

Moderators' Report/  
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE  
in Leisure Studies (6966)  
Paper 01 The Leisure Industry

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## **General Comment**

This is an AS Unit which is internally assessed and sample submitted for external moderation.

Students are required to produce a portfolio of work consisting of four discreet tasks to cover the four outcomes:

- a) AO1 - understanding of range, scale and importance of the leisure industry in the UK and Europe. (Knowledge, skill and understanding)
- b) AO2 - the difference between the commercial and non-commercial sectors within the leisure industry. (Application of knowledge, skill and understanding)
- c) AO3 - research into current developments in the leisure industry. (Research and analysis)
- d) AO4 - conclusions drawn regarding reasons for participation and non-participation in leisure activities, and suggestions of ways to overcome barriers to participation. (Evaluation)

AO3 offers opportunity for learners to be assessed on Quality of Written Communication

### **AO1**

All students gave clear definitions of leisure and included a variety of examples of active, passive and home-based leisure activities. A high proportion of students presented well researched work which included valid current data on participation, consumer spending and employment for both the UK and Europe to demonstrate the scale and importance of the industry. Accurate examples of regional variations were provided and clearly explained.

### **AO2**

Students were able to demonstrate clear understanding of the differences between the two sectors. The majority of centres ensured that students used appropriate examples from the leisure industry to support descriptions or explanations but there were still instances when students' inclusion of examples outside leisure industry to illustrate had not been identified by the assessor. Also, there were still instances of misunderstanding of the concept of partnerships by students within one or two centres, with students giving examples of commercial links between organisations in the private sector rather than describing partnerships working between private and public sectors. QWC in students' work was appropriate to the grade awarded for this outcome.

### **AO3**

The majority of students were sourcing current and predominantly accurate data and integrating this into their explanations. Although a high proportion of students were solely reliant on internet sources for information some had drawn on newspaper articles and other published material. As with AO2, the inclusion by some students of

examples of non-leisure organisations was not always identified by the assessor. Students' written communication skills reflected the grade awarded.

#### **AO4**

Students were able to identify the key factors affecting and barriers to participation and explain their impact. The majority of students supported their explanations with accurate data. They were able to provide describe procedures in place to overcome barriers, and several provided reasonable and sometimes innovative suggestions as how these could be adopted to overcome specific barriers in their local area.

#### **Summary**

All four learning outcomes had been addressed and a high proportion of students were achieving the top end of the mark bands awarded. The work moderated showed that with very few exceptions students addressed the range set out in the specifications. More students were demonstrating skills of analysis and evaluation to attain the higher grades. With few exceptions students had undertaken independent research, and used their findings effectively. Although the majority were reliant on websites for information some students had accessed other sources.

Assessment was generally very consistent and most assessors had annotated work clearly and provided feedback against specific outcomes.

Centres were correctly interpreting the assessment criteria

## **Grade Boundaries**

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

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





