

Moderators' Report/
Principal Moderator Feedback

January 2013

GCE Leisure Studies (6969)
Paper 01 Leisure In Action

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General Comments

Entries for this unit were on the low side. This is not unusual for this series of moderation. Centres favour this unit for the better weather, as outdoor activities are popular with candidates. Choices of events were appropriate to the qualification, with the organisation of a sports event to a lower year group or a visit to a visitor attraction, being the most popular choices. One centre, with a small cohort, submitted work that had been carried out in conjunction with their Travel and Tourism students, also a small group. This involved a theatre trip and meal. This was acceptable as the focus of the Leisure students was on the leisure side of the activity, rather than route planning or timetabling which had been left to the Travel students. It is important however that candidates clearly indicate individual roles and contributions, and not use "common" material.

AO1:- The quality of work was high and virtually all candidates had included all the elements of a business plan, as identified in the specifications.

AO2:- It is clear that more centres are briefing candidates on the importance of keeping a log/diary of their role. It should be stressed how vital to the unit these are. It is advised that centres regularly check the completion of these as many are appearing to be completed retrospectively, often preventing higher mark bands to be achieved as omissions and errors become apparent. It is equally essential that there is clear evidence of individual work by each team member. The reflective log style approach is important to follow and centres should take a more creative approach to logging and recording of the event. Learners can then demonstrate how they have taken part in the event. When a group approach has been taken this, not only produces duplicate evidence but, is also difficult to see how individual performance has been captured.

Where minutes of meetings are included they must be of a professional and business standard and reflect the A2 level of this unit. They should also include individual contributions and ensure that they cover all aspects of planning including marketing, administrative systems, health and safety and risk assessments. It is evident that minutes on the whole are very simplistic and often do not cover the overall planning cycle of the event.

This unit requires the support of witness testimonies. Most centres had produced detailed statements confirming each candidate's role. Testimonies should be clearly linked to the assessment objectives and the mark bands but, should indicate clearly the individual contribution. Aims and objectives need to be clearly shown as this assists the learner when looking back at the plan in AO4, making a comprehensive evaluation more likely to be achieved. Most events provided the candidates with the opportunities to gain good marks.

A03:- This was the weakest part of the unit for many candidates. The feasibility study should address all the main aspects of the plan and for the higher marks each aspect will be supported by referenced research. Most candidates showed that research had been undertaken but few provided the evidence of the source of the research or provided a bibliography. Others however did not provide evidence to show what research had been undertaken or what had been previously written. In several cases research had not been based around how workable an activity was, and tended to go off at a tangent from the planning of the activity by researching unnecessary topics. Research was limited, particularly in terms of supporting the rejection of alternative events before making a final choice. Care should be taken when the event has been "tried and tested" before, as it does prevent originality by the current group as they repeat the plan already prepared for them.

A04:- A starting point for the evaluations should be a consideration of the extent to which the aims and objectives of the team have been met. In addition all learners should evaluate the extent to which they; and individual team members have met deadlines. The planning process should be analysed to assess the extent to which the planning enabled a successful event to be developed. All learners provided evaluations of their performance, but team and individuality were often absent. All learners are required to assess not only their own performance but also that of their team. The learners appeared to find peer evaluation difficult and it is recommended that assessors give clear guidance on this aspect.

The evaluation must include both during the planning and the running of the event for both themselves and the team. For mark band 3 the evaluations must be comprehensive and detailed for both themselves and members of the team. The evaluations will include analysis of strengths and weaknesses and the consequences of these. The strengths and weaknesses will be accurate and this will be confirmed by witness testimonies or observations.

It is essential that there are clear recommendations for improvement. These were rarely in depth. In some cases recommendations were lacking. The recommendations are an essential part even of mark band 1. Weaker learners require guidance on this aspect.

Overall, it was pleasing to see that candidates appeared to enjoy the planning and participation in the activity, and that centres had taken note of comments made in previous moderator's reports.

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