

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Leisure Studies (6969)
Paper 01 Leisure in Action

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UA035391

All the material in this publication is copyright

© Pearson Education Ltd 2013

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

General Comments

The number of entrants for this unit was similar to last May. However, the standard of work appeared to be much higher than in previous years, with more students 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, for lower year groups, or for local schools in the area. These tended to work better than arranging a day trip out. Trips to theme parks (with Alton Towers being the most popular), only really suit small cohorts. It is difficult to allocate many job roles or consider much in the way of planning the day/contingencies, when too many third parties are involved. All centres adhered 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. It was also a concern that some centres are not considering the requirements of mark band 3 when considering borderline decisions at mb 2/3. It would also appear that a small minority of centres are trying to "bump up" the marks within assessment levels. All requirements of the mark band must be met in order to award marks at that level. A "Best fit" calculation then needs to be made.

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 student is to achieve mark band 3. Most students 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 students 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 students' 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 students were correctly

awarded higher marks had appeared to regularly monitor work and offered guidance to students.

AO2: Individual contributions.

There was a lot of good work carried out by the majority of students. Most centres are now producing documentation to indicate the extent of student contribution. Assessor witness testimonies were detailed in most cases. There is potential for students to score highly, and mark band 3 should not be too difficult to achieve. It was disappointing to note that a small handful of students failed to keep any form of log or diary despite the specifications, Teachers Guide, and previous examiner reports indicating the importance of this. This together with minutes of meetings and a brief note from the assessor should clearly indicate the role played.

The more comprehensive these pages are, the more it will reflect the effort put in by an individual. Two centres had designed their own A4 log sheets that were completed by each individual student on a weekly basis, showing teamwork, individual contribution, problems encountered, if any. This was then collected in and signed by the assessor each week with additional feedback if required. Over a period of 3 or 4 months this resulted in a clear business-like log that encouraged and enabled the students to meet the requirements of mark band 3.

Minutes of meetings were, more often than not, a complete set of photocopied documents for every student which failed to indicate the individual student'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 student's contribution to decision making or discussions.

Centres are encouraged to constantly monitor the record keeping of students, 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.

AO3: Research and Feasibility of the Event.

Many centres start this Assessment Objective first, leading into AO1. There is obviously a lot of sense in this as ideas are considered or rejected in the initial discussions. There was a vast improvement on the way students had addressed this. At mark band 3, students are required to have carried out relevant and comprehensive research from a variety of sources. The more evidence available the better! Students should not be allowed to go straight into documenting the chosen activity without stating how it came about in the first place. Students achieving the higher mark band had shown all this research and had included records of discussions to indicate the selection process involved in determining their final choice of activity.

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 students are on the "last lap" of the process. Evidence again demonstrates that students have either got this right or

are prone to struggle. There seems to be a common trend by students 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 students 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 student 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!

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

