

# **Leisure Studies**

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

## **Report on the Units**

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**January 2009**

**H128/H528/MS/R/09J**

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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 syllabus 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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# **Chief Examiner's Report**

## **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 for guidance on the development of candidates' work.

It is pleasing to note that a significant number of Centres have now achieved accreditation for the assessment of the AS units, with some Centres also achieving accreditation for the assessment of the A2 units. Performance with regard to all four internally assessed units was similar to previous cohorts. The majority of Centres resubmitting work from previous series continue to successfully address the issues identified by moderators. However, some Centres are still experiencing problems interpreting the quality requirements of individual assessment objectives, in particular the middle to top of Mark Band 3. These Centres are strongly advised to consult the exemplar material published by the board as guidance, take on board the comments made in the Principal Moderator's Report and their 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.

For the examined units, G182 and G184, it was pleasing to note that in comparison with previous series many more candidates demonstrated effective examination skills, displaying a better understanding of the assessment objectives, with fewer candidates just offering knowledge based responses. This was particularly evident for G184. However, it was disappointing to note that the pre-release material was again under-used in candidate responses. The use of past examination papers is very much encouraged; however it is essential that candidates are able to apply their knowledge and understanding to the current case study and the actual questions in the examination paper.

There were a number of instances, particularly for G182, where candidates provided 'good quality answers' but not to the question asked, meaning the marks on the mark scheme could not be effectively accessed.

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

## **Principal Moderator's Report**

### **General Comments**

This was a relatively small entry in comparison with the summer series. Nonetheless, it was very 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 objectives.

Whilst the majority of Centres had clearly annotated their centre-assessed work, with appropriate documentation (such as the Unit Recording Sheet) completed accurately, there remain a small number of Centres where unit recording sheets are not completed accurately and where there is little referencing of the evidence in the achievement of specific assessment objectives and mark bands. Effective annotation within the body of the candidates' portfolio work, in line with OCR guidelines, is essential. Centres are reminded that exemplar material exists to give clear guidance and direction with regard to this issue.

Centres are further 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. This was the main reason for centre marks having to be adjusted in line with national standards.

It was pleasing to note that many centres produced work of a high quality which was well presented and accurately annotated, with most Centres now effectively supporting their candidates by providing detailed and constructive feedback. This work was a pleasure to moderate and was commented on as such by moderators in their reports to Centres.

## G180/01 Exploring Leisure

**AO1:** The information on **sectors** and **components** was in most cases good to very good; however, candidates should be encouraged to be more selective about the information they gather from their investigations when displaying an understanding of the organisations' operations. Case studies can and should be used to illustrate detailed understanding of how the leisure industry operates. This is particularly important when awarding Mark Band 3 marks.

Centres continue to demonstrate a sound understanding of how sectors and components interrelate in order to provide an effective service. Understanding of the '**Interrelationships between stakeholders and shareholders**', however, remains poor, with few candidates affectively addressing this Mark Band 2 requirement. A number of Centres continue to award Mark Band 3 marks when this aspect of the assessment criteria has not been adequately addressed, often resulting in lenient assessment decisions.

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 the for middle and upper Mark Band 3 marks candidates need to do more than provide examples of European facilities. They also 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. Unfortunately, some Centres are still giving too much credit to candidates for simply **describing** data relating to 'consumer spending, participation trends and employment, when it was not applied to the assessment objective. Centres are 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 be adequately addressed.

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. Centres are reminded that failure to include relevant European data is seen as a **significant omission** and restricts a candidate to **Mark Band 2**.

**AO3:** The majority of candidates effectively address this assessment objective. Centres are however, reminded of the need to cover **all** aspects of the criteria. 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 and vice versa. Centres are also reminded that comments need to be **analytical** and not just descriptive.

**AO4:** This assessment objective requires the candidate to **evaluate** the impact of the media on the leisure industry, not simply describe it. As in previous series, some Centres gave candidates too much credit for simple descriptions rather than evaluations. Centres are reminded that candidates must discuss the **current developments** which have occurred within the industry as a result of the involvement of the media and draw conclusions, which are justified as to whether the media has had a positive or negative affect on the industry, using an extensive range of examples to back up their arguments.

## G181/01 Customer Service in the Leisure Industry

Entries for this series were particularly low, with the majority being resubmissions from the summer series.

**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:** 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. As good practice it is recommended that candidates consider, in **detail**, their candidates performance in a variety of appropriate situations, commenting on their strengths and weaknesses and how they could improve their performance, particularly when awarding higher Mark Band 3 marks.

**AO3:** Most Centres are now effectively addressing the requirements of this assessment objective, providing clear analysis of the **methods** used by their candidates' chosen organisation to assess the quality of customer care provided. Centres are reminded, however, that for higher marks a **detailed** consideration of the strengths and weaknesses of each of the methods used is needed, together with recommendations for improvements.

**AO4:** The majority of Centres continue to respond well to the requirements of this objective, with some excellent detailed evaluations evident. Centres are, however, reminded that as well as evaluating the general quality of service provided, their candidates should also consider the **customer service principles** and the **quality criteria** as identified in the specification.

## **G182 Leisure Industry Practice**

### **General Comments**

As with the previous examination sessions, a pre-release case study material had been forwarded to Centres. The case study was based on Simply Snow Scotland, an indoor snow facility for skiing and snowboarding.

The material included general information on the facility, and outlined how it had developed to the present, and included a sample of its balance sheet and a graph relating to attendance at 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 in the lower range the opportunity to gain a pass. Candidates were required to answer all questions within an answer booklet.

It is clear that many candidates are still struggling to interpret the command words in the questions correctly, and, therefore, fail to answer at an appropriate level. Many candidates have clear knowledge relating to specific areas of the specification, but cannot make the step to application, analysis and evaluation.

It is clear that a number of Centres have used previous question papers as a revision tool; however, some candidates still fail 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 is asked on the paper, thus showing a lack of application.

Centres need to incorporate a section on examination preparation whilst planning the delivery of unit. Work also needs to be done in relation to command words. Many candidates are describing and explaining when they should be analysing or discussing, thus limiting the grade they can achieve. There was considerable evidence of limited development of answers into Levels 3 and 4, which seemed to be a reflection of a lack of examination technique, rather than ability. Candidates also need to spend time reading the question, as in a number of cases this has led to a misinterpretation of what is required in the answer.

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 between technical terms such as primary and secondary research.

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 would also 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(i)	Most candidates made a reasonable attempt at this part of the question, with appropriate benefits given; however, some candidates did tend to use repetition in the answer.
1a(ii)	This part of the question was not answered well, with some candidates giving the disadvantages of Quest rather than issues in achieving the quality standard.
1b	Most candidates answered this part of the question well; however a number failed to read the question and gave benefits for the organisation rather than the customer.
1c	The majority of candidates were able to identify and describe how information collected from the membership and ticketing system could be used to develop its marketing strategy. Limited numbers, however, moved on to say how it could be beneficial in decision making.
2a	Most candidates displayed an understanding of COSHH 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, or did it generically rather than related to a leisure facility such as SSS.
2b(i)	The majority of candidates were able to identify the benefits to SSS of safe working practices.
2b(ii)	The majority of candidates were able to identify the consequences of poor working practices to SSS.
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 a consequence, e.g. someone would be hurt. Also, often the consequence of death was stated when severity was 2 or 3.
3a	This part of the question was well addressed by most candidates; however, a large number of them provided suitable answers for PEST, but placed them in the incorrect section. Often candidates gave one answer but expressed it in different terms, making the same point, and, therefore, obtaining only one mark.
3b	Candidates either knew the correct terminology and applied it correctly, or did not. Answers were mainly limited to the use of logos.
3b(ii)	The candidates showed an understanding of branding and the elements of the marketing mix, however, many struggled to move on from describing and explaining the key areas in order to evaluate branding as part of the marketing mix.
3c(i)	Candidates made a good effort to answer – but many did it with the use of a single example, rather than explanation.
3c(ii)	Most candidates provided a suitable example.
3d(i)	Candidates made a good effort to answer – but many did it with the use of a single example, rather than explanation.
3d(ii)	Most candidates provided a suitable example.

*Report on the Units taken in January 2009*

4a	Most candidates obtained full marks, although some did repeat points made.
4b	Candidates made a good effort to answer this part of the question with many candidates obtaining full marks. Those who did not, concentrated on how to generate more income, rather than on straight forward income generators.
4c	Candidates struggled with how the balance sheet could be used to help SSS. Some made basic attempts, identifying what it would show, but failed to say how the results could be used in moving the organisation forward.
5a	Candidates identified ways in which to monitor success, but tended to concentrate on qualitative data rather than looking at both qualitative and quantitative data.
5b	Candidates made an effort to gain marks on this part of the question; however, many suggested answers which focused mainly on sales promotion, in terms of reduced prices. Limited numbers of candidates made the link to improvements to off peak times.
5C	Most candidates were able to show why a wide product range was needed.

## G183/01 Event Management

The majority of Centres, submitting work for this unit, had successfully addressed the requirements of the assessment objectives, planning and running a series of relevant leisure based events with a significant degree of success.

**AO1:** The evidence provided by the majority of candidates was 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. Centres are reminded of the need for log books to refer to the candidates' individual contributions, rather than describing the actions of the group, which should be recorded in the minutes of group meetings. Assessor witness statements are also useful, but should be clearly supported by other evidence, such as log book entries, minutes of group meetings and other relevant documentation. Centres are also 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 Mark Band 3 marks are awarded.

**AO3:** As with previous series, although the majority of candidates provided evidence of extensive research, this was not always effectively indexed by the candidate. 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** 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. **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.**

### G185/01 Leisure in the Outdoors

There were only a small number of entries for this unit for this series.

**AO1:** It was pleasing to note that the work that was submitted was more clearly focused on the requirements of this objective than in previous series.

**AO2:** The majority of Centres provided comprehensive evidence of their candidates' involvement in appropriate outdoor leisure activities. However, a number of candidates did not provide the '**detailed plan**' required of the Mark Band 3 marks awarded by their assessor. Centres are reminded of the need to fully cover the requirements of both the assessment criteria and the content of the specification. This was the main reason for lenient assessment decisions this series.

*Report on the Units taken in January 2009*

**AO3:** 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 scope of outdoor leisure facilities. A number of Centres, however, gave too much credit when candidates simply described or explained the range of facilities, rather than analysing the scale and scope. Evidence relating to the scale of outdoor leisure in the chosen area was weaker than evidence relating to the range.

**AO4:** Again, the selection of an appropriate area is critical. It was pleasing to note that the majority of candidates responded well to the requirements of this objective. As with previous series, the weakest evidence was in relation to how the identified impacts could be managed, with some candidates failing to address this essential requirement of the assessment criteria.

## G184 Human Resources in the Leisure Industry

### General Comments

This examination focuses on the human resources function within leisure organisations and it remains clear that Centres are continuing to develop their understanding of the requirements of both the specification and the examination. A pre-release case study had been issued showing the context for the examination to be that of a bistro.

It was pleasing to see that the vast majority of candidates completed all the questions. There was more evidence that Centres had covered the complete range of the specification, with more candidates also demonstrating a depth of knowledge. More candidates displayed an understanding of the assessment objectives, with a fewer number than previously just offering knowledge based responses.

As in previous series, one or two aspects of the specification appeared to cause problems for candidates in terms of a lack of knowledge and understanding of, in particular, human resource planning and quality standards. Centres, as ever, should ensure the full specification is covered in their schemes of work. There were a significant number of candidates who demonstrated a complete lack of understanding of management styles and organisational structures.

The pre-release material was again under-used in many candidate responses. This limits the candidate's ability to access marks for application. Application is a key assessment objective and Centres should make use of the case study when preparing candidates for the examination.

### Comments on Individual Questions

1a	Most candidates gained full marks for an identification of methods of employment.
1b	Overall it was pleasing to see that the majority of candidates were able to demonstrate their understanding of organisational structures, although many responses were limited in application.
1c	Human resource planning questions continue to trouble candidates. More candidates were able to analyse how forecast data for leisure might affect the bistro, but few were able to make judgments about the issue.
1d	A basic understanding of human resource planning was shown; however, the benefits of an effective plan (to the bistro) were limited. Again there was a lack of application by the candidates, thus limiting the marks achieved.
2a	A large number of the candidates clearly understood the term; however, other candidates linked this to general waste, i.e. – rubbish – showing a lack of specific knowledge.
2b	There was a clear understanding of application packs and their contents; however, a number of the candidates misread the question and identified the advantages of the pack to the organisation rather than to the individual.
2c	The majority of candidates were able to offer valid reasons and benefits for the external recruitment of staff, with lots making relevant points in relation to the context of the question.

*Report on the Units taken in January 2009*

2d	This part of the question highlighted many candidates' inability to access the high level skill of evaluation, which is essential for this A2 examination. The vast majority of candidates were able to provide advantages and disadvantages of telephone interviews, often in the context of the case study. However, as with other evaluative questions on this paper, they were then unable to offer valid judgements, alongside their analysis.
3a	Autocratic management was, in the main, defined well.
3b	The advantages of job rotation a method of motivation were clearly shown, although many candidates repeated previous responses.
3c	The disadvantages of job enlargement as a method of motivation were clearly shown, although many candidates repeated previous responses.
3d	This part of the question produced some pleasing responses, with some imaginative ideas being provided. The stronger candidates looked at delegation from a range of viewpoints, and made direct reference to the elements of the bistro that could be affected.
4a	Fairly well answered; however, the majority of answers focused on descriptions of IIP rather than its benefits. A number of the candidates misread the question and identified the advantages of IIP to the organisation rather than the individual.
4b	Overall it was pleasing to see that the majority of candidates were able to demonstrate their understanding of external training and the benefits and limitations of such training. The stronger candidates looked at external training from a range of viewpoints, and made direct reference to aspects of the bistro and its running that could be affected.

# Grade Thresholds

GCE Leisure Studies (H128/H528)  
January 2009 Examination Series

## Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G180	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G181	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G183	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G185	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0

## Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G182	Raw	100	84	74	64	54	45	0
	UMS	100	80	70	60	50	40	0
G184	Raw	100	91	81	71	61	51	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Uniform marks correspond to overall grades as follows.  
Advanced Subsidiary GCE (H128):

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced GCE (H528):

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

### Cumulative Percentage in Grade

Advanced Subsidiary GCE (H128):

There were 23 candidates aggregating this series.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
0	13.64	31.82	72.73	95.46	100

Advanced GCE (H528):

There were 4 candidates aggregating this series.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
0	0	66.67	100	100	100

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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