidates were able to identify factors in the components of a PEST analysis. Some then went on to produce a generic analysis with little linkage to Paintball Power. The political and economic elements were often confused.
- 2b** Most candidates had an understanding of the term branding, its purpose and many gave a worked example to aid understanding
- 2c** Candidates, in the main, identified the key stages in the product lifecycle; however, often terminology was linked to the human life cycle.
- 3a** Most candidates managed to identify the product element of the marketing mix. Stronger candidates then went on to evaluate this, whilst weaker ones then looked at all parts of the marketing mix, including answers which did not address the question.
- 3b** Most candidates managed to identify the price element of the marketing mix. Stronger candidates then went on to evaluate specific pricing strategies in operation at Paintball Power, whereas weaker ones went on to discuss pricing in a generic manner – thus failing to link to the case study.
- 3c** Most candidates were able to describe the promotional methods, although many mixed up direct marketing with market research. This part of the question was generally well answered
- 4** Candidates struggled with how the balance sheet could be used to help Paintball Power in its future planning. Some made basic attempts identifying that it would show what resources the business would have, but many mixed it up with a cash-flow forecast or a budget.
- 5a** There were some excellent clear and inventive explanations as to how security of the IT system could be maintained. Most candidates obtained marks on this part of the question by giving at least partial answers.
- 5b** Most candidates looked at this part of the question from the wrong viewpoint, looking at it from customer's viewpoint rather than from Paintball Power's viewpoint, which led to a lack of true evaluation. Some candidates did, however, make excellent links between usage, equipment needs, staffing needs and maintaining facilities.
- 5c** Most candidates were able to suggest ways in which it was possible to monitor the service at Paintball Power; however, not all of them addressed the question of how useful the website was in achieving this objective; although those who did, responded well.
- 5d** This was the part of the question paper which the candidates struggled with most. Many were able to discuss market research techniques and the advantages and disadvantages associated with them; however, few candidates assessed the factors as shown in the specification, cost, ease of use, etc.

## G183 Unit 4 – Event Management

Overall the quality of work submitted by centres for the achievement of this unit remains high. With many candidates effectively planning and running a series of relevant and varied leisure based events with a significant amount of success.

**AO1:** The evidence provided by the majority of candidates was strong. Centres are reminded that depth and detail of coverage of the specification is the key indicator with regards to the mark band to be awarded. Centres are also reminded of the need for the feasibility to be an individual rather than a group report and for the report to be written before, not after the event has taken place.

**AO2:** It was pleasing to note that 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. Nonetheless, centres are reminded of the need to ensure that **all** of the assessment criteria within a mark band are met before awarding a mark within the band. This is particularly important when MB3 marks are awarded.

**AO3:** Whilst the majority of candidates provided evidence of extensive research, as with previous series, this was not always effectively indexed by the candidates. 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 both within the body of their work as well as in a bibliography/ sources of information sheet. Please note, 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 MB3.

**AO4:** Although less of an issue than in previous series, some centres continued to give too much credit to candidates who simply described their role and that of their team members. Centres are also 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.

Please note, 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

The examination focuses on the human resource functions within leisure organisations. The pre-release case study illustrated the context in which the examination would take place, in this series 'Ladies Leisure' a female only leisure facility owned and managed by a partnership between sisters Lorna and Eleanor Macdonald; and located in a medium sized town in Scotland.

Centres are continuing to develop their understanding of both the whole specification and the examination. The majority of candidates attempted all of the questions, there was clear evidence that centres had covered most of the content of the specification, with only a few candidates not offering any response to questions. Candidates displayed a reasonable depth of knowledge, although there remains only a few able to analyse and evaluate. Candidates showed an understanding of the assessment objectives, although some still only offered knowledge based responses, lacking the skills necessary to access answers at Level 3, although this series showed a certain level of improvement in this regard.

A number of aspects of the specification presented problems to candidates, in terms of a limited level of knowledge and understanding, with specific reference to how issues affect human resource planning, the difference between internal and external issues and natural wastage. Centres are reminded to ensure that their schemes of work fully reflect the whole content of the specification.

Examination technique remains an issue, with candidates misunderstanding command words, such as 'discuss' and 'evaluate', and contextualisation references such as 'the benefits to Ladies Leisure' and/or 'the benefits to employees' leading to responses not meeting examination aims, and responses not having the content or level of application and analysis to achieve Level 3 and in some cases Level 2. Significant repetition of elements of the case study and question remain an issue for some candidates. Several of the questions allowed candidates to discuss themes in their answers, those who scored well embraced the freedom presented to them; however, there were some candidates who struggled with the lack of direction from questions.

Time management appeared to be less of an issue with this paper; however, there remained a significant number of no responses to the final question.

Improved use of the pre-release materials by centres is evident, with the majority of candidates referring specifically to Ladies Leisure 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 in terms of how to develop responses to ensure analysis and evaluation – beyond the inclusion of 'I feel/believe that Ladies Leisure should.....' and include a supporting rationale.

## Comments on Individual Questions

- 1a** On the whole this part of the question was well answered with the majority of candidates scoring full marks. There were a number of responses (as with previous series) which understood 'natural wastage' to be rubbish produced by the business. There were also a number of candidates who offered no response.
- 1b** The majority of candidates scored full marks on this part of the question. There is a need to ensure that responses are driven by the content given in the specification.

- 1c** This part of the question was fairly well answered. The candidates were able to develop and compare ideas and impacts with some being able to provide suitable conclusions. Low marks were awarded due to inappropriate content, repetition and an inability to go beyond basic identifications.
- 2a** This part of the question was also reasonably well answered with most candidates showing a knowledge of the type of employment and its benefits and drawbacks. Higher responses discussed the suitability of this type of employment and drew suitable and supported conclusions.
- 2b** Responses to this part of the question tended to focus too much on the simple benefits to both the employer and employee and only a few candidates were able to provide a detailed, balanced and analytical response, with even fewer being able to draw supported conclusions.
- 2ci** The main issues revolved around candidates focusing their responses around the benefits to the applicant and not the benefits to Ladies Leisure, therefore, they were unable to access higher level grades. Where candidates did score well they were able to focus specifically on the benefits and drawbacks to the employer and draw supported conclusions on the suitability of CVs and application forms.
- 2cii** As with the previous part of the question candidates focused their efforts on the benefits to the applicant and not the benefits to Ladies Leisure. Candidates who were able to score well focused on the benefits and drawbacks and were able to draw supported conclusions about the effectiveness of interviews to Ladies Leisure.
- 3** Most candidates scored full marks on this part of the question. When this was not the case, marks were not awarded due to no response being offered or inappropriate benefits and drawbacks being given.
- 4a** Candidates were able to gain good marks on this part of the question, with a good level of understanding of the benefits and drawbacks of both types of management styles. Candidates who were able to access higher grades were able to analyse each method and discuss their suitability to Ladies Leisure and draw supported conclusions. Worryingly there were a number of candidates who confused the management styles and answered incorrectly.
- 4b** Fairly sound knowledge of motivation was shown in the responses to this part of the question; the better responses focused on the benefits and drawbacks of types of motivation and were able to draw supported conclusions on the suitability to Ladies Leisure. Not much evaluation was present with a number of candidates simply ending their response with 'I feel/believe that Ladies Leisure should...' and not developing the reasons for this belief/feeling.
- 4c** On the whole this part of the question was well answered; however, where candidates scored poorly this was due to a focus on appraisals in general and/or a lack of knowledge of what constitutes a peer appraisal. The better candidates looked at the benefits and drawbacks and were able to provide a statement of overall suitability to Ladies Leisure.
- 5ai** In general most candidates scored full marks on this part of the question. Marks were not accessed because the issues were too similar to each other and/or they were external issues and not internal issues. This had a knock on effect on candidate responses to question 5(a)(ii).
- 5aii** Most candidates scored full marks on this part of the question, assuming that they had responded correctly to part (a)(i).
- 5b** Many candidates did not have a developed or accurate understanding of human resource planning so were unable to comment affectively on how the issues affected it. A number of candidates interpreted competition for job seekers as being lots of people looking for jobs and, therefore, did not offer correct responses. Where candidates were able to access higher grades they again looked at the benefits and drawbacks and were able to draw supported conclusions.

## G185 Unit 6 – Leisure in the Outdoors

As with previous January series, there were only a small number of entries for this unit.

**AO1:** For the majority of centres the work submitted for this assessment objective was more clearly focused on the requirements of the objective than in previous series.

**AO2:** Whilst the majority of candidates provided comprehensive evidence of their involvement in appropriate outdoor leisure activities, a small but significant number of candidates did not provide the '**detailed plan**' required of the MB3 marks awarded by their assessor(s). Centres are reminded of the need for candidates to fully cover both the requirements of the assessment criteria and the content of the specification, particularly when awarding higher MB2/MB3 marks.

**AO3:** As with previous series those candidates choosing appropriate areas were able to provide extensive accounts of the range and scope of outdoor leisure facilities. In general evidence relating to the scale of outdoor leisure in the chosen area was weaker than evidence relating to the range.

**AO4:** The selection of an appropriate area is critical if candidates are to be given the opportunity to fully meet the requirements of this assessment objective at the highest level. Whilst consideration of the economic, social and environmental impacts was generally strong, candidate's recommendations as to how these impacts could be managed was weaker, with some candidates failing to address this essential requirement of the assessment criteria.

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