

Principal Examiner Feedback

January 2012

PL Sport & Active Leisure (SL305)

Globalisation and the Sport & Active
Leisure Industry

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code DP030894

All the material in this publication is copyright

© Pearson Education Ltd 2012

Contents

1. Report	page 4
2. Recommendations	page 7
3. Grade Boundaries	page 8

Unit 5: Globalisation and the Sport and Active Leisure Industry

General Comments

This was the second series for this question paper. The paper performed as intended with candidates achieving the full range of marks. Most candidates were able to respond effectively to the majority of the questions and had been effectively prepared.

It was clear that a minority of candidates did not make full use of the stimulus material provided in the question. The emphasis in this paper is on candidate'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. It will be important for candidates to have practice in doing this in their preparation for the assessment. Candidates 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 candidates in applied situations and ask them to respond to these. It is essential that centres stress to candidates the need to read the stimulus information carefully before they answer questions, and be prepared to use that information within their responses. Where candidates are unable to apply the stimulus in their answer it will significantly restrict the number of marks candidates can receive. Generic responses will only gain limited credit.

Individual Questions

Question 1a

Many candidates were able to answer this question correctly and were awarded full marks. Some candidates answered with an appropriate example of how celebrities can have a positive effect on the SAL and scored 2 marks, but their second example was a repeat of the first. Candidates may have provided the name of a different celebrity but the affect identified was the same.

Question 1b

Many candidates were able to answer this question correctly and were awarded 3-4 marks. Often candidates failed to apply their second example, so 3 marks were awarded. Some candidates attempted to provide 2 inappropriate examples of how sports celebrities can have a negative affect on a sport or one well developed one. Marks were not awarded if candidates had reversed their answer given in 1a, for example they can discourage participation. Candidates must ensure that their answer is linked to sport and not their other activities.

Question 2

Candidates were asked to give an explanation of how hosting a large sporting event may affect the UK economy. Most candidates were able to answer this question at level 2. Reference was given to the types of jobs and accommodation needs, and expansion of businesses. These need to be developed and expanded to reach the higher mark band.

Question 3a

Candidates outlined 2 transferable skills a sportsperson may have that could benefit a business. Most candidates identified 2 appropriate skills. Those who did not score well identified skills which were linked specifically to sport and not how they could be used in business.

Question 3b

This question had a very mixed response and was answered very well by some candidates. Candidates gave an explanation as to how a businesses workforce may benefit from listening to a speech from a successful sportsperson. When candidates gave answers which were linked to increasing motivation because Sir Steve is motivational they scored marks. Some failed to link the benefits to the business and focussed on how Sir Steve can be inspirational and worked hard to succeed and did not refer to how this can benefit a business.

Question 4a

There was evidence that some candidates were not all aware of what the term GDP means. Often candidates confused GDP with participation rates. Most candidates achieved marks in mark band 1, some had listed ideas but had not expanded on these. Candidates often described how to increase participation in sport and how it might cost money, but not how the sports industry contributes to the UK's GDP.

Question 4b

Candidates provided an explanation of the benefits to a sports club by using volunteers. Many candidates scored well in this question and gave realistic examples related to the club. For example, the club saves money by not paying a salary developed into what the club can do with the money saved and how volunteers can allow extra sessions to be run. Better candidates related the benefits to the community by increasing the number and range of clubs in the local area linked to or run by the sports club.

Question 5ai

This question was answered well by most candidates. An explanation of why the example given is an example of good ethics led candidates to identify good sportsmanship with specific reference being made to the example in the exam paper.

Question 5aii

This question had a mixed response. Candidates scored either one or two marks. Some identified bad sportsmanship but did not relate their answer to the text in the exam paper. Those that had done scored two marks.

Question 5bi

Overall this question was generally answered well. If candidates knew what commercialisation was they scored two marks for their definition with a relevant example.

Question 5bii

This question had mixed responses. When candidates gave an identification of 2 possible impacts of commercialisation on a sports club they scored highly. Often candidates made reference to more money to buy equipment or another simple statement. Some candidates mentioned an increase in money but did not always relate these to realistic or justified impacts.

Question 5biii

This question was answered well, but most candidates limited their marks to mid mark band 2 because they did not go on to qualify their answer. Candidates gave an explanation of how foreign ownership of a sports club offers opportunities and threats to the future of the sport. Most of the answers made reference to more money, turning the club into a business. To score higher marks they needed to go onto to develop this by explaining the effect on the fans, the players, the community. Candidates who clearly answered the question well and did apply their answer scored 6-8 marks or made justified statements e.g. more money, the club can buy better players. Candidates who had not their answer at all and may have provided a basic list of impacts scored 1-2 marks as they had not developed their answer at all.

Question 6

This question had a mixed response. Candidates recommended measures and justifications that a city can take to manage the environmental consequences of hosting a major sporting event. Often candidates had provided examples of environmental recommendations for a major event, when these examples were not developed candidates scored marks within mark band 1. Candidates who gave specific examples and applied their answer providing realistic recommendations and justifications scored marks in mark band 3.

Candidates should be familiar with the whole content of the 'what you need to learn'. Centres are reminded to cover the whole content of the unit

Recommendations

- Candidates need to understand the active verbs **identification**, **outline**, and **describe** when considering their response. This will help structure their response.
- Candidates should read the questions before responding.
- Candidates should make reference to past papers to practise exam technique.
- Candidates should be aware of the content of the Specification for ZSL30/01
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.
- Practitioners and candidates can make reference to the exemplar materials on the Edexcel website.

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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450484

Email publication.orders@edexcel.com

Order Code DP030891 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

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

