

Moderators' Report/  
Principal Moderator Feedback

January 2013

GCE Leisure Studies (6966)  
Paper 01 The Leisure Industry

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## **General Comments**

Comments relate to the marking from the January 2013 series. The number of samples received for this series was too small to provide any clear indication of issues.

Centres submitted the OPTEMS forms correctly and followed the administrative instructions for mark submission. The work seen was well organised, and evidence was presented in a logical sequence with numbered pages which enabled the location of evidence to be clearly tracked on the front sheets. Most work was annotated to identify which mark bands had been awarded.

In the work seen, centres were accurate in their assessment and most candidates achieved high grades. Centres should note that a Teacher's Guide is also available at [www.edexcel.com](http://www.edexcel.com) which 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 again addressed well by all candidates.

The evidence provided relating to participation rates, employment numbers and consumer spending in the UK and Europe, continues to improve with the majority of candidates producing valid data for Europe. However some candidates included general data on employment, and Centres are reminded that all data should be leisure specific.

With regard to regional variations, candidates identified a range of variations supported by data on participation, and provided clear explanations of reasons for these.

## **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 candidates presented sound explanations of difference between public, private and voluntary sectors and their aims and funding and applied this to leisure organisations. The explanations of partnership initiatives were in most cases accurate and supported with valid examples.

### **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. Most candidates identified the growing popularity of extreme sports and the increasing use of technology both for home based leisure and by leisure organisations. All included examples of media as a leisure facility and some provided explanation of how the media influenced leisure activities on the industry. Some candidates suggested realistic potential future developments.

Candidates provided clear evidence of research. Sources were referenced in text and a bibliography provided. Although most candidates relied heavily on websites some did include information and data from newspapers and other printed 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 nonparticipation in the leisure industry. 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.

Candidates provided clear descriptions of the full range of factors influencing participation and their effect, supported by data. They were also able to identify barriers to participation and provide examples of procedures in place to overcome these. Some provided their own realistic recommendations on how to overcome specific barriers.

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