

Moderators' Report/
Principal Moderator Feedback

June 2011

GCE Leisure Studies (6966)
Paper 01
The Leisure Industry

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Unit 1 6966: The Leisure Industry

General comments

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 there were instances of misinterpretation of criteria. 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 the majority of candidates were producing an excellent standard of response for this outcome, and including 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.

The explanation of regional differences were clearly explained by most candidates. Generally the explanations were supported by good examples and candidates included some data. However, some candidates identified variations but did not provide 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 and it was gratifying to note that some candidates explained the role of these initiatives in respect of the London Olympics. However few candidates achieved mark band three for this outcome and it was apparent that it is still an area for continued focus and development by some Centres. There were still a disappointing number of candidates who 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.

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. It would be encouraging to see more candidates investigating a more diverse range of emerging trends and developments.

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. The number of candidates who had explored potential future developments is still in the minority.

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

AO4: Customers of the leisure industry

This task addresses AO4 – *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 industry. 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 measures that are already in place to overcome barriers such as disability, more candidates identified and justified a range of appropriate, relevant and sometime original recommendations.

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