

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

Principal Learning Sport and Active  
Leisure

SL305: Globalisation and the Sport and  
Active Leisure Industry

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## **Grade Boundaries**

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## General Comments

This was the fourth series for this paper. The paper appeared to be accessible to students with a wide range of marks being achieved. Most students were able to respond effectively to the majority of the questions. There was evidence that most students had been effectively prepared, with the majority responding positively and offering valid answers. Almost all of the students answered all questions.

On the whole, students appeared to be familiar with the command verbs used in the questions. Students also appeared to manage their time effectively and most were able to fit their answers into the spaces provided on the question paper. The majority of students appeared to complete the paper in the time available, with little evidence of rushed work towards the end.

It was clear that a minority of students did not make full use of the stimulus material provided in the questions. The emphasis in this paper is on student's application of their knowledge to a variety of practical situations. The higher marks, particularly in levels of response questions, will always focus on the ability to demonstrate application rather than theory. Students need to ensure that any ideas or suggestions they make are realistic and appropriate for the circumstances of the stimulus.

As this is a work-related subject, the external examination seeks to put the students in applied situations and ask them to respond to these. It is essential that centres stress to students the need to read the stimulus information carefully before they answer questions, and be prepared to use that information within their responses. Where students are unable to apply the stimulus in their answer it will significantly restrict the number of marks students can receive. Generic responses will only gain limited credit.

The mark scheme rewards students who demonstrate their ability to use higher level skills in their responses, the mark scheme does not allow for more points to be awarded at the same level. Hence it will be student's ability to both apply their responses and offer a correct interpretation of the command words that will allow them to rise to the top levels of the mark scheme.

## **Individual Questions**

The wording and terminology used in the questions appeared to be accessible to the students and they were able to complete the paper in the time available.

### **Question 1a**

1ai, most students were able to correctly identify a social barrier to SAL. Although they may have used naïve terminology eg not enough money rather than stating 'financial status' to achieve 1 mark.

1a ii, most students had attempted to state how the barrier stops people from joining in with SAL activities without any development. An example might be that they state that people don't have enough money to pay for a gym membership to achieve 1 mark but did not go on to develop the answer further by adding more depth or another example to achieve 2 marks.

### **Question 1b**

1bi, most students identified one economic barrier to the provision of SAL. Commonly they stated that the council or government had no money or are saving money to achieve the 1 mark available.

1bii, most students gave a basic outline of how their named barrier may prevent the provision of SAL. For example, the government having no money or that the country is in recession and therefore has no money but did not qualify it with 'to spend on SAL provision or to build new leisure centres' to access both marks.

### **Question 2**

Students readily identified two transferable skills learnt in SAL. Communication, leadership and teamwork were the most common choices and gave the students full (2) marks. Students then had to go on to describe how these skills can be used in other industries. Most students answered this well and described how the skill was used in SAL and how it could be applied to another industry scenario, but often, without naming the industry. Not naming the industry did not prevent the students from achieving higher marks, but may have prevented them from applying their answers/examples further to access the full 4 marks available.

### **Question 3**

Overall this question was answered very well, students were able to access the full range of marks by developing and expanding their answers. Those who gave a sound explanation of how sports events can have an impact on the UK, with some reference to either positive or negative effects accessed lower marks. By using relevant examples to illustrate relevant points, giving more explanation of the positives and negative aspects of how an event could impact the UK, student's achieved higher marks. Common answers included examples of hosting a major sports event putting the city and county under the spotlight of the whole world, with them watching to see how well the host country can cope with the publicity it brings. Overall students answered this question well and showed a good understanding of this topic, with most students scoring marks in mark band 2.

#### **Question 4a**

This question had a mixed response from students. Most were able to give a sound explanation of a possible advantage of a business sponsoring sport. They may have attempted to give a second poorer one or omitted to give another. Typical answers included; if the sport is successful, people will see the sport and the business/brand, and buy more of their product, increasing sales. And also if the sport is successful it will make the business look successful, so more people will like them and buy their product or use their business. Students were able to access full marks by providing two explanations or by fully developing one example. Basic responses may have stated that if the sport looks good the product/business looks good but will not have qualified their example with any further explanation as to how this may be an advantage to the business.

#### **Question 4b**

This question was generally answered well. Most students' responses included an explanation of the possible disadvantages of businesses sponsoring a sport. Common responses included reference to a sports person who had done something 'bad' to bring the sport into disrepute which then made the product/business look bad, which resulted in a drop in sales. Students were able to access full marks by extending one example or by giving two explanations with less depth. Basic responses will have included an example of a sports person's poor behaviour without any development to explain the negative affect this can have on the business.

#### **Question 5a**

This question was not answered well. Most students gave a basic explanation of how NGB's (National Governing Body) can strike a balance between commercialism and ethics. Some students listed ways or ideas, but did not develop these answers. There appeared to be some confusion with fair trade products. Some students had referred to using ethically sourced sports kit and using fair trade products. Marks can be awarded for these answers if the students can show how this is used to strike a balance, the response needs to be qualified. Most students achieved 1-2 marks by attempting to give an explanation of how a NGB might use a salary cap to try to keep the competition fair and to prevent smaller clubs from going bankrupt.

#### **Question 5b**

Generally this question was answered well. Students were able to identify ways in which organisation such as NGB's can help to increase access to SAL. Often students gave three basic examples or listed two/three examples but did not develop these fully to achieve full marks (3 marks). Basic responses might have suggested that NGB's increase disability provision, increase funding to develop provision and put on transport. Better answers will have developed these examples to explain how the different ways to increase access can be carried out or their effect. For example by running coaching courses the NGB are qualifying more people to teach their sport, people will run clubs and teams in their local area, this will get more people interested in playing and coaching the sport and the NGB will have increased access.

### **Question 6a**

Overall this question was answered very well. Most students gave a sound explanation of 'fair trade' which identified at least three aspects of fair trade eg a safe working environment, no child labour and fair pay, enabling the students to score full marks (3). However, the majority of students did not mention that fair trade is the ethical production of goods. Weaker answers will have referred to one aspect eg children shouldn't be used to make products, achieving 1 mark.

### **Question 6b**

This question was answered well by students. Most were able to give a sound explanation of how fair trade can have an effect on the sale of SAL merchandise. Weaker responses may be limited to either negative or positive impacts, for example the recession means people have less money and so ignore ethical issues such as fair trade and will buy the cheapest products or people will not buy from companies who use sweat shops, use child labour and do not pay their employees a fair price.

Better responses will have given examples of positive and negative impacts of fair trade to answer this question. For example they may have explained that because people want to buy ethically produced merchandise, garments are being made in the UK which has helped to increase employment in the UK. Or explained that fair trade logos might be used on merchandise to reassure people that the product has been made responsibly. Students who referred to their examples and were able to demonstrate a clear understanding of how fair trade can affect the sale of SAL merchandise achieved higher marks.

### **Question 7**

This question had a mixed response. The levels based mark scheme for this question allowed students to achieve the range of marks available. Students generally provided sound explanations of the commercial and ethical issues raised and linked these to relevant recommendations for the council with clear justifications/solutions. When these explanations were not developed students scored marks within mark band 1. A basic response may have included reference to the benefits to the local people of the new development, more jobs will be created and that there will be more activities available for people to join in with. This will increase the community spirit and will make the community stronger, fitter and will give a new home to the football and rugby teams. When students applied more of the stimulus to their answer, with sound justifications, higher marks were awarded. Students who developed their answer and looked at both sides in more detail might explain that although the land used is green belt the benefits outweigh this cost. The sports village could be built to blend in with the country side and will give the local people increased access to the land. An increased revenue from the football and rugby teams could go towards paying for the new build as might the new larger sports ground. There could be an agreement where the teams rent the training ground, fields, so that there is always some income being generated. Schools and clubs could hire the facility for a reduced fee which would also generate income. Students who gave a focussed explanation and applied their answer providing realistic recommendations and justifications scored marks in mark band 3.

## Recommendations

- Students need to understand the active verbs **identification**, **outline**, and **describe** when considering their response.
- Students should take care to read the questions in detail.
- Students could be encouraged to practise exam technique.
- Ensure that students are aware of the content of the Specification for ZSL30/01.
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

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