

Examiners' Report

January 2010

GCE

GCE Leisure Studies (6969/01)
Unit 4 - Leisure In Action

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report 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/>

January 2010

Publications Code UA022612

All the material in this publication is copyright

© Edexcel Ltd 2010

Unit 4 - Leisure in Action

General Comments

There was a relatively small sample put forward for moderation in January 2010. All the activities chosen were suitable for the course and had been chosen carefully given the small class sizes. The standard of work was very similar to that seen in previous series. The same problem areas as past years are occurring. Centres are advised to assess carefully, and make particular reference to past advice in the form of moderators' reports and centre feedback. Centre assessors' marking and annotation was generally sound, but centres are again to be reminded of the importance of internal standardisation.

AO1: The Plan of the Event.

Planning on the whole was very good for this series. Some centres tended to be on the generous side in awarding mark band 3 when the requirements for that band have not been fully met. Candidates do need to show comprehensive planning by including all aspects shown in the specifications. An example at top level is that, for resources there should be more than just a list of items required during the activity. Greater detail showing who is to obtain them, where and from whom, when they may be collected and who is responsible for them; is obviously more considered and detailed.

The most common omission was in not showing timescales and/or a comprehensive risk assessment.

The best plans are those which could be easily picked up by a future cohort who would understand all aspects and in all possibility operate a successful activity based on what they had read. All aspects of the specification notes should be clear. Plans still lacked detail and learners need clear guidance to ensure that the expected range of information (aims, objectives, plans, dates etc.) is provided. It was still evident that many centres are not monitoring the planning stages which results in misdirection later.

Once again, too many of the plans were similar in presentation to ones submitted by colleagues, and gave a view that the plans were undertaken as a group with minor alterations for individual submission. The type of events chosen provided the candidates with the opportunities to achieve good marks, but this was not always taken up.

AO2: Individual contributions.

This had been reasonable well documented in this series of moderation. Centres where candidates were adjudged to have achieved higher marks had clearly encouraged the use of a diary or of regularly kept logs. These were usually supported in their evidence by the tutor either signing the logbook or providing a witness statement showing the candidates involvement.

Many log sheets seem to be written retrospectively or recounted class input or discussion. It is very important that the **individual's** role be documented on a regular basis, and not in the form of an ongoing description of "what we did"! The more comprehensive these pages are, the more it should reflect the effort put in by an individual.

Minutes of meetings, however, were usually very brief and did not convey enough evidence of the candidates' involvement. Submitting the same set of minutes for each candidate is not acceptable unless the candidate has identified and explained their role at the meetings in more detail. Where group work has been submitted centres need to clearly guide their candidates to ensure that they explicitly demonstrate which work is credited to which learner.

AO3: Research and Feasibility of the Event.

This continues to be the weakest part of the coursework for this unit. It is also the one where assessors are being too generous with the marks they award. It is suggested that centres might wish to encourage their candidates to carry out this assessment objective first. This is to enable initial discussions to be documented in describing ideas that had been flagged up together with reasons for their rejection. It may well be that the logistics of a particular idea are unworkable, or the target group are not acceptable or a hundred and one other problems encountered. The basis of research and studying previous ideas from former cohorts may strongly influence the final choice. It is important to document the decision making process. Currently, too many candidates confuse the feasibility study with the planning. A bibliography, although not essential, is very helpful.

AO4: Evaluation of the Event.

There seems to be a common trend by candidates to evaluate the activity as opposed to the individual role played, or the teamwork shown. Copious pages of questionnaires and surveys about how successful the day has or has not been are not required unless they contribute to the candidate's evaluation of their performance. It is suggested that centres need to give learners more guidance with regard to the type of evaluation required. Mark band 3 can only be awarded if there is clear evaluation (as opposed to description) of what, why and how the candidate undertook their role, together with identifying how team members and teamwork contributed to the activity's success. This should consider both the product or activity and the process leading up to the actual event/activity. Recommendations for improvements are often absent from the work, thus preventing movement through the mark bands.

GCE Leisure Studies Grade Boundaries

Unit 4 - Leisure In Action

Grade	A	B	C	D	E
Raw mark	48	42	36	30	24
UMS	80	70	60	50	40

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

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UA022612 January 2010

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

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH