

Examiners' Report/
Principal Examiner Feedback

Summer 2012

Principal Learning
Sports and Active Leisure (Level – 2)
(SL202 - SL207)

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 visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. 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.

www.edexcel.com/contactus

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 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 2012

Publications Code DP033115

All the material in this publication is copyright

© Pearson Education Ltd 2012

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>

Contents

Unit 2:		
Encouraging Participation in Sport and Active Leisure		page 4
Unit 3:		
Science in Sport and Active Leisure		page 8
Unit 4:		
Working in the Local Sport and Active Leisure Industry		page 12
Unit 5:		
Business in the Sport and Active Leisure Industry		page 16
Unit 6:		
Media in Sport and Active Leisure		page 20
Unit 7:		
Access for All in Sport and Active Leisure		page 27

Unit 2: Encouraging Participation in Sport and Active Leisure

1. PRINCIPAL MODERATOR'S REPORT – Level 2 Unit 2

General comments

This was the third 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 first exemplar assignments produce by Edexcel and some used the newer versions. Where centres had written their own assignments, there was evidence of good practice where centres provided guidance to learners the 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, in previous series many centres accepted work that was exactly the same evidence as other learners and in these cases no marks could be awarded as it was not possible to determine which learner had actually produced the work, however, in this series there were far fewer incidences of this.

- Most of 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.

- Most of the samples were moderated outside of tolerance. In many instances there was a consistency within the marking and samples were out of tolerance by a similar amount.
- In only a few cases compared to the last series, centres had provided a learner observation sheet for the assessment criteria in grading grid A. For any work marked on marking grid A – hard 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.
- A few 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).
- For the 6.1 and 6.2 assessment criteria, a number of centres submitted learner work where they evaluated their own session plan from the LO5 – in these cases no marks could be awarded as the assessment information for assessors clearly states that for learning outcome 6 learners “must access one sport and active leisure participation activity. The activities must be different to the activity which they helped to deliver in learning outcome 5 and each activity must be related to different sport and active leisure sectors.”

Individual Learning Outcomes

LO. 1.1 Some candidates submitted this answer in list format in a report or on a poster. 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 A large number of 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 no evidence of any greater application for this Learning outcome compared to the January 2012 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 no evidence of any greater application for this Learning outcome compared to the January 2012 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. This has been a similar trend in all series to date.

LO. 4.1 On the whole candidates did not perform well in this learning outcome which is a trend that has continued throughout the last three series. 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 candidates did not perform well in this learning outcome which is a trend that has continued throughout the last three series. 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 As has been the case for the last two series, this LO provided a very mixed response with a significant number of candidates producing very minimal or no work for this assessment criteria. Candidates who achieved marks in MB 3 had often carried out a range of SAL 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 Many candidates who were marked MB 1 provided improvement suggestions which were not valid and usually involved the centres acquiring a great deal of money in order to full fill the suggested improvements with very little reasoning or rationale. 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. Candidate who performed well had provided a full explanations of how the identified activities or sport and active leisure providers could improve their provision for different target groups and why this improvement was required to meet the needs of the target groups.

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. 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.

Centres must provide tangible evidence for Mark Grid A, an observation record without any tangible candidate work does not meet the assessment criteria and marks can not be awarded

If candidates do reference work from the internet, books or other sources, they must demonstrate their own knowledge and not just reference the information for marks to be awarded.

Some centres did place Mark Grid B marks in with Mark Grid A which made the overall total inaccurate. Centres must award mark grid B marks separately

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

Over 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 candidates did not explain how improve to performance and just described or explained the theory without any link to performance.

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. Centres are reminded that the learning outcome is numerically banded by examples. There was an improvement in the lever of response from the January 2012 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. Some candidates looked at movement analysis i.e. adduction, flexion instead of applying the content in the specification. This was a limiting factor marks awarded by some centres.

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 LO 2.1, 3.1 and 4.1. 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 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.

Centres must provide tangible evidence for Mark Grid A, an observation record without any tangible candidate work does not meet the assessment criteria and marks can not be awarded

If candidates do reference work from the internet, books or other sources, they must demonstrate their own knowledge and not just reference the information for marks to be awarded.

Some centres did place Mark Grid B marks in with Mark Grid A which made the overall total inaccurate. Centres must award mark grid B marks separately

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. Some candidates provided evidence which was better suited for 2.2.and 2.3

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.

Candidates found it difficult to access higher mark bands of learning outcomes 3.1-3.3. In most cases the assignment task did not allow the candidates to access the learning outcomes. Some centres provided a generic interview for 3.2.Candidates just typed up the interview and did not demonstrate their own learning

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/priorities. 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 an improvement. For top mark band candidates need to review strength and areas for improvement. 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

Introduction

The unit required candidates to look at different types of businesses in the sport and active leisure industry, and what makes them work effectively.

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.

In practical terms candidates initially have to describe successful business models, and how different businesses interrelate within the sector. From this onwards, candidates showed an understanding of the benefits of volunteers to businesses and the management skills required to run a successful business. To finish the assessment, candidates had to identify problems encountered by a business and how the problems could be solved using best practice to overcome. Finally effective solutions to business problems were stated

General comments

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

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.

Marking by centres was closer to tolerance than in the previous series but was still generous by some centres and above tolerance. Marks were closer to tolerance for learning outcomes 1 – 4 and were out of tolerance for learning outcome 5.

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 Know about successful business models used in the sport and active leisure industry

On the whole this learning outcome was answered well by candidates. The general level of understanding of 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. Many centres gave sound generic examples of successful business models without providing sector specific examples, it is this final element that allows candidates to access MB3.

LO.2 Know how different types of businesses interrelate in the sport and active leisure industry.

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. To obtain MB3 candidates need to provide several links within the SAL sector.

LO.3 Understand the impact of volunteers on the effectiveness, profitability and success of sport and active leisure businesses.

Responses to this learning outcome were good with an improvement in standards on previous exam series. Most candidates 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. For candidates to obtain marks for this unit they must be describing the use of volunteers from a business perspective, the more thorough the description will enable learners to access MB3.

LO.4 Know the management skills that contribute to successful sport and active leisure businesses.

This learning outcome was again 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. Many candidates grades were reduced due to not providing sector specific examples even though generic descriptions were of a high level, work was often reduced to MB2 from MB3

LO.5 Be able to develop solutions to business problems.

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. Often problems were too similar to be credited on their own.

For 5.2 there was a large improvement in responses from previous series. Centres addressed the issue of best practice by comparing an effective business plan from a SAL business that is similar to the one that was being studied or by allowing students to research best practice and then ensuring that best practice was incorporated into the problem solving activity of 5.3. 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. Success on this LO was often linked to success on 5.1, if candidates had stated legitimate problems often effective solutions could be presented. 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

Introduction

In this unit candidates look at how the media promotes and influences different sport and active leisure activities and how the industry responds by promoting its own initiatives through the media.

In this unit candidates also gain an understanding of the different types of media used to promote sport and active leisure, and the important relationship between the media and sport and active leisure industries. The applied purpose of this unit is for candidates to develop the skills to plan, create and review promotional campaigns which will enable them to work effectively with media in the sport and active leisure industry.

In practical terms candidates initially had to describe how SAL benefits the media, followed by how and the ways in which the media promotes SAL. Then candidates showed their understanding of why the media promotes the SAL industry and the benefits of this. Candidates then looked at how the media influences public perceptions of sport, using negative or bias reporting, and then analysed the strengths and weaknesses of differing promotional campaigns. Finally, candidates produced their own promotional campaigns, demonstrating an ability to plan (using aims and organising time and resources) and then implement with a promotional campaign.

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 previous 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. Centres who had adapted assignments from the latest drafts on the website produced the best materials and guidance for learners.

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 looking at sector specific examples within a promotional campaign. 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. Centres who made it clear in assignments that candidates were only able to work in groups in preparation for the controlled assessments and did not direct

candidates to work together in controlled conditions produced the best results.

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 marking was generally within tolerance for LO 1-5 but was out of tolerance in LO6 & 7. This has been an issue in previous series and marking although out of tolerance was closer to national standards in this series. Improvements in centre assignments can rectify this in future series, reviewing assignments can ensure that learning is clearly mapped out to candidates and assessors can utilise facilities such as 'ask the expert' to help understand standards and assessment criteria.

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. Responses in general were better than 2.1.

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

LO3.1 —In understanding why the sport and active leisure industry promotes its own initiatives in the media, candidate's added detail focusing on WHY the SAL industry promotes its initiatives in the media enabled them to access MB2 and MB3. MB1 responses lacked the understanding behind why the SAL industry uses the media and failed to recognise benefits such as increased sponsorship and revenue

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. MB1 responses were generally a list or bullet pointed section, MB2 responses describe benefits and MB3 described benefits and gave examples.

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 and often resulted in "story telling" with no real analysis.

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. Candidates who researched promotional campaigns well were able to then understand the effectiveness of a campaign and could analyse both strengths and weaknesses at MB3 level.

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. The identification of aims was also directly linked to LO7.2.

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 Better responses evidencing 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 MB 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. The more appropriate benefits stated on the material allowed the candidates to move up the mark bands, the link with LO6.1 is evident here as the more defined the aims for the promotional campaign were the more benefits that could be listed and referred to.

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

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 L07.3. 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

Introduction

In this unit candidates examine the range of access to SAL for a variety of groups. The content required candidates to appreciate the requirements of different groups when accessing sport and active leisure. This extended to the legal requirements of centres to comply with legislation. The unit also required candidates to show an understanding of appreciating and dealing with issues arising from customer service. Finally candidates were asked to demonstrate their knowledge of the current access to sport and active leisure and recommend improvements to the provision.

Candidates were required to produce a report (in any form) responding to the demands of the assessment criteria. Learning outcomes tended to be split across two tasks covering LO 1.1, 2.1, 3.1, 4.1 and 4.2 (task 1) and LO 6.1 and 6.2 (task 2). There were no word limits.

In outcome 4.2 candidates should describe how to deal with a wide range of customer service situations which may be taken from their own practical experience. In outcome 6.1 and 6.2 candidates were encouraged to undertake visits, internet research, interviews and other appropriate methods to gather information on access to SAL.

Level 2 / Unit 7 – Access for all in sport and active leisure

General comments

While assignment briefs were mainly fit for purpose and gave candidates the opportunity to meet all the learning outcomes, few centres contextualised the brief to local requirements or to take advantage of local opportunities. Many centres provided the standardised assignment brief with no adaptation to their local area or areas of interest etc. In particular for LO's 6.1 and 6.2, centres could consider providing a greater steer to specify the local SAL centres or neighbourhood in which they are asking candidates to research. This may address some of the difficulties found with some centres as it should provide strong materials for L06.1; and might also facilitate higher grade opportunities for 6.2 as candidates could make suggestions based on observation and the transference of good practice from one local SAL venue to another.

There was a range of centres some of which used the Edexcel samples and some of which devised their own tasks. In general, where centres had devised their own briefs, the scenarios were much more locally focused. Centres mostly used the LO's from the specification as guidance for the task but centres could have been more prescriptive to guide students to the top mark band e.g. describe 6 improvements to current provision.

In some instances centres prescribed the format of the work in a way that did not allow the students to achieve higher marks, e.g. table formats and these should be avoided in the future.

There was evidence in some cases that marks were not given in line with national standards with marks being too lenient, however centres tended to be consistent internally with their grading. Where centres were in line with national standards there was good interpretation of the grade descriptors and clearly annotated work which demonstrated this. Centres were able to distinguish between different levels of work by candidates despite some of the marks being inaccurate within mark bands. Annotation of work was generally clear and thorough with some centres providing helpful and positive feedback. A small number of centres provided minimal or no feedback. Only a small number of centres internally moderated the candidates work.

In a small number of centres there was a problem with similar or identical learner work which could not be deemed as credit worthy. Centres need to therefore ensure that the correct assessment controls are in place.

A common theme was the reliance on course text with many candidates having heavily used the Level 2 Course Textbook resulting in a great deal of commonality in candidate work across centres.

Individual Learning outcomes

Know the requirements of participants in sport and active leisure

LO 1.1 - While some candidates produced thorough work that was elaborated with SAL examples, lower scoring candidates tended to be inconsistent in the level of detail provided across the participant groups discussed. Some lower scoring candidates described an insufficient number of groups to give themselves a realistic opportunity to achieve higher marks. A repetition of access and facilities was used too often as a requirement for multiple groups. Candidates achieving marks in Mark Band 3 tended to discuss a wide range of the groups identified in the specification provided a consistent level of detail and requirements across the participant groups described. These candidates also used SAL examples where possible to elaborate their answers.

Know how to improve access to participation in sport and active leisure

LO 2.1 - Most candidates were able to outline the key areas of legislation but there were varying levels of detail in describing how SAL venues comply with equal opportunities legislation. Many described how equal opportunities legislation applies to employment which is not credit worthy as the focus of the outcome is on access and participation. Work was also not credit worthy when it was not related to SAL e.g. 'the right to a fair trial' etc. Some candidates discussing disability tended to confine themselves to mobility issues, whereas they could have provided more detail on measures to improve access for other forms of disability. Candidates that scored well described a comprehensive range of measures to improve access, across issues of race gender, disability etc. with some higher scoring candidates providing examples from their local venues to elaborate their answers.

Know the management and leadership skills needed to improve sport and active leisure provision

LO 3.1 - Candidates described the management and leadership skills needed in SAL in varying levels of detail. In the lower mark bands work often tended to be generic in all or a great proportion of the skills discussed. Higher scoring candidates tended to produce lengthier work with more detail and included greater contextualisation to SAL and/ or more elaborative use of SAL examples across the skills described, identifying how the leadership and management skills helped to improve provision of SAL.

Know the customer service skills required in the sport and active leisure industry – engaging with customers

LO 4.1 - Candidates described well the customer service skills required, many providing good detail. However for many candidates (as in LO3.1) work tended to be generic in all or a great proportion of the skills discussed. Again, higher scoring candidates were able to elaborate their answers with greater SAL contextualisation or more elaborative use of SAL examples across the range of skills described, showing how the skills identified helped to improve SAL provision

Know the customer service skills required in the sport and active leisure industry – resolving customer service issues

LO 4.2 - Candidates provided varying quantities of valid examples of how to avoid or resolve issues in a range of customer service situations. Some candidates provided elaborative descriptions of the techniques needed to resolve a customer situation without presenting a range of situations. As the grade descriptor in this outcome is quantitative and based on the number of valid situations presented, some downward grade adjustment was necessary where candidates had not presented different situations and centres had marked based on the quality of the description of customer service techniques. Centres should be encouraged to provide a wide range of situations in the assignment task and thus allow candidates to access the higher mark bands.

Be able to propose improvements to access to sport and active leisure for different groups – current access

LO 6.1 - Candidates in some centres provided detailed descriptions of current access in SAL venues in their local area. Candidates that did not score well tended to have not visited or researched identified SAL venues and had provided instead vague general observations. Work was not credit worthy where this drifted into discussions on barriers to participation, or repeated general requirements for different groups as in LO1.1, or discussed provision in vague terms of what may or may not be already in place e.g. 'it is possible to provide wheelchair ramps' etc. Candidates that scored high marks had applied the knowledge learned in LO1.1 to review access in their identified local centres for selected participant groups. Those who had visited or researched a greater number of identified local SAL centres tended to score better.

Be able to propose improvements to access to sport and active leisure for different groups – improving access

LO 6.2 - Some candidates provided realistic and appropriate suggestions to improve access at identified local SAL local venues. Candidates that had researched or visited a larger range of venues tended to score better. However some candidates did not identify the centre to which their suggestion applied, nor did not link their suggestion to improving access for identified participant groups or provided suggestions that were too vague e.g. 'provide more activities for the elderly' etc. Candidates that scored high marks provided specific and practical suggestions, specifically linked to selected participant groups, and aimed at identified local SAL venues.

Recommendations

- Candidates need to understand the active verbs when considering their response
- 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.
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.
- Centres need to encourage the candidates to describe the impact of the concepts, principles and ideas in a practical setting to attain higher marks.
- Centres need to be more prescriptive in the tasks set for LO 4.2 and LO 6.2 by specifying the number of situations that need to be stated to access mark band 3
- When assessing LO 6 centres should 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.

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

Order Code DP033115 Summer 2012

For more information on Edexcel qualifications, please visit
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

