

Moderators' Report/  
Principal Moderator Feedback

January 2012

GCE Leisure Studies (6966)  
Paper 01

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Publications Code UA030177

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## **General Comments**

Comments relate to the marking from the January 2012 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.

Candidates work was clearly annotated to identify where assessment objectives have been met and which mark bands have been awarded.

In the work seen, centres were accurate in their assessment and a high proportion of the work presented had achieved high grades.

### **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, included data for Europe. Candidates provided leisure specific data on employment. With regard to regional variations, candidates clearly identified variations and provided clear explanation for such variations.

It was satisfying that the majority of 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 candidates clearly understood the difference between public, private and voluntary sectors and their aims and funding. In the work seen candidates provided clear examples of how leisure organisations used the range of marketing strategies identified.

Reference to partnership initiatives was good and candidates provided valid examples from leisure sector. They had provided a clear summary of partnership initiatives and identified both PPPs and PFIs. Some candidates achieving mark band three.

### **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 had described the increasing use of technology and explored the growing influence of the media on the industry, but had not explored potential future developments. It would be encouraging to see more candidates investigating a more diverse range of emerging developments.

There was still a heavy reliance on the core text and/or website only information sources. Candidates had referenced sources and/or included a bibliography.

### **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 the work seen, comprehensive explanations of factors influencing participation, supported by data, were provided.

Candidates are also required to identify barriers to participation and to make recommendations on how to overcome the barriers. Candidates were able to describe barriers to participation and identified measures already being taken to overcome specific barriers, and provide some of their own recommendations. A high proportion of candidates were achieving the highest marks bands.

### **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>

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Order Code UA030177 January 2012

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