

# Examiners' Report

## Summer 2010

GCSE

### GCE Leisure Studies (6966) The Leisure Industry

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Comments relate to the marking from the June 2010 series.

Samples received were generally well organised with the majority of Centres submitting the OPTEMS forms correctly and following the administrative instructions for mark submission.

Some centres still did not include the justification of individual assessment outcome marks. This is important in the facilitation of the moderation process. Centres are encouraged to annotate candidate evidence identifying where assessment objectives have been met and where higher mark bands have been awarded. Some portfolios had little evidence of marking on the student work. In examples of best practice, the front sheets gave reference page numbers indicating the evidence and this was then supported by annotation throughout the student work. All portfolio pages should have clear numbering that can be referenced.

A few centres were consistently generous in their application across the mark bands and it may be beneficial for some centres to scrutinise the 'what you need to learn' and assessment guidance sections of the specification for further information on how to meet all the grading criteria and to award marks within the appropriate mark bands.

Centres should also note that a Teacher's Guide is also available at Edexcel Online. This provides examples of annotated candidate evidence to illustrate the depth and breadth of evidence required at mark band 2 and 3.

**AO1: the range, scale, and importance of the leisure industry in the UK and Europe**

This task addresses AO1 - *demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.*

This assessment objective requires learners to be able to describe what the leisure industry is. The assessment guidance requires reference to active, passive and home-based leisure in the description. This part of the assessment objective was addressed well by all candidates.

It was very pleasing that more candidates were producing an excellent standard of response for this outcome, and including accurate and valid UK and European data. The majority of candidates provided current data. However there was still some variation in the evidence provided relating to participation rates, employment numbers and consumer spending in the UK and Europe. Some Centres were awarding mark band three for this outcome, with very little or no reference to Europe. Where there are significant omissions in the information provided, the higher mark bands should not be used. For some candidates, data on employment numbers and trends still tended to be general, and Centres are reminded that figures should be leisure specific.

Most candidates were able to provide valid examples of regional differences and include some data. However, there was some inconsistency in the evidence, with some candidates identifying variations but not providing accurate reasons for these variations.

## **AO2: Commercial and non-commercial sectors of the industry**

This task addresses AO2 - *apply knowledge, skills and understanding of the specified content of leisure studies in a range of industry vocationally-related issues.*

Learners were required to give an explanation of the differences between the commercial and non-commercial sectors covering the differences in aims, methods of funding, different partnership arrangements and methods of marketing.

The majority of candidates clearly understood the difference between public, private and voluntary sectors and their aims and funding. The difference in approaches to marketing strategies was better covered than previously, but some candidates are still providing a theoretical explanation of marketing and not applying this to the leisure industry. The more able candidates were able to give clear and accurate explanations of a range of differences between the sectors and include examples from industry.

Reference to partnership initiatives was generally improved overall but again is an area for continued focus and development by many Centres. Some candidates confused the concept of partnership initiatives with partnership in respect of company formation. Candidates must include at least a summary of partnership initiatives and should refer to PPPs and PFIs and include examples from the leisure sector. There are still only a few candidates achieving mark band three for this outcome.

## **AO3: Current Developments in the leisure industry**

This task addresses AO3 - *use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.*

For this assessment outcome, learners are required to research current developments in the leisure industry. All candidates had made some references to the increasing use of technology and many described the increasing popularity of extreme sports. Although most candidates had also explored the growing influence of the media on the industry, there were still some who just focused on the media as a provider of leisure activity. As with the previous session, the number of candidates who had explored potential future developments is still in the minority. It would be encouraging to see more candidates investigating a more diverse range of emerging trends and developments.

Websites were still the main source of information used by candidates, but many candidates had again failed to reference their work. It is difficult to assess how wide range of sources the candidate has drawn on if they are not referenced. Accurate referencing within the text or through a bibliography is essential to award the highest marks. Centres are again reminded of the importance of candidates clearly and explicitly demonstrating their comprehensive research from a broad range of information sources.

#### **A04: Customers of the leisure industry**

This task addresses A04 - *evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.*

Learners are required to identify the factors which influence participation and non-participation in the leisure. The factors are clearly identified in the specifications in the section covering assessment guidance as well as in the 'what you need to learn' section.

It was encouraging that the more candidates were using data to support explanations of factors influencing participation necessary for the highest marks bands to be awarded. There was more focus on a range of barriers to participation this year, and many candidates made valid recommendations on how to overcome the barriers. Although some candidates are still focusing on a limited range of barriers (such as disability) and identifying measures that are already in place, more candidates were identifying and justifying a range of appropriate, relevant and sometime original recommendations.

# Leisure Studies

## Unit 1 - The Leisure Industry

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	47	40	34	28	22
Uniform boundary mark	100	80	70	60	50	40

## Unit 2 - Working Practices in Leisure

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	52	45	38	31
Uniform boundary mark	100	80	70	60	50	40

## Unit 3 - The Leisure Customer

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	47	41	35	29	23
Uniform boundary mark	100	80	70	60	50	40

#### Unit 4 - Leisure in Action

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	24
Uniform boundary mark	100	80	70	60	50	40

#### Unit 5 - Employment in Leisure

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	53	46	40	34
Uniform boundary mark	100	80	70	60	50	40

#### Unit 6 - Current Issues in Leisure

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	25
Uniform boundary mark	100	80	70	60	50	40

#### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.

**Grade boundaries** may vary from year to year and from subject to subject, depending on the demands of the question paper.



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