

Moderators' Report/  
Principal Moderator Feedback

January 2012

Principal Learning

Sport & Active Leisure  
Level 2 Controlled Assessments

### **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

### **Pearson: helping people progress, everywhere**

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2012

Publications Code DP031279

All the material in this publication is copyright

© Pearson Education Ltd 2012

## Contents

<b>1. Unit 2: Encouraging Participation in Sport and Active Leisure</b>	page 4
2. Unit 3: Science in Sport and Active Leisure	page 8
3. Unit 4: Working in Local Sport and Active Leisure industry	page 11
4. Unit 5: Business in the Sport and Active Leisure industry	page 14
5. Unit 6: Media in Sport and Active Leisure	page 17
6. Unit 7: Access for all in Sport and Active Leisure	page 22
7. Grade Boundaries	page 25

## **Unit 2: Encouraging Participation in Sport and Active Leisure**

### **General comments**

This was the second series for this unit and the majority of centres produced relevant work that was appropriate to the level.

The focus of the assessment in this unit is for students to support the delivery of a simple group or active leisure activity aimed at encouraging participation in sport and active leisure which includes planning, carrying out a risk assessment and assessing the strengths and weaknesses of other sport and active leisure participation activities.

The unit was generally well delivered by centres and the work produced by candidates was appropriate for the unit although certain areas were stronger than others.

The writing of assignments for the unit varied in quality across the sample. Many centres did use the exemplar assignments produce by Edexcel. Where centres had written their own assignments, there was evidence of good practice where centres provided guidance to learners in the tasks that highlighted the assessment criteria and clearly stated expectations to candidates. A few assignments lacked clarity and candidates found it difficult to access the higher Mark bands as a result. There were also tasks that required group work which is expected in this unit, however, in some instances students did submit exactly the same evidence in which case no marks could be awarded as it was not possible to determine which learner had actually produced the work.

### **General administration**

- All the candidate work requested was submitted on time by the centre including the work from the highest and lowest candidates.
- In nearly all instances, the Candidate Record Sheet was signed by both the assessor and the candidate.
- In nearly all instances the assignment brief was fit for purpose and gave candidates the opportunity to meet all the learning outcomes.
- In most instances, the assessor had annotated clearly where the learning outcomes had been achieved. However, very few assessors annotate the scripts to show where the mark bands have been achieved.
- Only a small number of centres provided evidence of internal moderation of the candidates work.
- In some cases, centres had provided a learner observation sheet for LOs in grading grid A. For any work marked on marking grid A – physical evidence must be provided for moderation so that a moderator can see exactly what the candidate has provided/carried out and moderate the work appropriately.
- Some centres sent work in appendices which was not relevant to the assessment LOs – centres should only submit evidence for moderation that is appropriate for the LOs and assessment criteria.
- Some candidates did submit the same session plan for LO 3.3 – in these cases 0 marks could be awarded. Whilst the candidates have to work in

a group to come up with a plan, any evidence submitted has to be their own individual work (please see Annexe E – collaboration (Group Work) for more information on this).

### **Individual Learning Outcomes**

#### **LO. 1.1**

Some candidates submitted this answer in list format. As a result the answer lacked the necessary development to achieve anything higher than mark band 1. In order for the candidates to identify the benefits of increased regular participation it is necessary for them to show an understanding of why it is a benefit which requires development.

#### **LO. 2.1**

Some candidates produced a limited assessment as their answer gave a description of each leadership style rather than the impact of leadership styles on increasing participation rates. As a result the answers often lacked the necessary detail to achieve anything higher than mark band 1 and Mark Band 2. There was evidence of greater application in this learning outcome as more candidates had provided evidence on the impact of leadership styles on increasing participation compared to the June 2011 series.

#### **LO. 2.2**

Some candidates produced a basic explanation as their answer gave a description of motivational theory rather than the impact of motivation on participation rates. As a result the answers provided often lacked the necessary detail to achieve anything higher than mark band 1 and Mark Band 2. There was evidence of greater application in this learning outcome compared to the June 2011 series.

#### **LO. 3.3**

The work produced for this learning outcome was often of a good to high level. The learning outcome required the candidate to produce a session plan identifying the way in which they would plan a session in terms of time and resources. In most instances a session plan template was used. The main area for improvement was related to more detail required for the resources and time required to deliver a sports and active leisure session such as timings for each part of the session and how many of each type of resource was required for each part.

#### **LO. 3.4**

Many candidates were able to identify a few practical strategies to avoid or resolve conflict in a practical activity, however, these were not always based in a sport and active leisure environment as required by the learning outcome. In many cases the method of dealing with the conflict was a basic list with no development to show how the practical methods would actually resolve or avoid the conflict. There was also a lot of repetition with the same methods of dealing/resolving conflict being used in different situations.

#### LO. 4.1

On the whole students did not perform well in this learning outcome. In many cases realistic hazards related to the sport and active leisure activity were not provided in the risk assessments. Obstacles such as benches, bags, gym equipment etc were listed in many risk assessments which were not related to the activity. In these cases marks could only be awarded in mark bands 1 or 2, very few candidates achieved marks in mark band 3. In future, candidates should identify the hazards and associated risks linked to a specific sport and active leisure activity. It would be good practice to have candidates prepare their risk assessment for the session that they had planned for LO3 and LO5.

#### LO. 4.2

On the whole students did not perform well in this learning outcome. Precautions were often provided in a list format and were very limited in application. There was also a lot of repetition. Candidates must describe the precaution and how it can reduce or eliminate the identified risk in order to be awarded marks.

#### LO. 6.1

This LO provided a mixed response. Candidates who achieved marks in mark band 3 had often carried out a range of sport and active leisure activities and then provided an assessment on the strengths and weaknesses from their point of view and also from different participant groups. Where candidates did not perform well, they had only attempted to assess 1 or 2 activities and their answers were too brief and lacked detail.

Some centres had their candidates assessing the strengths and weaknesses of the activity session that they lead - this is not appropriate for this LO. The assessment information for assessors clearly states that 'the activities must be different to the activity that they help to deliver in learning outcome 5 and each activity must be related to different sport and active leisure activities'.

#### LO. 6.2

Some candidates produced a limited assessment as they failed to explain how improvements could be made to sport and active leisure activities to encourage participation. As a result the answer lacked the necessary detail to achieve anything higher than mark band 1 and Mark Band 2.

## **Recommendations**

The centres generally produced assignments that were fit for purpose, but with some extra explanation and guidance, candidates would be able to access the whole range of marks.

Further information/training for centres on the requirements for the units is recommended with the key areas for development within the unit being:

- Provide more prescriptive guidelines when the learning outcomes relate to providing a wide range of examples i.e. describe 6 or more ... which would allow students to access the higher mark bands
- Provide realistic hazards and associated risks that are appropriate for the students planned activity.
- Encourage students to observe sport and active leisure activities and learn to assess the strengths and weaknesses of the leadership skills and content of the activity.

## **Unit 3: Science in Sport and Active Leisure**

### **General Comments**

The unit allows candidates to demonstrate their knowledge of anatomy and physiology, mechanics of sport, science and technology and testing methods in sports and apply them to practical contexts.

The candidates produced work of varying standards, with some work being marked generously. The work often lacked annotation and mark justifications. Examples of annotations could be DD= detailed description. All centres must provide a copy of the assignment brief with the submitted work and use the appropriate EDEXCEL paper work, this was frequently not the case. It is recommended that centres do use the assessment guidelines for controlled assessments. Where candidates submitted power point presentations, it is best practice for them to be justified with additional notes, video evidence and/or observation records. When group PowerPoint's or DVD's are submitted individual notes are required for each candidate to justify their mark. Centres are reminded that assessment is via controlled assessment, all the work must be the candidates and feedback must not be given to the candidates by the assessor.

#### **LO1.1**

This was well accessed by most candidates, however candidates need to ensure they reference source material appropriately. There was some evidence of plagiarism for this learning outcome. Lower band candidates described 1-3 structures of each system, the muscular & skeletal systems were in general in depth, but the cardio and respiratory were basic with only core elements included. Higher band candidates described all the functions of the muscular and skeletal system in detail. They provided detailed diagrams of the cardio and respiratory systems describing the structure of each. Each system had the functions well described.

#### **LO2.1**

This learning outcome was answered well. Lower band candidates only made a few points which included training, testing and coaching. The theory will be included but not very well applied. The answers were very general, an example might be " a coach improves techniques to improve performance and stop injury". Higher band candidates explained how fitness testing, training types, warming up and cooling down aid performance. They explained how the coach can improve technique with specific examples of skill. They explained over training with practical examples. The candidates gave a wide range of concepts with a high degree of accuracy. Some centres misinterpreted the use of coaches and used leadership style which had little relevance.

#### **LO3.1**

There was a variety of levels of response. Some candidates omitted to submit work for this section. Lower band candidates only outlined one or two lever types, with only 3 examples. Higher band candidates outlined all classifications of levers with diagrams and the candidates explained them in their own words. The candidates provided 7 examples. Centres are

reminded to include the use of equipment as part of the lever examples. There was an improvement in the level of response from the summer 2011 series

#### **LO4.1**

The candidates found this learning outcome challenging due to the need to apply knowledge. Lower band candidates included the theory of lever length, force velocity (speed), acceleration and power but did not apply it or applied very vaguely. Higher band candidates explained in depth the effects of lever length between different racquet sizes, ability levels or physical size (analysis). They applied this to the force and power generated. The theory behind lever length, force, acceleration velocity (speed) and power was included with a great deal of application. The differentiating factor for this learning outcome how well the candidates applied the knowledge.

#### **LO 5.1**

The Lower band candidates talked in general terms about lever length and technique. They may explain how differences in fitness affect performance. The work was poorly applied. They mentioned cardio-respiratory systems, muscles, physiotherapists and nutritionists, but not in depth. Higher band candidates included cardio-respiratory and muscular systems. They talked about lever length and included nutritionists and physiotherapist. All work has practical examples which are fully explained. Some evidence was found in LO4.1 with relation to forces and velocity. Some centres misinterpreted the learning outcome and allocated marks for 5.1 which were better suited to 5.2.

#### **LO 5.2**

The lower band candidates talked about hawk eye or new bats or boots or racquets. They stated fact but did not apply it fully, examples of this might be "graphite racquets make the racquet lighter, or "hawk eye stops the umpire making mistakes". The higher band candidates explained in depth the use of more than one technology or service. They outlined the technology and explained how each has improved the playing standard or officiating standard. Examples might be new drivers in golf (with the technical detail) allow players to hit the ball further and more accurately. How new boot design has improved skills levels or how the review system in cricket (system outlined) has befitted cricket. Centres are reminded that the learning outcome states products and services the later was not well covered by some centres.

#### **LO 5.3**

This learning outcome was well answered. Lower band candidates talked about two ideas that might not work or had limited significance/application. The ideas may already be in use. The technology might have been new in 2010. The higher band candidates may take some new or existing technology and make suggestions how it could be improved. Examples could be changes to hawk eye, new footballs, new footwear, but what ever they explained had a significant impact. Centres are reminded that the learning outcome states new ideas for products or services.

**LO6.1**

Overall this learning outcome was well answered. Some centres made the candidates produce too much evidence, candidates only have to talk about two tests. Lower band candidates identified two tests with parts of the protocol and test equipment missing. Some lower band centres missed the protocol out completely, due to the assignment task. The work may have been from off the internet with little or no student application. Higher band candidates gave detailed protocols and equipment needed in their own word for at least two tests. You would be able to carry out the tests yourself after reading it.

**LO7.1**

Lower band candidates only used test data and stated strengths and weaknesses. Examples of conclusions might be "they did poorly in the sprint test so they are slow on court". Higher band candidates used test results, applied them against national bench marks and outlined how to improve them. They may instead or along side outline how strengths in tests aided performance and how weaknesses hindered performance. Different centres took different approaches to this task. Centres are reminded that the learning outcome states participants not a participant, this limited some candidates from achieving higher mark bands. Ideally candidates should draw valid conclusion about other participants and not themselves as this gives the learning a greater applied nature.

**Recommendations**

All work used from the internet, books or magazines must be referenced and candidates must demonstrate their own learning from the information. Centres are reminded that the candidates work must be carried out under controlled assessment procedures.

When the adjective is plural in the learning outcome, then two or more examples are required.

Centres need to send a copy for each assignment when submitting a sample for moderation.

## **Unit 4: Working in the local sport and active leisure industry**

### **General Comments**

The unit allowed the candidates to produce evidence on the different job roles, different sectors, government policy and its impact on sport and active leisure. Candidates had to review their own suitability for jobs in the industry.

The candidates produced work of varying standards and found the learning outcomes accessible, with some work being marked generously. Some centres did provide evidence of internal standardisation which is not compulsory, but demonstrates best practice. The work often lacked annotation and mark justifications. Examples of annotations could be DD= detailed description. All centres must provide a copy of the assignment brief with the submitted work and use the appropriate EDEXCEL paper work, this was frequently not the case. The recommended allocated GLH for the controlled assessment is 16 GLH, some centres did not allocate this to their candidates. It is recommended that centres do use the assessment guidelines for controlled assessments. Where candidates submitted power point presentations, it is best practice for them to be justified with additional notes, video evidence and/or observation records. When group PowerPoint's or DVD's are submitted individual notes are required for each candidate to justify their mark. Centres are reminded that assessment is via controlled assessment, all the work must be the candidates and feedback must not be given to the candidates by the assessor. Edexcel will not tolerate any deviance on controlled assessment regulations.

### **LO1.1**

This learning outcome was frequently marked inconsistently, candidates must provide evidence of the sources used, not just web references. This could in the form of screen print. Lower end candidates produced research from 3 different information sources. Most candidates provided three different websites. Higher band candidates used four or more different source, more than likely different internet sites. Different sources could be a screen dump of 4 different websites or a questionnaire, a magazine and 2 different websites

### **LO2.1**

This was achieved with some success by the majority of candidates, the use of a table was used to identify differences between the different sectors. Lower band candidates used descriptions which were basic and only included descriptions of structures such as for profit, non profit making or people do not get paid. The similarities and differences were more identify than described. The higher band candidates, explained the structures such as profit making and included types of equipment, markets catered for, facility standards, types of funding/revenue and cost of usage. They gave many examples. The analysis had depth and points were well explained. They compared the market catered for, facility standards, funding streams, equipment used, types of employment opportunities and membership benefits. Some candidates did not describe the structures of each sector, which limited the marks that could be awarded.

## **LO2.2**

Overall this learning outcome was marked generously. Candidates tended to identify rather than describe the job roles and career opportunities. It is advised centres would be better to split LO2.2/2.3 into separate tasks to give the learners the best chance of achieving high band marks. Bottom end candidates listed the job roles, some included a few words to describe them. The descriptions were not expanded, examples of this could be "you coach people, you can progress by coaching a premiership team" or "you will work full or part time". There were elements of the role missing. The top end candidates used interviews as a primary source, backed up by internet research and their own knowledge. They described the main roles of at least two jobs including the main duties. Salary and career opportunities were fully explained. Some centres did not include career opportunities which limited the marks available.

## **LO2.3**

Overall candidates tended to identify rather than describe the skills and attributes. The lower end candidates outlined basic technical skills, described some qualifications, give some reasons why good communication and organisational skills are needed. The core elements were present but not elaborated. The higher band candidates outlined and described the personal attributes for at least two job roles and explained why they are needed.

## **LO3.1**

Overall candidates did not examine the effects of government policy initiatives in enough detail to warrant awarding high mark bands. Some candidates did not cover the content in the specification which limited the candidates marks. Lower band candidates outlined key government initiatives, such as change 4 life GP referral, street games and other local initiatives. They related them with basic knowledge national or locally. The detail of the initiative was better than its application. Higher band candidates outlined the government initiatives and gave examples of how effective they had been locally or nationally. They included schemes such as educational, health initiatives, equal opportunity schemes, lottery funding, GP referral schemes, the School Olympics and PESSY. After each initiative the effectiveness was examined.

## **LO3.2**

Overall the candidates experienced difficulty with this criterion. Centres would be advised to review wording of task, maybe taking a broader approach for learners to achieve the higher mark band. Candidates did not name policy initiatives and answered the task with generic information which lacked an applied approach. Lower band candidates stated what is going on in the local sport and active leisure industry but related it poorly to local policy initiatives, only some of which was accurate. Higher band candidates took local initiatives and related them to local SAL organisations. They looked at how the initiatives had positive and maybe negative effects. This was sometimes conducted in the form of an interview. The candidates used statistics such as participation and volunteering numbers.

### **LO3.3**

Candidates should be encouraged to be inventive with their initiatives and relate them to government initiatives. Candidates need to be implicit on government SAL priorities, these need to be named. Lower band candidates invented their own scheme but did not relate it to priorities. They stated what needs to be done but not why. Higher band candidates developed their initiative which responded to the local needs, explained it and directly related it to government priorities.

### **LO4.1**

Overall this learning outcome was not well answered. Centres tended to merge LO 4.1 and 4.2. It is advised it would be better to split the tasks in order to give the learners the best chance of achieving high mark bands. Bottom end candidates mainly concentrated on what they do well and weaknesses are very brief. Candidates left out key skills/attributes such as experiences, motivation, time keeping and leadership roles. They did provide a CV but did not relate it to the criteria. High band candidates looked at their attributes, such as enthusiasm, qualifications, time keeping, punctuality, communication skills, motivation and stated why they were a strength or a weakness. This task links well with learning outcome 2.3.

### **LO4.2**

Some candidates submitted a CV, without any assessment linked to the attributes and skills needed for the job roles. Bottom end candidates matched their attributes to the job roles but did not expand on why they match. Higher band candidates took a job description for at least two jobs and linked their attributes to the job description. They stated whether they had the attributes and why or why not. Some candidates only reviewed one job role, the learning outcomes states roles, this limited the marks which could be awarded. Centres are reminded that jobs must be from the SAL industry.

## **Recommendations**

All work used from the internet, books or magazines must be referenced and candidates must demonstrate their own learning from the information. Centres are reminded that the candidates work must be carried out under controlled assessment procedures.

When the adjective is plural in the learning outcome, then two or more examples are required.

Centres need to send a copy for each assignment when submitting a sample for moderation.

## **Unit 5: Business in the Sport and Active Leisure industry**

In this unit the candidates are asked to demonstrate their understanding of businesses that operate in the sport and active leisure sector.

Candidates had to look at successful sport and active leisure business models and the management skills and best business practice that contribute to their success. The applied purpose of this unit was for candidates to identify simple business problems encountered in the industry by a sport or active leisure business and develop and present solutions to these problems.

The writing of assignments for the unit varied in quality across the samples. The better centres extended the guidance to learners that highlighted the assessment criteria and clearly stated expectations to candidates. Centres that maintained a common sector related theme throughout produced the better quality of assignment and responses. Assignment topics that were successfully used were multi – national / international business combined with local business settings. This gave the candidate an understanding of diverse settings, and the variations between the two, as well as the similarities. It also gave candidates different issues to discuss within their work and add depth to their answers.

The annotation of candidates work was sporadic and centres need to amend this omission for following examination series. Good practice involves annotating where and how assessment criteria have been awarded and why a particular mark band has been awarded.

### **Individual Learning outcomes**

#### **LO.1**

On the whole this learning outcome was answered well by candidates. The general level of understanding successful business models in the sport and active leisure industry was good. The learning outcome was generally structured well in assignments by centres and learners were able to access the full range of marks from MB1 to MB3. Candidates benefitted from using a table to structure responses in many cases. Often MB1 learners presented a list of models with a brief description, MB2 responses developed the descriptions and MB3 responses provided sector specific examples.

#### **LO.2**

The standard of response varied from being basic to a thorough response. A majority of responses recognised how businesses interrelate with other similar businesses, but with few detailed examples that demonstrated sound knowledge of these relationships or examples from sport and active leisure industries as required. Effective responses described how industries relate e.g. examining the relationship that a leisure centre or gym may have with freelance instructors or seasonal coaches that are employed during peak times of usage. These responses gave examples from the 'what you need to learn' section of the specification. Some candidates made a link between

the SAL industry and the retail sector often referring to food outlets in larger sporting complexes thus linking SAL with Retail but failing to recognise links specific to the sector.

### **LO.3**

Responses to this learning outcome were adequate, most recognised the value that volunteers add to a business in terms of efficiency and profitability but without depth. A common error was providing information about the benefits of volunteering for the volunteer and not for the business.

### **LO.4**

This learning outcome was generally answered well by candidates. Candidates addressed the management skills outlined in the learning content and were able to give a detailed description of the management skills that contribute to best practice in sport and active leisure. Candidates achieving the higher mark bands were able to provide a thorough description of the skill itself and then further develop their response by placing the skill in sector context many providing examples in practice. E.g. candidates gave examples of leadership within the SAL industry such as a leader of a sports stadium providing directions and instructions to a team of ground staff, explanations were accurate and set in sector context. Often MB1 learners presented a list of management skills with a brief description, MB2 responses developed the descriptions and MB3 responses provided clear sector specific examples.

### **LO.5**

For 5.1 centres applied the assessment criteria by providing a few, some, wide range of business problems. To obtain higher mark bands candidates needed to provide a description of the problems and the underlying issues with responses being developed by the candidate. Lower mark band responses were a list of identified problems that were often repetitive across a variety of businesses. The learning outcome requires candidates to look at problems within a business. Many centres analysed problems from many businesses not addressing the learning outcome and providing irrelevant work.

For 5.2 centres rarely examined best practice, a suggested approach for this LO would be to compare an effective business plan from a SAL business that is similar to the one that was being studied. This would enable a candidate to compare good practice with that of poor practice. It would be beneficial to learners if centres select a business that has problems and is underperforming and therefore providing scope for the learners to achieve the learning objective. Ideally this would be on an established business but for the purpose of stretching candidates learning a fictitious business could be utilised to enable learners to achieve higher markbands. This could then be referred to as a point of reference for their chosen business. This would be created around the problems identified for 5.1 and would then feed directly into LO 5.3. Many centres credited candidates for suggesting solutions for problems without actually referring to best practice within a business setting.

For 5.3 – this LO was a follow on from the previous two. The LO was best addressed by candidates who had presented legitimate business problems that were set in sector context and had created a business/action plan to form the basis of the solutions presented (best practice considered). Mark band 3 candidates suggested effective and realistic solutions. A common error was submitting duplicated work for a number of candidates. Where this was the case the better areas of work had learners devising powerpoint presentations where business problems were presented and solutions described which clearly showed that work was individual to candidates. Work submitted should be the candidates own work and there is not a requirement to show work of others.

## **Recommendations**

- Practitioners can attend Edexcel training events e.g. feedback on assessments events.
- To improve assignment writing for the following series, a recommendation is for centres to work more closely with the 'what you need to learn' section of the specification
- Centres need to focus on delivering depth for LO 1.1 to access higher mark bands
- Centres when making reference to sport interrelation, to utilise the 'what you need to learn' section of the specification and to make links within the sector.
- For 3.1 ensure assignments in centres and online signpost learners to the effectiveness, profitability and success of businesses when using volunteers.
- Centres are to ensure that any assignment briefs for the applied section of the course (LO5) do not result in candidates submitting identical pieces of work under controlled conditions.

## **Unit 6: Media in Sport and Active Leisure**

### **General comments**

The unit was generally well delivered by centres and the work produced by candidates was appropriate for the unit although certain areas were stronger than others.

The writing of assignments was generally an improvement on last series; edexcel examples had been used and improved upon in the better centres. Often the scenarios were taken from the sample material as given by Edexcel (or adapted slightly to the setting of the centre). Generally this enabled candidates to access marks for each learning outcome, and were able to reach mark band 3 for some learning outcomes.

The assignment briefs developed for this unit were generally well constructed; they demonstrated clarity, the embedding of the necessary criteria, centre specific in terms of design and use of contemporary tasks and well developed scenarios. A common error however was the writing of the task for the applied section of the unit (LO6). This often required learners to work in groups to plan a promotional campaign and often resulted in identical pieces of work being submitted by several candidates. The use of sector specific examples is also required for the promotional campaign.

Centres that placed the assignment in a realistic scenario produced the best results and the centres where sector specific visits or guest speakers had been organised obtained a greater response from candidates. Assignment writing was such in a lot of centres that a lot of candidate work was similar in the fact that a lot of submitted examples were the same as case studies were repeated. This demonstrates a consistency of delivery from centres but also a lack of scope. This restricted candidates achieving MB3 for parts of the unit.

The annotation of candidates work was sporadic and centres need to amend this omission for following examination series. Good practice involves annotating where and how assessment criteria have been awarded and why a particular mark band has been awarded.

### **Individual Learning outcomes**

#### **Know how the sport and active leisure industry benefits the media**

LO1.1 Responses to this learning outcome were generally good and well answered. The link was made between the value of the sport and active leisure industry to the media in helping it to increase its revenue, candidates referred to the value of advertising and also the link with sponsorship. Candidates also made the connection to the sale of media products e.g. newspaper sales and subscriptions to TV channels and websites.

### **Know how the sport and active leisure industry promotes its own initiatives in the media – how it promotes**

LO2.1 A variety of responses for this LO which ranged from thorough descriptions of the link between how and why they promote initiatives to candidates solely referring to sponsorship and advertising. Candidates generally were able to receive MB 2 for this LO; they recognised how the media promoted its own initiatives e.g. the organisation of press conferences prior to sports events, contact with local media sources for local events e.g. contacting local newspapers and radio stations and the value in doing this. Candidates often lacked the depth and detail (i.e. using relevant examples) to access higher mark bands (3). MB1 responses simply listed how the media promotes SAL.

### **Know how the sport and active leisure industry promotes its own initiatives in the media – ways it promotes**

LO 2.2 Candidates were generally able to give a detailed response as to the ways the media promotes its own initiatives showing evidence of mark band 2.–In knowing how the sport and active leisure industry promotes its own initiatives in the media (ways it promotes), MB1 candidates lacked the number of ways used, or the depth in their responses to access higher mark bands. MB 3 candidates were more thorough in their ideas and responses.

### **Understand why the sport and active leisure industry promotes its own initiatives in the media – why it promotes**

LO3.1 – The work submitted for this task was good and was generally in line with national standards, with candidates supplying evidence which meets the criteria which measures the way in which the sports and active leisure industry promotes its own initiatives such as raising awareness of agendas, topical social issues and industry professionalism. In understanding why the sport and active leisure industry promotes its own initiatives in the media, candidates adding detail focusing on WHY the SAL industry promotes its initiatives in the media enabled them to access MB2 and MB3.

### **Understand why the sport and active leisure industry promotes its own initiatives in the media – benefits**

LO 3.2 Within this learning outcome, candidates tended to repeat the benefits of the sport and active leisure industry in promoting its own initiatives in the media (for MB1), hence reducing their chance of moving into higher mark bands. Using the various benefits from the 'What you need to learn' section of the specification will help to add variety to their answers and access MB2 and 3. A repetition of Lo3.1 responses often resulted in candidate's marks being reduced and assessment not being in line with national standards.

## **Understand how media stories influence public perceptions of the industry**

LO 4.1 – The learning outcome was generally answered well and some candidates were able to reach mark band 3. Candidates recognised the influence that the media could have when reporting on an event or activity within the SAL industry. Responses included the negative impact that media coverage could have on an event or on an individual. Candidates that reached mark band 3 reflected on the issues of negative and positive media influences, and identified and explained in some depth the influence that the media has on sports and active leisure. Candidates also looked at media stories from a variety of perspectives providing in depth analysis. MB1 responses were generally a repeat of media stories that candidates had studied, focussing on what happened rather than impact.

## **Understand the effectiveness of promotional campaigns for sport and active leisure**

LO5.1 - This learning outcome was answered in a satisfactory manner with mark band 2 being a common awarding band, candidates selected relevant promotional campaigns and were able to analyse the strengths and weaknesses of each. Limitations in the responses were generally a result of candidates only analysing certain media approaches and not that of all associated with the event. Candidates focussing on wide scale media campaigns rather than those at a more localised level tended to have a greater scope and capacity to reach higher grade boundaries. Many candidates used a strengths and weaknesses table to structure their responses which produced good results.

## **Be able to plan promotional campaigns for sport and active leisure – aims**

LO6.1 – the aims of the promotional campaigns provided by candidates ranged from being specific and linked to the direction of the project to being loosely attached. Aims that were specific allowed candidates to plan an effective project as each aim became an integral part of planning and focussed learning e.g. an aim of the project is to encourage greater participation in the sport of handball. Candidates could then outline how this aim was to be met within the project. Poorly outlined aims were inefficient and candidates tended to lose track of where the project was going. Aims of projects were often weak and did not focus on the general theme of the project; some projects were poor choices by the centres which did not allow candidates to achieve.

## **Be able to plan promotional campaigns for sport and active leisure – media approaches**

LO6.2 – The selection of the media approach was generally selected well by candidates. A majority of promotional campaigns were based at a local level and candidates recognised that local approaches fitted the scale of the campaigns, e.g. production of flyers, banners and local websites etc. MB1 simply identified approaches, with MB 2 and 3 candidates elaborating on

why they had chosen the approaches (and justification of decisions made for the use of each).

### **Be able to plan promotional campaigns for sport and active leisure – organising time and resources**

LO 6.3 The planning of the candidate's promotional campaign varied greatly across centres, evidence for MB 3 showed a clear itemised work schedule and task list that showed timings of key events and the individual responsible for each event. Work was also presented individually so that it was clear which candidate had been responsible for which area of the promotional planning, supported by an individual task/ time line. This work was MB2 and 3 and showed highly detailed and explicit timings and resources required. Limited work that was presented showed planning as a basic list with little differentiation between candidates work. These candidates who showed little planning (i.e. broad timings and little evidence of resources used) only accessed MB 1.

### **Be able to implement promotional campaigns for sport and active leisure – design**

LO 7.2 - In general the design of promotional material was good, candidates designed flyers, posters using relevant IT skills to promote their event/project. Some centres opted to use video as a promotional material. The design, in being able to implement promotional campaigns for sport and active leisure needed to link with the aims and benefits identified here to access MB2 and 3. MB1 candidates had a design that did not wholly convey the benefits of the campaign.

### **Be able to implement promotional campaigns for sport and active leisure – communicate**

LO 7.3 - The communication methods are under developed in most cases, and L.O. 7.2 clearly states that evidence must be produced that details the benefits of the campaign. MB1 candidates will have intended aims not communicated within the campaign enough, and to access MB2 / 3, the aims will be clearly communicated with words, messages and pictures on the campaign. If messages within the campaigns conveyed this, then higher marks would be awarded.

In a minority of cases duplicated work was submitted by centres for more than one candidate although acceptable practice for learners to work together, the submission of their evidence for this outcome needs to be exclusively only their own work in controlled assessment conditions.

## Recommendations

- Candidates need to understand the active verbs **identification**, **outline** and **describe** when considering their response
- Candidates need to be aware of the difference between a service and a product.
- Candidates should take care to read the questions in detail.
- Ensure that candidates are aware of the content of the Specification especially the 'what you need to learn' section.
- Candidates need to be able to understand that many LO's are similar but are also distinctly different and require a differing response.
- Centres to ensure that work is delivered and presented in a logical order e.g. LO1.1 through to LO7.3. Although acceptable to deliver LO's in other ways, a more logical approach allows learners to gradually build up a knowledge base to produce better results in the applied section of the unit.
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.
- For LO4.1 An area to develop in candidates would be looking at critical media stories that are focused on general sports and active leisure issues.
- For LO6 & 7 Assignments need to be clearer in this area to ensure that learners do not submit work that is the same. Where this was the case the better areas of work had learners devising campaigns which clearly showed that work was individual to candidates.

## **Unit 7: Access for all in Sport and Active Leisure**

In this unit the candidates are asked to demonstrate their understanding of the issues related to access to sport and active leisure and to consider the ways in which customers are dealt with in the sport and active leisure industry.

The focus of the assessment in this unit is for students to demonstrate their understanding of the key issues related to access in terms of the specific requirements of different groups and how organisations comply with legislation related to access. Candidates are also assessed on their knowledge of customer service issues, the level of current access and how to improve access to different groups. Candidates were also assessed in their ability to apply this knowledge in a vocational setting.

This was the second exam series for this unit and the majority of centres produced relevant work that was appropriate to the level, but in the main the candidates work lacked the detailed description required in this vocationally relevant unit. The general area for development in future exam series would be to clearly demonstrate the application of the theory to real life situations and the impact they would have on individuals and groups when accessing sport and active leisure. There were often only a few examples offered by the candidates, with a lack of depth of description in most answers which limited the awarding of marks in the top mark band.

Learning outcomes 4 and 6 provided opportunity for candidates to demonstrate their ability to apply the theory to practice by dealing with specific customer service situations and current access to sport and leisure, however on the whole candidates either did not offer a wide range of situations or solutions. Where candidates performed well in these outcomes the number of situations or recommendations were prescribed in the assignment brief.

It was noted that candidates performed better where centres had devised their own briefs or adapted the exemplar material to make them more locally relevant and focused. Where marks were awarded for the range of responses, the prescription of the number required was much more successful and allowed candidates to access the top mark band.

### **Individual Learning Outcomes**

Centres in the main followed the Edexcel reference assessments or an adapted version, with all centres moderated providing the candidates the opportunity to achieve all the learning outcomes.

LO 1.1 – Most candidates provided a basic description of the needs of different groups when accessing sport and active leisure. Candidates sometimes offered barriers to participation which missed the focus of the question. Higher marks were awarded where candidates were able to

provide a number of requirements (2 or 3) for a wide range of different groups (6 or more) that were relevant to that group.

LO 2.1 – Candidates at the lower end of the mark bands either simply described the legislation or what providers could not do with regards to the legislation whereas the better candidates were able to show specifically the ways in which providers complied with legislation by offering practical examples or describing policies and practices that organisations may have in place. The focus of this outcome is to describe specific methods of compliance and this should be addressed by centres in future series.

LO 3.1 – Candidates were asked to describe the management and leadership skills that help to improve access in sport and active leisure. At the lower mark bands candidates used only a basic description of a few skills related to management and leadership. Higher marks were awarded for those candidates who were able to provide an in depth description of the skills required that also interpreted their impact on the customers who use sport and active leisure.

LO 4.1 – Candidates were asked to demonstrate their knowledge of how to engage with customers. Most candidates provided a wider range of customer service skills than in previous series. Better candidates were able to consider communication and presentation skills and how better customer service skills would impact on the organisation.

LO 4.2 – Candidates were assessed in their ability to deal with customer service complaints in 'real life' situations. Candidates at the lower mark bands only looked at a few situations (1-3) and did not offer realistic or effective solutions to the complaints raised. Better candidates looked at wide range of customer service complaints (6 or more) and offered realistic and appropriate solutions to the complaints. There was evidence that some centres took on board feedback from the last report and candidates were able to look at conflict avoidance as well as resolution.

LO 6.1 – Candidates were asked to research the current access to sport and active leisure for different groups. At lower mark bands candidates simply produced lists of organisations/providers in the local community with little focus on the needs of the groups they identified or they simply looked at one or two centres without detail. Marks awarded in the higher mark bands were given for those candidates who considered a wide range of access issues and that were specific to the groups mentioned e.g. opening times, prices, activities available and physical and perceived barriers and for a range of centres. Directing candidates in the brief to look at a range of centres would also allow better responses to LO6.2.

LO 6.2 – The quality of the answers in this outcome were strongly linked to the answers given in LO 6.1. Where candidates were able to answer 6.1 well they could provide a wide range of improvements to access or the groups identified. Weaker candidates provided only a few improvements or repeated the same improvement in different terms. Again, prescription of the number of recommendations required would have allowed candidates to

access mark band 3 and clearer instructions in LO6.1 would also allow candidates to develop the answer to this learning outcome more.

## **Recommendations**

The centres generally produced assignments that were fit for purpose, but with some extra explanation and guidance, candidates would be able to access the whole range of marks.

Further information/training for centres on the requirements for the units is recommended with the key areas for development within the module being:

- Provide more prescriptive guidelines when the learning outcomes relate to providing a wide range of examples i.e. describe 6 or more ... which would allow students to access the higher mark bands.
- Guide students to look at the impact of the issues and concepts related to access and customer service for sport and active leisure organisations in real life situations.
- LO2.1 – Candidates need to look at compliance to legislation and how it affects customer provision for certain groups and not for employers/employees.
- LO 4 – Centres need to be more prescriptive on the number of customer service situations that candidates need to address to allow them to access the top mark band.
- LO 6 – Employ more external visits to look at current access to sport and active leisure rather than rely on web searches. Provide additional guidance to candidates on the range of access issues faced by certain groups. Encourage a range of centres to be considered and to include information on all aspects of provision e.g. times, cost, barriers etc.

## **Grade Boundaries**

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

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

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code DP031279 January 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

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

