

# Examiners' Report/ Principal Examiner Feedback

January 2011

Applied GCE

GCE Leisure Studies (6966)  
Unit 1: The Leisure Industry

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### General Comments

Comments relate to the marking from the January 2009 series. A very small number of samples were received for this series.

The samples received were generally well organised with Centres submitting the OPTEMS forms correctly and following the administrative instructions for mark submission. Centres did not always include the justification of individual assessment outcome marks and these are important in the facilitation of the moderation process.

Centres are encouraged to annotate candidate evidence identifying where assessment objectives have been met and where higher mark bands have been awarded. Some portfolios had little evidence of marking on the student work. In examples of best practice, the front sheets gave reference page numbers indicating the evidence and this was then supported by annotation throughout the student work. All portfolios should clearly have page numbers that can be referenced.

There were a few instances where centres were generous in their application across the mark bands. Also there were instances where Candidates had been set questions which did not fully address the criteria. It may be beneficial for some centres to scrutinise the 'what you need to learn' and assessment guidance sections of the specification for further information on what candidates need to produce to in order to meet all the grading criteria.

Centres should also note that a Teacher's Guide is also available at Edexcel Online 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 be variable and some candidates were still being awarded mark band three for this outcome, with very little or no reference to Europe. Where there are significant omissions in the information provided, the higher mark bands should not be used. Candidates are still providing general employment numbers or data and Centres are reminded that all data should be leisure specific. With regard to regional variations, there are still some candidates identifying variations with no explanation for such variations.

Some of the statistical data used was rather outdated and did not provide a realistic picture of the current scale and size of the leisure industry. It appears that some candidates still need guidance in the selection and use of valid and relevant data. It is disappointing that very few candidates produced the standard of response needed to achieve mark band three.

## **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. Some candidates are still producing a largely theoretical description of all elements including partnership arrangements and failing to apply this to leisure organisations.

Reference to partnership initiatives was often weak, and is an area for continued focus and development by many Centres. The summary of partnership initiatives should refer to both PPPs and PFIs and candidates should include examples of how these partnerships operate in 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. Candidates tended to focus on the increasing use of technology for home based leisure activities and its use by leisure organizations. They provided an explanation of the growing influence of the media on the industry. Candidates had not explored potential future developments. Candidates are relying almost exclusively on websites for information.

## **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.

In order to achieve mark band 2, it is essential that explanations are clear and supported by data. Some candidates are still not including data to support explanations of factors influencing participation and therefore unable to achieve the highest marks bands.

Candidates are also required to identify barriers to participation and to make recommendations on how to overcome the barriers. Candidates are able to describe barriers to participation and although some candidates were identifying a range of measures already being taken to overcome specific barriers, they failed to include any of their own recommendations and this is still a key area for focus and development.



## Grade Boundaries

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