



GCE

Leisure Studies

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

OCR Report to Centres

January 2013

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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

Entries for each unit within this qualification have fallen in recent years, particularly entries for the January series. It was noted that entries this series were particularly low for units G181 and G182, with no entries for unit G185.

Internally assessed units:

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

Performance with regard to the internally assessed units was similar to that in previous series. It is pleasing to note that the majority of the candidates produced good quality portfolios which effectively met the requirements of the assessment objectives and that the key issues highlighted in previous reports were successfully addressed by the majority of centres. Nonetheless, a small number of centres are still experiencing problems interpreting the quality requirements of individual assessment objectives, particularly at Mark Band 3. These centres are strongly advised to consult the exemplar material published by the board as guidance and to take on board the comments made in the Principal Moderator's Report and in individual centre reports in order to develop and improve their candidates' performance.

Although less of an issue this series than in previous years, there are still too many candidates making reference to out of date statistics. If candidates are to successfully meet the requirements of Mark Band 3, up to date statistical data must be used. Sources such as LIRC, the 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.

Externally examined units:

As with previous series, the Principal Examiners have submitted detailed reports on the issues identified on the externally examined units (G182 and G184) and centres are strongly advised to refer to this for guidance on the development of candidates' performance.

Both Principal Examiners have commented that there were a number of aspects on which the candidates appeared to lack knowledge of the key elements of the specification. In addition too many candidates simply offered knowledge based answers when analysis and application were required.

It was pleasing to note for unit G184 that examination technique was less of an issue this series; however, on unit G182 the candidates' ability to demonstrate the analytical and evaluative skills required to access the higher marks, remains an issue for a significant proportion of the candidates. Centres need to continue to spend time developing candidates' examination technique, in particular their analytical and evaluative skills.

In both examinations candidates need to ensure that they answer the question set and not a similar question which has not been set. Centres must ensure that their candidates are able to respond effectively to contextualised references, such as 'for the leisure organisation', 'for the

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customer' and 'for the employee', as the indicative content for each of these perspectives is likely to be significantly different. Candidates must ensure that they answer from the correct perspective as no marks will be awarded for answering from an alternative perspective.

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

Centres may also find the following sources of use to them in helping to build on good practice:

- Principal Moderator's report
- individual centre reports on moderation
- past examination papers
- previous examination series reports
- The Community – OCR website (social.ocr.org.uk)
- sample schemes of work and lesson plans – OCR website
- further guidance for teachers – OCR website.

Comments on Coursework Units

General Comments

Without exception entries for each unit within this qualification have fallen in recent years. Entries this series were particularly low for unit G181, with no entries this series for unit G185.

In relation to the work viewed during moderation, 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 grids and sections of the specification. Most centres clearly annotated their centre-assessed work and completed the relevant documentation accurately, within the deadlines specified by the board. This aided the moderation process considerably.

As in previous series, it was clear that the majority of the candidates had been effectively directed as to the requirements of the assessment objectives and it was pleasing to see, in most cases, effective and full coverage of the specification. Many centres produced good quality portfolios and the efforts of both candidates and assessors should be congratulated. These were a pleasure to moderate and were commented on as such by moderators in their reports to centres.

On the few occasions where there was evidence of leniency in the assessment of candidate work, it was most evident when marks within MB3 were awarded. Centres are reminded when awarding MB3 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 'What You Need to Learn' section of the specification, is expected. Depth and breadth of coverage should also be evident.

G180/01 Exploring Leisure

AO1: The majority of the candidates demonstrated very good knowledge and understanding of the sectors and the components of the leisure industry. Candidates continued to demonstrate a sound understanding of how the sectors and components interrelate in order to provide an effective service. However, understanding of how 'stakeholders and shareholders interrelate' remained poor for some centres.

It was pleasing to note that the majority of the candidates now address the European element of this assessment objective effectively, particularly at MB2. However, the achievement of mid to upper MB3 for this objective remains a challenge for many candidates, with few providing the necessary depth and detail to achieve the higher marks available.

AO2: The majority of the candidates are now using comprehensive up to date information which is effectively applied to the requirements of the assessment objective. However, some candidates still receive too much credit for simply describing data relating to 'consumer spending, participation trends, employment and health and well-being', when it was not applied to the assessment objective. Candidates are required to use the data in order to clearly show the economic and social importance of the Leisure Industry in the UK and Europe.

As with AO1, it was pleasing to note that the majority of centres are now effectively addressing the European requirement of this assessment objective with a wide range of relevant European data now evident in the majority of portfolios.

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AO3: Generally well done. However, there were still a small number of centres whose candidates whose work 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 then effectively cover the 'key factors' as identified in the specification and vice versa. The specification requires analysis of both, particularly at MB3.

AO4: Centres are reminded that this assessment objective requires the candidate to evaluate the impact of the media on the leisure industry and not to simply describe it. As in previous series, some centres credited candidates for simple descriptions rather than evaluations. Some candidates continue to evaluate the strengths and weaknesses of the various types of media, rather than the impact of the media on the leisure industry. Centres are also reminded that candidates need to discuss current developments which have occurred within the industry in order to fully meet the requirements of this objective.

G181/01 Customer Service in the Leisure Industry

Whilst there were a small number of entries for this unit, due to the accreditation process no live work was moderated this series. For guidance on the assessment and delivery of this unit, centres are advised to refer to the Principal Moderator's reports from previous series.

G183/01 Event Management

There were a small number of entries this series.

AO1: The evidence provided by the majority of the candidates was strong, effectively covering the evidence requirements of this assessment objective and which was appropriately assessed by centres.

AO2: The majority of the candidates provided strong supporting evidence for the assessment of this objective, making it easy for the moderator to support the assessor's decision. However, centres are reminded that when awarding MB3 it is essential that the candidate provides good quality 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 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: Overall this series once again saw an improvement in the quality of evidence provided for this assessment objective. However, a small number of candidates continued to provide group rather than individual evidence. Log books and minutes of group meetings should be 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 which they have personally undertaken will not be able to successfully meet the requirements of MB3.

AO4: Once again there was evidence of some good quality comprehensive evaluations. However, centres are once again reminded of the need for candidates to consider section 4.2.2 of the specification when evaluating their team's performance. This is particularly important 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.

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G185/01 Leisure in the Outdoors

There were no entries for this unit for this series. For guidance on the assessment and delivery of this unit, centres are advised to refer to the Principal Moderator's reports from previous series.

G182 Unit 3 – Leisure industry practice

General Comments

As with the previous examination series, a pre-release case study material had been forwarded to the centres. The case study was based on a leisure centre, 'Galton Leisure', that had had some serious health and safety issues and which had led to the closure of some of its facilities.

The material included general information about Galton Leisure, and outlined how it had developed its products up to the present point, where the swimming pool had been closed as a result of a health and safety incident.

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. Candidates were required to answer all questions within an answer booklet.

It was clear that some candidates were still struggling to interpret the command words in the questions correctly, and, therefore, failed to answer at an appropriate level, although often knowledge was present even if not expressed well. However, there has been some progress in this respect, where candidates are now including both sides of a discussion, and adding conclusions where necessary. This allowed the stronger candidates to achieve Level 3 marks, and higher grades. On occasions the presentation of these answers has seemed to be a little prescriptive, and in almost a preset format. However, 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 of the specification. Some candidates were clearly unfamiliar or confused about specific aspects such as quality systems – and mixed up one system with another. This could be enhanced with the use of vocational visits to put such elements into context for the candidates, which may make the concept in question easier to understand.

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 aid, candidates must address the questions in relation to the present question paper, and, on a few occasions, some candidates answered the question which they had expected to be asked rather than the question in front of them. This was the case with booking systems.

The candidates answered the question about the risk assessment well, although many continue to put more than one answer in each box, including a range of grades and consequences. Many candidates also failed to consider the severity rating, giving an inappropriate consequence.

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

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Centres should enhance this unit through the use of industrial visits, allowing their candidates to observe 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

- 1 (a) This part of the question was generally answered poorly, with many candidates failing to recognise the ISO quality system, and providing answers which were more suited to IIP.
- (b) Most candidates made a reasonable attempt at this part of the question, with appropriate advantages given for both user groups – staff and the organisation.
- 2 (a) Most candidates made a reasonable attempt at this part of the question. Many, however, gave almost generic answers which could be applied to any given PEST analysis. Some candidates were unclear about where to place a factor, so put it in more than one section – so limiting marks. Some candidates misunderstood and included SWOT factors.
- (b) (i) Most candidates had a good awareness of branding, with many supporting the point with a suitable example – although this was not necessary to gain the mark.
- (ii) Candidates could identify some benefits of branding; however, many repeated the same answer twice for both sections.
- 3 (a) The impacts of safe working practices answered very well with most candidates achieving full marks.
- (b) (i) The risk assessment question was, in the main, well answered. Some candidates failed to take into account the severity number – producing consequences which were inappropriate. Some candidates continue to give more than one answer in each box. Some actions or consequences were lacking in sufficient detail to achieve marks, eg injury/signs.
- (ii) Most of the candidates were able to justify their choice of action to reduce the hazard. Many of those who had given insufficient detail on the previous part of the question gave enough information to achieve marks on this part of the question.
- (c) (i) Most of the candidates had a clear understanding of the intention of the COSHH regulations.
- (ii) Candidates were able to present a range of ideas about the requirements of the COSHH regulations; however, many failed to identify which of these would have the greatest impact on the day to day operations of Galton Leisure.
- 4 (a) (i) Although a straightforward part of the question, candidates often mixed up the financial documents. The candidates either gained full marks or no marks on this part of the question.
- (ii) Candidates either understood balance sheets – statement of financial position – fully or confused them with other financial documents and provided unsuitable answers. Many generic answers were given which were not specific enough to the financial document in question in order to achieve marks.

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- (b) Many candidates could identify ways in which Galton Leisure could generate income, with some excellent and unusual answers.
- 5 (a) Many of the candidates were able to show how the data from booking systems would be useful to the organisation. Some, however, misread the question and included the advantages and disadvantages of an IT based system compared to a paper based system.
- (b) The majority of the candidates were able to identify ways in which to ensure security such as passwords and firewalls. Many stated that the Data Protection Act would ensure security; however, this is not the case.
- (c) This part of the question was well answered. The candidates clearly showed whether the leisure centre should opt for its own website or not and provided in the main, sufficient justification for their arguments.
- 6 (a) The candidates tended to focus only on one or two aspects of the marketing mix – namely price and promotion – and failed to address the other elements. The majority of the candidates focused purely on advertising giving only a very limited answer to a marketing mix question.
- (b) Candidates were able to develop with a range of ideas as to how to monitor and evaluate activities. Candidates tended to concentrate on the information collected from customers rather than any numerical data available. Weaker answers tended to concentrate on methods, rather than how these could show the success of the new marketing mix.

G184 Unit 5 – Human resources in the leisure industry

General Comments

This examination focuses on the human resources function within leisure organisations and in the case of this examination series the pre-release case study was based on 'Gymtime'. Gymtime is a gym operator based in Scotland, the North West and North East of England. Gymtime has recently merged with another company called Fast Fitness giving it a portfolio of 17 gyms. The majority of the candidates completed all of the questions, with a good number of them displaying a sound depth of knowledge, and some level of analysis and evaluation, thus being able to access the higher levels of the mark scheme.

The candidates used their knowledge and skills to appropriately respond to questions on types of employment, a flexible work-force, the redundancy process and motivational techniques. However, there were a number of aspects on which the candidates did not perform as well, appearing to lack the knowledge, skills and understanding to respond to questions on the suitability of organisational structures, psychometric testing (although when answered correctly, it was answered well) and human resources planning – which does remain an issue from series to series, with some candidates struggling to understand internal or external issues or how they impact on human resources planning. In a number of aspects, such as the Working Time Directive, the candidates displayed a sound descriptive knowledge, but were then unable to assess the reasons why or the impacts on Gymtime (or its employees).

The candidates displayed a reasonable understanding of the assessment objectives, although some only offered knowledge based responses and could not provide answers at Level 3. Examination technique was less of an issue in this series; however, some candidates struggled with the 'question setting' questions – such as "Is a centralised structure the most appropriate organisational structure for Gymtime?" – Therefore, such responses lacked the content or level of application and analysis necessary to achieve Level 3.

Comments on Individual Questions

- 1
 - (a) On the whole the candidates gain full marks on this part of the question; however, marks were often lost as a result of the candidates confusing casual with part-time employment.
 - (b) This was a reasonably well answered part of the question. Higher level marks were often missed because the candidates did not effectively evaluate the impact of casual staff in terms of the advantages and disadvantages to Gymtime.
 - (c) This was another well answered part of the question. Some candidates' responses lacked a detailed explanation of a flexible workforce. Many of the candidates did not effectively discuss or evaluate the features of a flexible workforce which meant that they were unable to access Level 3.
- 2
 - (a) Most of the candidates scored maximum marks on this part of the question, although some of them confused the content of the job application form and did not provide three pieces of information.

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- (b) Candidates either knew the subject or did not. Correct answers were reasonable, and other candidates either scored minimum marks or did not provide an answer to this part of the question. The advantages and disadvantages were sometimes limited to general observations (such as financial and time costs), rather than to the usefulness of the process to the outcome of the selection process.
- (c) (i) Almost all candidates gained full marks on this part of the question. When marks were lost this was due to incorrect definitions/reasons for voluntary redundancy.
- (ii) In general good marks were awarded on this part of the question; however, a number of the candidates described what the employer has to do and not why they have to do it, thus only achieving a low mark.
- 3 (a) The majority of the candidates gained full marks on this part of the question. Marks were lost due to gaps in knowledge with some candidates not knowing for what IIP could be used.
- (b) Almost all of the candidates achieved full marks on this part of the question.
- (c) Most of candidates gained at least one mark on this part of the question. However, others failed to gain the additional mark because they were unable to provide a reasonable explanation of the importance to Gymtime of keeping ICT skills up-to-date.
- (d) In general this part of the question was well answered; however, the weaker answers were just an identification of the act (albeit) a very detailed one, with no attempt to discuss the impacts on Gymtime.
- 4 (a) Candidates described how Gymtime could use teamwork as a motivational technique and (on the whole) demonstrated knowledge and understanding. Higher marks were missed due to the candidates not effectively drawing valid conclusions about how teamwork could be used.
- (b) This part of the question on target setting was poorly answered, with many candidates providing a description of target setting rather than an evaluation of the relative usefulness of the concept. Several candidates discussed the fact that different types of appraisals and/or individual targets were set by the individual and group targets by the group; rather than targets for individuals and groups.
- 5 (a) There was only a limited/poor understanding of a centralised management structure, a number of candidates discussed management styles. When correct this part of the question was answered well and clearly linked to the suitability to the case study.
- (b) On the whole full marks were gained on this part of the question. When marks were lost it was usually because the issues identified were either external, repetitions or were issues which did not affect human resources planning.
- (c) Some of the candidates scored well on this part of the question; – however, there was a general but limited understanding of how the economy affects human resources planning at Gymtime, with responses focusing on how the economy affects the country as a whole.

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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