

Examiners' Report

Summer 2010

GCSE

GCE Leisure Studies (6969)
Leisure in Action

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General Comments

The number of entrants for this unit was down on last May. However, the standard of work appeared to be much higher than in previous years, with more candidates achieving marks correctly adjudged to meet the higher mark bands. The activities chosen were generally very well suited to the Leisure industry, with the most common being that of arranging a mini sports tournament, or of a disco for lower year groups. However, there were still one or two centres whose candidates planned a day trip in the UK or a journey abroad with no connection to the Leisure industry. Even where there was a leisure link and the work was very good, showing much planning; a trip does rather restrict the amount of participation or contribution to the day. It is therefore important that future cohorts do adhere to the guidelines and specifications of this unit.

The advantage of arranging activities of a sporting theme, particularly for lower year groups, is that they give ample opportunity for risk assessments, providing resources, and more importantly job roles for larger sized cohorts. Often all the facilities are available within school or college and there is plenty to consider in the planning process and on the day.

There are still centres who are not annotating work or indicating why they awarded the mark bands they did. Work for unit 4 is notorious in that there are often notes/documents common to all students, and for the volume of work. It helps the moderator immensely if there is clear indication of the reasoning behind the awarding of a mark.

AO1: The Plan of the Event.

As in previous year's, the best plans are those which could feasibly be picked up by a third party and followed with reasonable ease. It is important for centres to understand that the more comprehensive the plan, the more likely the candidate is to achieve mark band 3. Most candidates did include all the aspects of a plan which are clearly documented in the specifications. It is crucial that all aspects are in depth for the higher mark band. Better candidates had shown great thought to their risk assessment. An example at top level is that, for resources there should be more than 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.

Some centres tended to be on the generous side in awarding mark band 3 when the requirements for that band had not been fully met. Yet again, the most common omission was in not showing timescales and/or a comprehensive risk assessment. Another limiting factor is that centres are not encouraging an individual approach. Several centres submitted candidates' work where the same plan had been included by each person. Whereas it is appreciated that the plan has been produced as a result of class discussions and meetings, there should still be individuality demonstrated in the presentation. Photocopies of the same plan are not allowed. Centres whose candidates were correctly awarded higher marks had appeared to regularly monitor work and offered guidance to students.

AO2: Individual contributions.

Yet again, this particular area of the unit was generously assessed by many centres. There is potential for candidates to score highly, and mark band 3 should not be too difficult to achieve. However, it is crucial that there is sufficient evidence available to confirm the candidate's role in planning and taking part. Many centres are reliant on assessor's comments or witness testimonies to confirm roles played. This is largely acceptable, but the simplest way is for candidate's to keep an individual log or diary on a regular basis, highlighting every activity or task they are involved in. This together with minutes of meetings and a brief note from the assessor should clearly indicate the role played.

The main concerns from moderators are that these dairy sheets when written are often retrospective 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 were, more often than not, a complete set of photocopied documents for every candidate which failed to indicate the individual candidate's role at the meeting or ongoing tasks allocated. Photocopied sets can be used but should be backed up by individual notes expanding on the candidate's contribution to decision making or discussions.

Centres are encouraged to constantly monitor the record keeping of candidates, as a small contribution every day or week can build into a comprehensive log, which is then much easier for assessment purposes in being able to determine how big a role was played.

3: 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 often the case that the better centres start AO3 before any of the other assessment objectives. There is obviously a lot of sense in this as ideas are considered or rejected in the initial discussions.

At mark band 3, candidates are required to have carried out relevant and comprehensive research from a variety of sources. This is often not the case, or more likely, information sources are not referenced. It is important that primary and secondary research is evident and informs the project. The more evidence available the better! Candidates should not be allowed to go straight into documenting the chosen activity without stating how it came about in the first place.

AO4: Evaluation of the Event.

There is so much potential to earn high marks for what should be the simplest of the four assessment objectives to complete, coupled with the fact that the candidates are on the "last lap" of the process. Evidence again demonstrates that candidates have either got this right or are prone to struggle. There seems to be a common trend by candidates to evaluate the activity as opposed to the individual role played or the teamwork shown. This is often followed by reams of completed questionnaires from competitors/participants. The important thing to remember is that we do not

require a description of the activity or comments on how it went. This only has relevance if it links to evaluating individual roles and the team's performance.

Again, it is suggested that centres need to give learners more guidance with regard to the type of evaluation required. It is evident that some candidates at the lower end of the mark scale have not been given any ideas on how to evaluate, or different methods of evaluation. 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. It is not sufficient just to identify shortcomings or room for improvement. At mark band 3 these need to be detailed and show careful consideration. Nearly a third of the total mark for the unit is available through AO4 and so the more care and thought given to it the better!

Leisure Studies

Unit 1 - The Leisure Industry

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	47	40	34	28	22
Uniform boundary mark	100	80	70	60	50	40

Unit 2 - Working Practices in Leisure

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	52	45	38	31
Uniform boundary mark	100	80	70	60	50	40

Unit 3 - The Leisure Customer

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	47	41	35	29	23
Uniform boundary mark	100	80	70	60	50	40

Unit 4 - Leisure in Action

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	24
Uniform boundary mark	100	80	70	60	50	40

Unit 5 - Employment in Leisure

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	53	46	40	34
Uniform boundary mark	100	80	70	60	50	40

Unit 6 - Current Issues in Leisure

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	25
Uniform boundary mark	100	80	70	60	50	40

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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