

Principal Moderator Feedback

Summer 2012

GCE Leisure Studies (6969)
Paper 01

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Leisure in Action

The number of entries for this year's moderation was greater than in recent years. From the dates identified on much of the coursework, this unit continues to be left until the end of the course. Again, all the activities selected were suitable for the course and had been chosen carefully given the small class sizes for most of the centres moderated. Centres are advised however, to be careful that the activity does not veer towards being a Travel and Tourism event, such as a coach trip or visit abroad. This is only permissible if the visit is to an obviously "leisure" venue or event, or if it is a small cohort who has teamed up with their peers on a Travel and Tourism course. Most events planned were sports related, usually some type of knock out tournament for other schools. "Britain's got Talent" style events were also popular, but often proved harder to arrange. It is the process rather than the final product (activity) that is the most important consideration.

The standard of work again showed a marked improvement on previous years' entries, particularly with the work deemed by the assessors to have met mark band 3. Centre assessment and annotation was generally accurate, but centres are again to be reminded of the importance of internal standardisation and in making reference back to past advice in the form of moderators' reports.

AO1: The Plan of the Event.

As in previous years, many centres fail to grasp this aspect of the unit. Often, there is a lot of theory taught with candidates producing generic notes on SMART targets and Gant charts. The submitted work from candidates should only show this if it relates to their specific planning activities. For a plan to be "workable", it needs to include all aspects as shown in the specifications. A good judge would be that it should be to a level where it could reasonably be picked up and followed by a third party. The most common omission was that of a timeline or of a contingency plan. Candidates had produced good risk assessments which showed understanding of potential hazards and how to deal with them. Centres are encouraged to monitor what candidates are including in the plan as they go along. Yet again, too many of the plans were similar in presentation to ones submitted by peers and gave a view that the plans were undertaken as a group with minor alterations for individual submission.

AO2: Individual contributions.

This was demonstrated to a high level by most candidates. However, some candidates are missing out on the opportunity to earn higher marks simply by not having the right evidence to prove their role. There was often implicit evidence of a lot of hard work on the candidate's part. It was not always detailed in a manner that made it obvious to the moderator as to what the candidate's role had been. Centres where candidates achieved higher marks had clearly encouraged the use of a diary or of regularly kept logs. These were usually supported by minutes of meetings (which should identify individual contribution) and by witness testimonies from the assessor. It is important for this to state what the individual role was and how the candidate contributed, rather than a sweeping statement or mass produced feedback sheet. An accurate assessor's statement should leave the moderator in no doubt as to the amount of work inputted by the candidate during planning, and carrying the activity out.

AO3: Research and Feasibility of the Event.

Feasibility studies were vastly improved on previous years. Although it is necessary for there to be a documentation of discussion about various other activities that might have been considered, there is no need for candidates to include page upon page about each of the original ideas. AO3 needs to focus on the reasons why the chosen activity came about, how workable it is and how the listed components of a business plan (from the specifications) relate to the activity. It is becoming popular for many of the centres entered to encourage their candidates to present findings as a PowerPoint presentation, either collectively as a group, or individually. These talks came as a result of initial discussions which were clearly documented, and from describing ideas that had been flagged up, together with reasons for their rejection. The research and studying of previous ideas from former cohorts was still not being considered. There again appeared to be a lot of research carried out amongst target groups and in deciding the nature of the activity. This is to be encouraged as this assessment objective focuses on research. However, as stated, this initial research should not be to the extent that it takes over the entire feasibility study. It appears that many centres encourage this particular assessment objective as the first task of the assignment; but this still continues to be a problem as candidates tend to merge the plan and the feasibility study into one. A bibliography, although not essential, is very helpful.

AO4: Evaluation of the Event.

This appeared to be the most improved part of the candidate submissions. It also presents candidates with the best opportunity to gain high marks by following a clear format. A comprehensive evaluation of their role, their peer groups' roles, and solid recommendations for improvements with justification should be quite straightforward. The reason for most candidates not gaining mark band 3 for this is that they fail to consider how the team worked together, or the process leading up to the activity (often just focusing on the day itself). There continues to be a common trend by candidates to evaluate the activity as opposed to the individual role played, or the teamwork shown. Candidates fortunately appear to have got out of the habit of presenting copious pages, questionnaires and surveys about how successful the day has, or has not, been.

Recommendations for improvements need to be documented properly. As in AO1, a good guideline is that anyone wishing to repeat the activity at a later date should be able to consider the evaluation and gain from the experiences documented.

Further guidance and support

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: www.edexcel.com/resources/training

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