

Principal Moderator Feedback

Summer 2012

GCE Leisure Studies (6966)
Paper 01

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The Leisure Industry

Samples were well organised with centres submitting the OPTEMS forms correctly and following the administrative instructions for mark submission.

Centres clearly tracked the location of evidence for each outcome on the mark record sheet and provided written feedback in supported individual assessment outcome marks. This was very helpful to the moderation process. Most centres also annotated candidate evidence to identify where assessment objectives have been met and where higher mark bands have been awarded. The majority of students clearly numbered their portfolio pages so that evidence could be referenced.

Most centres were marking consistently and accurately, although there were some instances where centres were consistently lenient in their application across the mark bands. The assessment guidance sections of the specification provide information on how to meet all the grading criteria and to award marks within the appropriate mark bands.

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 current UK and European data. A variety of sources had been used to gather evidence relating to participation rates, employment numbers and consumer spending in the UK and Europe. More candidates were achieving the higher mark bands for this outcome. There were still instances where some candidates provided data on general employment numbers and Centres are reminded that figures should be leisure specific.

Most candidates were able to provide valid examples of regional differences, supported by data and provide accurate reasons for the variations identified.

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 more able candidates were able to give clear and accurate explanations of a range of differences between the sectors and include examples from industry. The difference in approaches to marketing strategies was much better covered than previously, and fewer candidates provided a theoretical explanation of marketing.

Reference to partnership initiatives was generally improved overall but this continues to be an area for focus and development by some Centres where candidates were still confusing 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. Examples should be included 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 for home based leisure 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 or its use for marketing leisure products. 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.

Most candidates clearly referenced their sources within the body of their work and also included a bibliography. With very few exceptions websites were still the sole source of information used by candidates. Centres are again reminded of the importance of candidates clearly and explicitly demonstrating their comprehensive research from a broad range of

information sources such as newspapers and other written media, or published texts in order to achieve the higher mark bands.

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. 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 a comprehensive range of factors influencing participation necessary for the highest marks bands to be awarded. Although a few 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 the full range of barriers to participation, and making relevant and sometime original recommendations for overcoming specific barriers.

Further guidance and support

Centre are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: www.edexcel.com/resources/training

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