

Moderators' Report/
Principal Moderator Feedback

January 2012

Principal Learning

Sport & Active Leisure
Level 1 Controlled Assessments

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Unit 2 – The Importance of Participation in Sport and Active Leisure.

General comments

This was the second January series for this unit and there was a very small entry. Hence, most of my comments will be directed at the performance and future direction of the unit.

Candidates planned an activity session with appropriate risk assessments, a work booklet including encouraging participation criteria and an evaluation of candidate's activity plans. Candidates were able to achieve the majority of marks.

Candidates designed their own risk assessments and evaluation sheets, candidate responses were extensive information.

Learning Outcome 1.1

The benefits of active participation was outlined by all candidates well, it was clear that they had given relevant guidance. Maximum marks can be achieved if six or more benefits have been addressed.

Good practice of this LO is evident where work is produced in PowerPoint format including physical fitness, mental resilience, self confidence, crime reduction, anti-bullying and avoidance of crime with elaboration. It is not necessary to provide a substantial answer as long as identification of benefits is achieved.

Learning Outcome 2.1

Generally, this has been applied to the context in which candidates have been working in, this demonstrates a higher level of knowledge and understanding therefore ensures candidates achieving higher mark band results.

Learning Outcome 3.3

The majority of candidate produced thorough plans that demonstrate effective organisation of time and resources. Good practice for this LO, would be to provide candidates with template activity plans including a section for time and resources required. Less able candidates tended to give the activities to be undertaken but with limited acknowledgement of time needed per activity or resources needed.

Learning Outcome 4.1

This is a learning outcome where candidates can gain higher mark bands with the use of a basic risk assessment template. Maximum marks will only be gained if six or above hazards have been identified with no overlap or repetition of hazards e.g. 1. Bags left on the floor so could potentially trip. 2. Cones left on the floor when not in use so could potentially trip.

Candidates will limit themselves to lower mark bands if responses include repeated hazards (tripping over balls / tripping over benches) also if candidates identify hazards of the surroundings not the actual activity.

Learning Outcome 4.2

The mark given will be closely linked to the mark given for LO4.1. Candidates should be careful not to lose marks through repetition of how risks will be managed or for irrelevance / inappropriateness of risk.

Learning Outcome 6.1

As before centres are advised that the use of a template for strengths and areas for improvement which gives a broad coverage of examples that are very detailed. A template which includes the following sub headings might allow for candidates to reach high mark bands.

e.g.

| | |
|--------------------------|---------------------|
| Delivery skills | strength / weakness |
| Resources | strength / weakness |
| Activity content | strength / weakness |
| Health and safety issues | strength / weakness |

Learning Outcome 6.2

Candidates tend to achieve higher mark if they have linked LO6.1 and 6.2 together, they also show specific examples of what activity they will improve on in future including acknowledgement of time and if their equipment was appropriate for the participants taking part.

Unit 3 – How the Active Body Works.

General comments

This was the second January series for this unit and there was a very small entry. Hence, most of my comments will be directed at the performance and future direction of the unit.

Learning Outcome 1.1

Centres are achieving higher mark bands for this LO. Candidates are gaining highest potential marks when LO1.1 and 1.2 are completed together. The use of template diagrams for the candidates allows candidates to access at least the lowest mark band. Centres are reminded to award highest marks available if all structures have been labelled.

Learning Outcome 1.2

Candidates have been given a range of mark bands for work submitted throughout the sample, if most of the functions have been identified higher mark bands can be awarded, again candidates will gain highest potential marks when LO1.1 and 1.2 are completed together.

Learning Outcome 2.1

It is clear candidates have carried out different tests, higher mark bands have been awarded if the candidate has shown working out and acknowledged normative values. Using a work booklet with all LO's (clearly marked throughout) as a template for level one is good practice and will guide the candidate through the LO's.

Learning Outcome 3.1

This LO has been completed with sound responses, candidates have produced information accurate to the requirements of the LO. Higher mark band candidates elaborate on factors including longer life expectancy, avoidance of injury due to an all round fitness.

Learning Outcome 3.2

The comment is the same to LO3.1.

Learning Outcome 4.3

Due to the practical aspect of this LO, photographs of candidates carrying out the tests are important to continue in future series to back up evidence of the health / fitness tests being carried out. Comment for LO2.1 should be reiterated here. Continue to Use a variety of tests, this shows good practice also use tests that are nationally recognised; candidates will have more potential in gaining higher mark band marks if the test and the methods / norm data are used and referenced.

Learning Outcome 5.1

Guidance for future is that centres continue to produce a template for this LO including the test or tests carried out, a column for physical and a column for psychological; a review should be completed with reference to candidate results and comparison to norm data.

Unit 4 – Introducing the Sport and Active Leisure Industry

General feedback

The number of samples submitted during the January 2012 series was small. Therefore the conclusions drawn are based on moderation of a small number of samples of learner evidence.

Most learner evidence was presented in a clear and straightforward fashion. It was clear to see what the learners had been awarded with some justification and who by. Furthermore all documentation was completed fully. Most learners had produced written evidence in an assignment style. The assessor had annotated on each page where the relevant evidence was and this was cross referenced. This was straightforward to follow and good practice. Please ensure when submitting learner evidence for moderation that:

- All documentation is included as listed in instructions for moderation
- It is clear what has been assessed and why
- It is easy to find where the relevant evidence is for each learning outcome.

During moderation it was noted that some of the tasks provided evidence for learning outcomes that were not the original target. For example some learners provided evidence about sport and active leisure nationally (LO2.2) in the task describing sport and active leisure locally. This was also true of LO5.1, LO5.2 and LO6.1. This evidence was not always looked at collectively and so in some instances learners were not given credit where it could be awarded. If evidence is provided for learning outcomes this can be assessed whatever the target of the particular activity was. This is a characteristic that can be expected at level 1.

Specific feedback

Learning Outcome 1.1

Learners generally provided a range of jobs from a range of sources but were not always awarded over MB1. If a learner includes evidence from a range of different web sites then each website would be considered a different source. It is also essential that all jobs are appropriately referenced so that the assessor can judge if the sources are different and so awarded correctly.

Learning Outcome 2.1

This learning outcome was assessed to national standards with minimal adjustments made. Learners provided evidence across the mark bands.

Learning Outcome 2.2

This was generally assessed to national standards. It should be noted that some learners provided some evidence of sport and active leisure nationally in other tasks rather than the specific targeted activity. This is acceptable. As stated previously learners should be awarded for providing evidence of achievement wherever this may be.

Learning Outcome 2.3

Most learners were limited to achievement within MB1 for this learning outcome. This was because although they described job requirements they did not describe job conditions such as pay and working hours. For learners to achieve at above MB1 this is required. Please ensure learners fully complete the requirements to maximise achievement.

Learning Outcome 2.4

Most learners achieved at MB1 for this learning outcome. The descriptions of career and progression opportunities were brief and in some instances not attempted; this significantly impacted on the level of achievement. Assessment did generally meet the requirements of national standards. Please ensure learners again fully complete the requirements of the mark bands.

Learning Outcome 3.1

Assessment was mostly to national standards however some learners did offer some confusing responses. The evidence provided often spanned two learning outcomes and so could be difficult to understand. For example learners explained the contribution of SAL to the economy in the section related to understanding the benefits of partnerships. Please again note that learners can be awarded credit wherever they provide it. It may be useful to assess these two related aspects together.

Learning Outcome 4.1

This was under assessed for most learners. The responses were at a higher level than assessed. Please be aware of this standard for future assessment. Learners included aspects such as construction links, sponsorship and wages. These would allow for further credit at higher mark bands. Most of these explanations were sufficiently detailed for level 1 learners to be credited at MB2.

Learning Outcome 5.1

For this learning outcome the learner must review their personal attributes to job roles; for future guidance please ensure that the specific job role is made clear so this judgment can be made. This was unclear in some of the moderated samples. This limited achievement. As they are related closely, it may be useful to assess LO5.1 and 2 and 6.1 together to avoid over assessment.

Learning Outcome 5.2

The learner must assess their personal suitability for a job role; again for future guidance please ensure that the specific job role is made clear so this judgment can be made. This was unclear again in some of the moderated samples. This again limited achievement. As they are related closely, it may be useful to assess LO5.1 and 2 and 6.1 together to avoid over assessment.

Learning Outcome 6.1

The learner must communicate personal suitability for a job role; for future guidance please ensure that the specific job role is made clear so this judgment can be made. In some of the moderated samples, there were commentaries of interviews with questions however again it was unclear at times which jobs these questions and responses related to. This made judgment difficult. As they are related closely, it may be useful to assess LO5.1 and 2 and 6.1 together to avoid over assessment

Unit 5 - Working with Different Types of Customers in Sport and Active Leisure

As there were no entries for this unit, it has not been possible to provide detailed feedback to centres to benefit their candidates. Edexcel will not, therefore, publish a Report for this unit.

Recommendations for level 1

- Candidates need to understand the active verbs **few, some, wide range etc** when considering their response.
- Centres should continue to provide templates of risk assessments and activity plans where appropriate.
- Ensure that candidates are aware of the content of the Specification.
- Effectively labeling and annotation of evidence to the specific mark bands, with clear justification for assessment decisions
- Linking related learning outcomes to minimise duplication of evidence. For example, If a learner provides evidence for assessment in tasks where it was not expected this can be included as valid evidence.
- Practitioners can continue to attend Edexcel training events e.g. feedback on assessments events.

Grade Boundaries

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