

# Moderators' Report/ Principal Moderator Feedback

Summer 2013

Principal Learning

Sport and Active Leisure

Level 2 Controlled Assessments

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

### **General Comments**

This was the fourth 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 students 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. Most centres used the first exemplar assignments produced by Edexcel. Where centres had written their own assignments, there was evidence of good practice where centres provided guidance to learners that highlighted the assessment criteria and clearly stated expectations to students. A few assignments lacked clarity and students 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 student work requested was submitted on time by the centre including the work from the highest and lowest students.
- In nearly all instances, the Student Record Sheet was signed by both the assessor and the student.
- In nearly all instances the assignment brief was fit for purpose and gave students 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 students 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, 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 student has provided/carried out and moderate the work appropriately.

- For the 6.1 and 6.2 assessment criteria, some centres still 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 students 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 students 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 students 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.

LO. 2.2 Some students 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.

LO. 3.3 The work produced for this learning outcome was often of a good to high level. The learning outcome required the student 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, eg, timings for each part of the session and how many of each type of resource was required for each part.

LO. 3.4 Many students 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 students did not perform well in this learning outcome which is a trend that has continued throughout each series to date. 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, litter 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 students achieved marks in mark band 3. In future, students should identify the hazards and associated risks linked to a specific sport and active leisure activity. It would be good practice to have students 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 which is a trend that has continued throughout the last three series. Precautions were often provided in a list format and were very limited in application. There was also a lot of repetition. Students 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 three series, this LO provided a very mixed response with a significant number of students producing very minimal or no work for this assessment criteria. Students who achieved marks in MB 3 had often visited a range of sports providers and carried out a variety 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 students 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 still had their students 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 students 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 fulfil the suggested improvements with very little reasoning or rationale. Some students 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. Students who performed well had provided a full explanation 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.

## **Recommendations**

The centres generally produced assignments that were fit for purpose, but with some extra explanation and guidance students 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 student 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 students 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 students produced work of varying standards, with some work being marked leniently. 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 students. It is recommended that centres use the assessment guidelines for controlled assessments. Where students 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 student to justify their mark.

Centres are reminded that assessment is via controlled assessment, all the work must be the students and feedback must not be given to the students by the assessor.

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

If students 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 placed 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 students, however, students need to ensure they reference source material appropriately. There was some evidence of plagiarism for this learning outcome. Lower band students 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 students 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**

Overall this learning outcome was answered well. Lower band students 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 students 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 students gave a wide range of concepts with a high degree of accuracy. Some students did not explain how to improve performance and just described or explained the theory without any link to performance. Some students produced evidence for LO5.1 which was best suited to this LO and was awarded as such.

**LO3.1**

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

**LO4.1**

The students found this learning outcome challenging due to the need to apply knowledge. Lower band students included the theory of lever length, force velocity (speed), acceleration and power but did not apply it or applied it very vaguely. Higher band students 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 was how well the students applied the knowledge. Some students looked at movement analysis i.e. adduction, flexion instead of applying the content in the specification. This was a factor limiting marks awarded by some centres.

**LO 5.1**

The lower band students 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 students 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 students 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 students 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 benefitted cricket. Centres are reminded that the learning outcome states products and services; the latter was not well covered by numerous centres.

### **LO 5.3**

This learning outcome was challenging, some students giving examples of technology which is 4 years old. Lower band students talked about two ideas that might not work or had limited significance/application. The ideas may already be in use. The higher band students 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 whatever 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 students produce too much evidence; students only have to talk about two tests. Lower band students 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 the internet with little or no student application. Higher band students gave detailed protocols and equipment needed in their own words for at least two tests. You would be able to carry out the tests yourself after reading it.

### **LO7.1**

Centres are reminded that the learning outcome states participants not a participant, this limited some students from achieving higher mark bands. Lower band students 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 students used test results, applied them against national bench marks and outlined how to improve them. They may instead or alongside outline how strengths in tests aided performance and how weaknesses hindered performance. Different centres took different approaches to this task. Ideally students 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 students must demonstrate their own learning from the information.
- Centres are reminded that the students 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 students to produce evidence on the different job roles, different sectors, government policy and its impact on sport and active leisure. Students had to review their own suitability for jobs in the industry.

The students produced work of varying standards and found the learning outcomes accessible, with some work being marked leniently. 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 paperwork; 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 students. It is recommended that centres use the assessment guidelines for controlled assessments.

Where students 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 student to justify their mark. Centres are reminded that assessment is via controlled assessment, all the work must be the student's and feedback must not be given to the students by the assessor.

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

If students 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 placed 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. Students must provide evidence of the sources used, not just web references. This could be in the form of screen print. Lower end students produced research from 3 different information sources. Most students provided three different websites. Higher band students used four or more different sources, 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 students provided evidence which was better suited for 2.2.and 2.3

**LO2.1**

This was achieved with some success by the majority of students. The use of a table was used to identify differences between the different sectors. Lower band students used descriptions which were basic and only included descriptions of structures such as for profit, non profit making or people do not get paid. Some lower band students did not describe the structures of the different sectors; this was inferred from the similarities and differences. The similarities and differences were more identified than described. The higher band students 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 students did not describe the structures of each sector, which limited the marks that could be awarded.

**LO2.2**

Overall this learning outcome was marked leniently. Students tended to identify rather than describe the job roles and career opportunities. It is advised that 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. Lower end students 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. Numerous students did not address the career opportunity aspect of the learning outcome. The top end students 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 students tended to identify rather than describe the skills and attributes. The lower end students outlined basic technical skills, described some qualifications, gave some reasons why good communication and organisational skills are needed. The core elements were present but not

elaborated. The higher band students outlined and described the personal attributes for at least two job roles and explained why they are needed.

Students 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 students to access the learning outcomes. Some centres provided a generic interview for 3.2. Students just typed up the interview and did not demonstrate their own learning.

### **LO3.1**

Overall students did not examine the effects of government policy initiatives in enough detail to warrant awarding high mark bands. Some students did not cover the content in the specification which limited the students' marks. Lower band students outlined key government initiatives, such as change 4 life GP referral, street games and other local initiatives. They related them with basic knowledge nationally or locally. The detail of the initiative was better than its application. Higher band students 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 students 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. Students did not name policy initiatives and answered the task with generic information which lacked an applied approach. Lower band students 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 students 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 students used statistics such as participation and volunteering numbers.

### **LO3.3**

Students should be encouraged to be inventive with their initiatives and relate them to government initiatives/priorities. Students need to be implicit on government SAL priorities, and these need to be named; numerous students did not do this. Lower band students invented their own scheme but did not relate it to priorities. They stated what needs to be done but not why. Higher band students 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 that it would be better to split the tasks

in order to give the learners the best chance of achieving high mark bands. Bottom end students mainly concentrated on what they do well and weaknesses were very brief. Students 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 students 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 students need to review strengths and areas for improvement.

#### **LO4.2**

Some students submitted a CV without any assessment linked to the attributes and skills needed for the job roles. Lower end students matched their attributes to the job roles but did not expand on why they match. Higher band students 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 students only reviewed one job role but the learning outcomes states roles. This limited the marks which could be awarded.

#### **Recommendations:**

- All work used from the internet, books or magazines must be referenced and students must demonstrate their own learning from the information.
- Centres are reminded that the student's 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: Businesses in the Sport and Active Leisure Industry**

### **General comments**

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

The writing of assignments for the unit was of a higher standard than in previous series. Centres extended the guidance to learners that highlighted the assessment criteria and clearly stated expectations to students. Centres that incorporated a sound structure to learners and made expectations explicit also produced the better results. As in previous series centres that maintained a common sector related theme throughout produced the better quality of assignment and responses. Assignment topics that were successfully used were multinational / international business combined with local business settings. This gave the student an understanding of diverse settings, and the variations between the two, as well as the similarities. It also gave students 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 lenient by some centres and above tolerance. Marks were closer to tolerance for learning outcomes 1 – 4 and with the grading of LO5.2 distorting the applied section.

The annotation of student's 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.

Centres who presented work to learners in a logical manner ie starting with LO1.1 and finishing with LO5.3 allowed learners build on knowledge before moving on to the next LO. A disjointed approach produced weaker results.

### **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 students. 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. Students benefited 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 students to access MB3. Centres must also take into consideration the level of the generic response before moving to sector related examples. A weak response often produced MB2 results despite being sector relevant.

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

Many students could provide several links within the SAL sector. 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 students 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 students 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 students 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 students to obtain marks for this unit they must be describing the use of volunteers from a business perspective, the more thorough descriptions 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 students. Students 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. Students 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. students 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 students' 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. Centres must also take into consideration the level of the generic response before moving to sector related examples. A weak response often produced MB2 results despite being sector relevant.

### **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 students needed to provide a description of the problems and the underlying issues with responses being developed by the student. Lower mark band responses were a list of identified problems that were often repetitive across a variety of businesses. The learning outcome requires students 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 student 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 students learning a fictitious business could be utilised to enable learners to achieve higher mark bands. 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 students 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 students 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 students suggested effective and realistic solutions. A common error was submitting duplicated work for a number of students. 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 students. Success on this LO was often linked to success on 5.1; if students had stated legitimate problems often effective solutions could be presented. Work submitted should be the student's 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 students 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 students 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 students 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. For the applied section 6.1 – 7.2, centres who made it clear in assignments that students were only able to work in groups in preparation for the controlled assessments and did not direct students 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 students. In many centres assignment writing was such that a lot of student work was similar, as many submitted examples were the same as case studies. This demonstrates a consistency of delivery from centres but also a lack of scope. This restricted students achieving MB3 for parts of the unit.

Centres who presented work to learners in a logical manner ie starting with LO1.1 and finishing with LO7.2 allowed learners to build on knowledge before moving on to the next LO. A disjointed approach produced weaker results. This was often the case with the LOs 1 – 3.

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 students and assessors can utilise facilities such as 'ask the expert' to help understand standards and assessment criteria.

The annotation of student's 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. In some cases assessors had

referred to a MB on a student's work and had then awarded a different mark band for the overall assessment. This area of practice should be consistent.

## **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, students referred to the value of advertising and also the link with sponsorship. Students also made the connection to the sale of media products e.g. newspaper sales and subscriptions to TV channels and websites. Where more than one example was used responses were often duplicated with no added value for the learner.

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

LO2.1 There were similarities in this series that had been in previous series, a variety of responses ranged from thorough descriptions of the link between how and why they promote initiatives to students solely referring to sponsorship and advertising. Students 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. Students 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. More depth in study is required for MB3 in many cases.

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

LO 2.2 Students 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 students lacked the number of ways used, or the depth in their responses to access higher mark bands. MB 3 students were more thorough in their ideas and responses. Responses in general were better than 2.1. MB3 students not only described the ways but could also explain/justify why they were used, producing thorough answers.

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

LO3.1 --As in previous series this response proved challenging for learners. Many responses landed in MB2. In understanding why the sport and active leisure industry promotes its own initiatives in the media, students adding 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, students 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 students' 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. The greater the number of benefits the better the response.

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

LO 4.1 – The learning outcome was generally answered well and some students were able to reach mark band 3. Students 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. Students 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. Students also looked at media stories from a variety of perspectives providing in depth analysis. MB1 responses were generally a repeat of media stories that students 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. Students selected relevant promotional campaigns and were able to analyse the strengths and weaknesses of each. Limitations in the responses were generally a result of students only analysing certain media approaches and not that of all associated with the event. Students 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 students used a strengths and weaknesses table to structure their responses which produced good results. Students 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 – As in the previous series this LO was important to set the context for the applied section of the course. Centres whose learners did this LO well often built on success for the remainder of the Los. The aims of the promotional campaigns provided by students ranged from being specific and linked to the direction of the project to being loosely attached. Aims that were specific allowed students 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. Students could then outline how this aim was to be met within the project. Poorly outlined aims were inefficient and students 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 students 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 – Once again this LO provided learners with success as many were able to select the media approach well. A majority of promotional campaigns were based at a local level and students 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 students 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 This LO continued to be a strength for many centres in this series. 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 student 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 students work. These students 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, students 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 students had a design that did not wholly convey the benefits of the campaign. The more appropriate benefits stated on the material allowed the students 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 student. Although it is 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 students 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 student. Although it is 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

- Students need to understand the active verbs **identification, outline** and **describe** when considering their response.
- Students need to be aware of the difference between a service and a product.
- Students should take care to read the questions in detail.
- Ensure that students are aware of the content of the Specification especially the 'what you need to learn' section.
- Students 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 students 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 students.

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

### **General comments**

In this unit the students 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. Students are also assessed on their knowledge of customer service issues, the level of current access and how to improve access to different groups. Students were also assessed in their ability to apply this knowledge in a vocational setting.

This was the fourth exam series for this module and the majority of centres produced relevant work that was appropriate to the level, but in the main the students work lacked the detailed application 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. There were often only a few examples offered by the students, with a lack of depth of explanation in most answers which limited the awarding of marks in the top mark band.

Learning outcome 4 was an opportunity to demonstrate their ability to apply the theory to practice by dealing with specific customer service situations, however on the whole students either did not offer a wide range of situations or the situations were not appropriate customer service issues or the engagement with the customer did not show understanding of the theory to practice. Some of the resolutions were also not relevant or practical.

Another issue arose with learning outcome 6 where students research on current access to sport and active leisure did not cover as wide a range of factors as they could which led to limited responses in how to improve access to the groups specified.

## **Individual Learning Outcomes**

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

LO 1.1 – Most students provided a basic description of the requirements of different groups when accessing sport and active leisure. Students sometimes offered barriers to participation which missed the focus of the question. Better students were able to provide a number of requirements for a wide range of different groups.

LO 2.1 – Students at the lower end of the mark band either simply described the legislation or what providers could not do with regards to the legislation whereas the better students 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.

LO 3.1 – Students were asked to describe the management and leadership skills that help to improve access in sport and active leisure. At the lower mark bands students used only a basic description of a few skills related to management and leadership. Higher marks were awarded for those students 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 – Students were asked to demonstrate their knowledge of how to engage with customers. Most students focused on methods of communication, including non verbal and verbal communication with only a basic description of these concepts. Better students were able to consider communication and presentation skills and how better customer service skills would impact on the organisation.

LO 4.2 – Students were assessed in their ability to deal with customer service complaints in 'real life' situations. Students at the lower mark bands only looked at a few situations and did not offer realistic or effective solutions to the complaints raised. Better students looked at a wide range of customer service complaints and offered realistic and appropriate solutions to the complaints. Students tended to focus on how to resolve issues but very few considered how to avoid customer complaints.

LO 6.1 – Students were asked to research the current access to sport and active leisure for different groups. At lower mark bands students simply produced lists of organisations/providers in the local community with little focus on the needs of the groups they identified. Marks awarded in the higher mark bands were given for those students 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.

LO 6.2 – The quality of the answers in this outcome were strongly linked to the answers given in LO 6.1. Where students were able to answer 6.1 well they could provide a wide range of improvements to access for the groups identified. Weaker students provided only a few improvements or repeated the same improvement in different terms.

## **Recommendations**

The centres generally produced assignments that were fit for purpose, but with some extra explanation and guidance students 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.
- Students should be encouraged to include more information on how the various issues covered actually impact on the provision of SAL to access the higher mark bands.
- LO 4 – Assignemnts should specify the specific customer service situations to be dealt with so that leaarners have a better opportunity to access the higher mark bands.
- 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 students on the range of access issues faced by certain groups. Look at national provision as well as local provision.

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