

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Leisure Studies (6966)
Paper 01 The Leisure Industry

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UA035386

All the material in this publication is copyright

© Pearson Education Ltd 2013

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

General Comments

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

With very few exceptions 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 student 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. Also, a Teacher's Guide is also available at Edexcel Online. This provides examples of annotated student 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 students.

It was very pleasing that a high proportion of students 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 students were achieving the higher mark bands for this outcome. There were still instances where some students provided data on general employment numbers and Centres are reminded that figures should be leisure specific. With very few exceptions students were able to provide examples of a range of regional differences supported by data, and present valid 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 students clearly understood the difference between public, private and voluntary sectors and their aims and funding. The more able students 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 students provided a theoretical explanation of marketing.

Reference to partnership initiatives was generally improved overall but this continues to be area for focus and development by some Centres where students were still confusing the concept of partnership initiatives with partnership in respect of company formation or providing inappropriate examples. Students 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 students had made some references to the increasing use of technology for home based leisure and by leisure organisations. Many explained the increasing popularity of extreme sports and provided a range of examples. Some students included data to support their explanations. Although most students 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 students who had explored potential future developments is still in the minority. It would be encouraging to see more students investigating a more diverse range of emerging trends and developments.

Most students 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 students. Centres are again reminded of the importance of students 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 top mark band.

A04: 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.

The majority of students provided clear explanations of a comprehensive range of factors influencing participation, and most used data to support explanations. Although a few students are still focusing on a limited range of barriers (such as disability) and describing the measures that are being used to overcome these, more students were identifying the full range of barriers to participation, and making relevant and sometime original recommendations for overcoming specific barriers.

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

