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# **EXAMINERS' REPORTS**

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**LEVEL 1 / LEVEL 2 AWARD IN  
EVENT OPERATIONS**

**SUMMER 2016**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

<b>Unit</b>	<b>Page</b>
Unit 1	1
Unit 2	5
Unit 3	8

**EVENT OPERATIONS**  
**Level 1 / Level 2 Award**  
**Summer 2016**  
**UNIT 1 – EVENT INDUSTRY**

**General feedback**

In this first examination of the new qualification it was pleasing to see that the paper catered for the full range of abilities. Most candidates attempted all questions and consequently they picked up marks across the exam paper.

The exam paper followed the format of an online question and answer paper. There were 8 questions and 60 marks were available. The questions all related to the events industry and linked to the specification.

**Exam question feedback**

- Q.1 (a) All candidates attempted the question with a majority correctly answering 'landowner'.
- Q.1 (b) Most candidates considered the effect of noise levels on the public. Some candidates also noted the impact on the wildlife and or discussed the impact of noise levels on those attending the event.

**Sample good answer**

Mae rhaid i drefnydd digwyddiad ystyried lefelau sain wrth gynllunio gwyl gerddoriaeth oherwydd mae yna amser penodol lle chi angen troi'r cerddoriaeth i lawr oherwydd pobl lleol yn gall clywod fo yn y nos a gall effeithio i pobl lleol fod yn grac oherwdd mae nhw ddim yn derbyn unrhyw cwsg , felly bydd angen ystyriad amser a lefel y swm. bydd hefyd angen ystyried os gall lefelau y swm gael effaith ar y pobl yn y gwyl gerddorol e.e. os yw rhywun sydd methu gwranddo yn dda iawn yn y gwyl bydd hon yn effeithio lefelau. hefyd bydd rhaid ystyried y faint yr lle e.e. os yw'r gwyl yn gael ei trefnu yn lle fawr ac mae llawer o pobl yn troi lan bydd angen sicrhau fod yr cerddoriaeth ar lefel digon fawr er mwyn sicrhau fod pobl yn gallu gwranddo.felly bydd angen drefnydd digwyddiad ystyried llawer pryd mae'n ddod at lefelau sain wrth gynllunio gwyl gerddorol.

**Translation**

*"The organiser must consider the sound levels when planning a music festival because there is a specific time when music must be turned down as local people would hear at night which could make them annoyed as it could affect their sleep. They should also consider the time and sound levels. This could also affect the attendees at the festival e.g. if someone can't hear very well. Also, there should be consideration of the size of the venue/location e.g. if it is a large venue and a lot of people turn up then they would need to ensure that the music is loud enough to ensure everyone can hear. In conclusion, the organiser needs to consider many factors regarding sound levels when planning a music festival."*

Q.2 (a) The majority of candidates answered this question correctly. However, some candidates stated an example of an event rather than the type of event. Candidates should be aware of the following types of events stated in the specification:

- Fundraising
- Corporate
- Social
- Sports
- Outdoor
- Indoor

Q.2 (b) Most candidates gave an appropriate outdoor event that could be organised by the National Trust. The descriptions varied in detail although a number did provide detail.

A few candidates gave a basic suggestion e.g. '*competition*'.

Sample answer that provided detail.

Gall y ymddiriedolaeth genedlaethol cynnal digwyddiad awyr agored fel gwyl classurol i cyd fynd gyda'r lleoliad, trwy cael stondinau hanesyddol i dosbarthu gwybodaeth am nifer o cestyll, gall hefyd cael lle i gwrandio i cerddoriaeth classurol a hanesyddol i'r ymwelwyr mwynhau a dysgu am y cerddoriaeth, hefyd gall y lleoliad bwyd dosbarthu bwydydd oedd pobl arfer bwyta yn y dyddiaud hanesyddol.

Translation:

"The National Trust could organise an outdoor event such as a classical music festival to coincide with the venue, by having history stalls to provide information about a range of castles, they could also have a space where attendees could enjoy listening to and learn about classical and historical music, also the catering venue could offer food which people used to eat during that time in history".

Q.3 (a) The responses for this question varied. Some candidates did not understand cancellation insurance and some candidates confused cancellation insurance with insurance required by the exhibitor.

Sample very good answer

*"It is what you pay when you decide to get married to cover you against costs linked to the wedding like a protection. If you have this insurance and your partner is really ill and you have to cancel the wedding you can get your money back."*

Q.3 (b) A number of candidates correctly answered the multiple-choice question. Those who answered incorrectly tended to tick 'entertainment licence'.

Q.4 (a) Nearly all candidates answered this question correctly. There were a variety of answers with weather (environmental) being the most common one.

Q.4 (b) Answers varied in detail and level of analysis of how pricing could affect the popularity of the sponsored walk. A few candidates did not focus on the £30 'family' ticket pricing and instead interpreted it as a price for 6 adults. Most candidates however did analyse the pricing and costs in relation to the number of people who may attend. Some candidates picked up the point about single parents and some considered extended families.

- Q.4 (c) Few candidates correctly stated that the ‘amount outstanding’ to be ‘nil/£0’. The majority of candidates stated £30. A number of candidates did not copy the sizes correctly as they omitted ‘adult’ or ‘child’ when giving the size.
- Q.5 In general, this question was poorly answered. A number of candidates described rather than explained how the organiser and journalist could work together.

Example that has some reasoning:

Gall y trefnydd digwyddiadau rhoi wybodaeth tuag at y newyddiadurwr wedyn gall y newyddiadurwr casglu y wybodaeth wnaeth y trefnydd digwyddiadau rhoi i'r newyddiadurwr sef fod y digwyddiad yn ddechrau am 4 o gloch yn y prynhawn o fewn cartref gofal hennoed lleol ac fod y digwyddiad ar agor i'r cyhoedd ac yna gall y newyddiadurwr ysgrifennu ddarn bach am y digwyddiad o fewn y ardal lleol i hysbysebu y digwyddiad er mwyn denu o leiaf 100 o pobl i ddod. Dwedodd y newyddiadurwr yn y darn sain fod hi yn mynd i rhoi blaenoriaeth;fydd hyn yn helpu tuag at y digwyddiad. Gall y trefnydd digwyddiadau a'r newyddiadurwr gweithio gyda'i gilydd ar ol y digwyddiad i ysgrifennu dadansoddiad ar y digwyddiad i cael pobl i cymryd rhan o fewn y digwyddiad nesaf i digwydd o fewn yr ardal.

“The event organiser could provide information to the journalist and the journalist could then collect the information from the event organiser. The information being that the event starts at 4pm in the afternoon at the Care Home and the event is open to the public and the journalist could write a short piece about the event targeting people within the local community and advertise the event in order to attract at least 100 people to attend. The journalist mentioned in the audio clip that they would give priority; this would help with the event. The event organiser and journalist could work together after the event and write a review/analysis of the event in order to encourage people within the local community to participate in the next event in the area”

- Q.6 (a) Most candidates were able to gain 3 or 4 marks. The most popular answers were linked to security checks.

Example of a 2 mark response.

2. Gwneud yn siwr fod y nifer o pobl sydd gallu fod yno ddim yn mynd drosodd oherwydd bydden gallu fod yn peryglus iawn i'r pobl ac i'r weithwyr yno.

Translation:

2. “Ensure that the numbers of people entering the stadium do not go over the limit as this could be dangerous for other attendees and workers”.

- Q.6 (b) A number of candidates found it difficult to give two roles of organisations that are involved in large-scale sporting events. Some candidates just gave an example of a major sporting event or those who did identify an organisation did not describe their role.
- Q.6 (c) The candidate responses varied in detail and the level of analysis. Few were awarded the full 6 marks however a number were awarded 4 marks. A few candidates misinterpreted the question as they discussed the event planning process rather than technical factors that could affect the success of a sporting event. A few candidates did not attempt this question.

## Sample answer that does show some analysis of the technical factors

Gall y goleuadau yn y stadiwm effeithio ar llwyddiant y digwyddiad oherwydd os mae'r digwyddiad yn cael ei cynnal yn ystod y nos, os mae'r goleuadau yn troi bant am unrhyw rheswm bydd hwn yn effeithio ar y gem a hefyd bydd neb yn gallu gweld beth sydd yn digwydd sydd yn rhoi pawb mewn peryg oherwydd bydd dim golau, hefyd os mae'r sgrin fawr ym cwmpo lawr gall hwn brifo'r chwaraewyr a unrhyw sydd yn agos i'r cae a effeithio ar bywydau pobl sydd yn y digwyddiad. Hefyd os dyw'r printr ddim yn gweithio bydd neb yn gallu archebu tocynnau i'r digwyddiad felly bydd neb yn ymweld ar y gem a bydd hwn yn effeithio ar y elw y digwyddiad a hefyd bydd yn colli llawer o arian.

### Translation:

"The stadium lights could affect the success of the event because if the event is held at night and the lights are not working for whatever reason this would impact on the match as nobody would be able to see anything that was happening which would put people in danger. Also, the big screen could fall down and injure one of the players or anyone that is close to the pitch and affect the lives of those at the event. Also, if the printer doesn't work then people would be unable to purchase tickets to the event and people would be unable to attend the match which would impact on the profitability of the event and they would lose a lot of money".

Q.7 A number of candidates did correctly work out the calculations.

Q.8 (a) Most candidates were able to accurately identify two potential risks.

Q.8 (b) Most candidates considered how the risk could be minimised. The more able candidates were able to explain how the risks could be minimised.

### Sample answers

1 mark answer for identifying a risk and 1 mark for the explanation

Risk: 'Falling off' – 'limit who goes on'

1 mark answer for identifying a risk and 2 marks for the explanation

Risk: 'Could have an injury' – 'only allow a few on at a time so it does not get crowded. This will mean kids can jump around and they will have less chance of banging into each other'.

Q.8 (c) Most candidates answered this question quite well. A number of candidates were awarded full marks. There were a few candidates sadly that did not attempt the question.

## **EVENT OPERATIONS**

### **Level 1 / Level 2 Award**

**Summer 2016**

## **UNIT 2 – EVENT OPERATIONS**

### **Tasks**

1. Meet with your allocated team members. As a result of the meeting, provide details of the roles and responsibilities allocated to the team.
2. Attend the event, adopting the role agreed in your team meeting. You should provide support to visitors and team members.
3. Review the event, including your own contribution and those of your team members.

### **General Comments.**

All centres work arrived on time with the moderators, thank you for being so punctual. It was lovely to see centres in both Wales and England submitted work for the first cohort through for this qualification. Work sent was generally well presented and clear to moderate, although not all followed the required tasks.

In general the observation sheet, where completed, gave some insight as to the candidates' role; however it should be noted that this form should be completed by the tutor not the candidate. It is important that this form is completed for all candidates and signed by the tutor.

Similarly the mark record sheet should be completed fully for each candidate. Some centres omitted to enter the candidate grade, and in some cases the grade on the mark record sheet did not match the marks entered on the system. It is important to check the marks are consistent. The majority of cover sheets were signed by the candidates and tutor; however one centre failed to submit mark sheets. It is important that all paperwork is completed to ensure accurate awarding of grades. Information on how to complete these can be found in the specification. CPD events will also be held in the autumn term and can be booked online.

Some mark record sheets were not fully completed for each of the assessment criteria; again it is important that these are completed fully to assist moderation.

All centre tasks were appropriate and fulfilled the briefs set. Marking of the tasks was varied, it is important to ensure correct grades are submitted following the marking criteria. In order for candidates to gain a distinction they must achieve the highest mark possible for ALL assessment criteria.

Where candidates have included an appendix this should be referred to in the main body of work. Page numbers and sub headings would also assist the moderation process. Some centres used a pro forma; this can sometimes restrict candidates of higher ability but can also aid those of lower ability. Where pro formas are used they should address each AC to ensure all the criteria are met. It would also assist moderation if candidates used a different text to that of the pro forma e.g. bold or italic to differentiate easily between teacher notes and candidates work.

### **AC1.1 Describe the principals of customer service.**

A mixed response, two welsh centres completed this work in great detail, others lacked detail for the marks awarded. It is important that the criteria for each grade are met in order to award the marks. Future cohorts may consider discussing industry visits and their own experience of events, this would show a broader understanding and provide additional context.

### **AC1.2 Customer Needs.**

Again there was a mixed response. Candidates should reference the needs of all customers and address how these needs can be met. Some centres used tables to record this information and that worked well, they were clear and affective.

### **AC1.3 Communicate with customers AC2.3 Contribute to team performance.**

In some cases the observation sheets were missing or incomplete. These provide an objective evaluation from the tutor and also act as further evidence of candidates' communication skills. Peer assessment forms could also be an effective way of providing evidence. It is important that these are completed for each candidate, with as much detail as possible, to relay to the moderator information about the candidates' contribution to the event and the way they communicated with customers.

### **AC2.1 Roles within the team.**

Varied responses were received for this section. Some candidates failed to cover this AC but were still given marks. Candidates should be able to describe the role of each team member in relation to the event held. This can be completed as a table describing the team/roles within the context of events illustrating the candidates understanding relating theory into practice.

### **AC2.2 Explain the principles of teamwork.**

Candidates again showed a mixed response. They should be able to expand on the principles of teamwork both here and in the evaluation. They should explain the stages of working as a team in relation to their event, as well as the roles within the team.

### **AC3.1 Evaluate own performance. AC3.2 Evaluate performance of others.**

Marking of this section was generally consistent with the criteria. Candidates may find it useful to include an open-ended section for additional comments/suggestions for improvements and use customer quotes to support arguments within their evaluation.

### **AC3.3 Evaluate event success.**

In general, the evaluation of event success needs to be evidenced and discussed more thoroughly by candidates. They could include information on previous events held prior and compare the results. Attendance figures could also be included. Areas for improvement should be suggested and candidates could elaborate on how these could be implemented in greater detail. Candidates may also consider discussing views of other team members, this would help build arguments e.g. 'in my opinion.....,' 'I agree with .....

Marking overall varied from each centre. Candidates should cross reference each page to match the AC, unless there are headings. It is possible that some work may be under the wrong headings, tutors should reference this in the marking.

Further guidance is now available on the WJEC website and exemplar material will be available at future CPD events and on the secure website following the final CPD event.

## EVENT OPERATIONS

### Level 1 / Level 2 Award

Summer 2016

### UNIT 3 – EVENT PLANNING

#### Tasks

1. Develop three ideas for an event that would help raise £3000 for Little Feet Nursery. Research customer views, your ideas and what they would expect from an event. Propose one event based on your research findings.
2. Produce a plan that shows what needs to be done to prepare and run the proposed event.
3. Explain why your proposal would be the best to meet the needs of Little Feet Nursery.

#### General Comments.

All centres work arrived on time with the moderators, thank you for being so punctual. It was lovely to see centres in both Wales and England submitted work for the first cohort through for this qualification. Work sent was generally well presented and clear to moderate, although not all followed the recommended tasks.

The candidate mark record sheet should be completed fully for each candidate. Some centres omitted to enter the candidate grade, and in some cases the grade on the mark record sheet did not match the marks entered on the system. It is important to check the marks are consistent. The majority of cover sheets were signed by the candidates and tutor; however one centre failed to submit any mark sheets. It is important that all paperwork is completed to ensure accurate awarding of grades. Information on how to complete these can be found in the specification. CPD events will also be held in the autumn term and can be booked online.

Some mark record sheets were not fully completed for each of the assessment criteria; again it is important that these are completed fully to assist moderation. All centre tasks were appropriate and fulfilled the briefs set. Marking of the tasks was varied, it is important to ensure correct grades are submitted following the marking criteria. In order for candidates to gain a distinction they must achieve the highest mark possible for ALL assessment criteria.

Where candidates have included an appendix this should be referred to in the main body of work. Page numbers and sub headings would also assist the moderation process. Some centres used a pro forma; this can sometimes restrict candidates of higher ability but can also aid those of lower ability. Where pro formas are used they should address each AC to ensure all the criteria are met. It would also assist moderation if candidates used a different text to that of the pro forma e.g. bold or italic to differentiate easily between teacher notes and candidates work.

### **AC1.1 Describe the activities involved in event organisation.**

The marking of this section was consistent and reflects the requirements within the performance bands. Candidates work was generally well executed, they were able to describe the activities required to host events.

### **AC1.2 Assess event risks.**

In some cases this was clear and candidates showed a clear understanding of risks when hosting an event and how to control them. Future cohorts may wish to include additional risks in relation to food production and service as well as any general risks to the public and staff.

### **AC2.1 Explain event finances.**

Again marking and candidates work was consistent and in line with the performance bands. Some candidates added more detail of the general costs of hosting an event, some with reference to profit margins. This could also be linked with AC4.1, e.g. to sell 500 tickets would raise £500.

### **AC2.2 Explain event administration.**

Marking and candidates work was consistent and in line with the performance bands. Candidates were aware of the requirements for hosting an event although most met the middle mark band. Future cohorts should ensure this covers all resource requirements, e.g. fire safety, council permissions.

### **AC2.3 Promotional activities.**

In general most candidates were aware of the need to promote the event to make it successful. Suggestions included poster, social media, radio and tv. Future cohorts may wish to include additional details regarding the promotion e.g. examples of a proposed tweet on the school's twitter account to promote the event and identify the target audience.

### **AC2.4 Explain how customer requirements are met.**

This section lacked detail, candidates could refer back to questionnaires produced, analyse the results and include the customer requirements. Many were generic and lacked detail required to meet the assessment criteria.

### **AC2.5 Explain resource requirements for events.**

There was a mixed response to this section. It should be noted that a generic list of resources does not reflect the event requirements, further reasoning and justification is needed for all requirements to enable the event to be a success.

### **AC3.1 Design research tools.**

Many candidates included a questionnaire and results in the appendix; however these were not always reflected on in the main body of work submitted. Some candidates observed similar events, this demonstrates good practice. Future cohorts may wish to discuss how their research influenced the type of event they propose.

### **AC3.2 Analyse event research.**

There was a mixed response. Secondary sources could be discussed in greater detail in terms of their relevance and purpose for the proposed event. Candidates should refer to all research completed e.g. analysing news websites or fund raising events held elsewhere so they can compare and discuss things like ticket prices.

#### **AC 4.1 Set event objectives.**

Event objectives were generally covered well; however in some cases they lacked the detail required for the marks given. Most candidates were able to present SMART objectives all be it briefly in some cases.

#### **AC 4.2 Plan event activities.**

Candidates used a range of planning tools in the appendices, but again, some did not refer to these in the main body of work. In some cases there was no plan for the final activities for the day. Candidates should include a detailed plan for the day of the event with strategies for changes, should they be required.

#### **AC4.3 Use planning tools.**

Candidates used a wide range of planning tools and marking was generally consistent with the marking criteria.

#### **AC4.4 Recommend contingency plans.**

Some candidates included a brief contingency plan but it lacked detail required for the marks awarded. Further examples of contingency plans relating to the event should be provided e.g. the consequences of staff not turning up, running out of food, event timings running over. Some candidates only included contingencies in the risk assessment, it should be noted that this should be a separate document.

#### **AC4.5 Explain how experience of running events informs event proposals.**

Candidates tended to make brief comments. They should have made an event proposal here and given reference to previous event they have held. They should evaluate previous events and explain why the proposed event will be successful. This event does not actually have to take place, it can be merely a proposal that they are putting forward.

Future cohorts may consider evaluating the success of previous events in order to further demonstrate this important skill and critical discussion.

They may also consider discussing the views of other group members in addition to their own regarding the event proposals and reflect on minutes from meetings they held during the research stage.. This would help students build arguments e.g. 'In my opinion...', 'I agree with...', 'I disagree with...', etc.

Marking overall varied from each centre. Candidates should cross reference each page to match the AC, unless there are headings. It is possible that some work may be under the wrong headings, tutors should reference this in the marking.

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