

Moderators' Report/
Principal Moderator Feedback

January 2012

Principal Learning

Sport & Active Leisure
Level 3 Controlled Assessments

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Unit 1: The Impact of an Active & Healthy Lifestyle

General Comments

In this unit candidates are asked to demonstrate their understanding of the implications of lifestyle choices on individuals and the implications that these lifestyle choices have on society.

The key focus of the assessment in this unit is the requirement for the candidates to apply their knowledge to a practical situation and evaluate the impact of lifestyle choices on individuals planning lifestyle changes for them to improve their health and wellbeing.

Candidates were required to produce a report that included background information that reviewed a range of lifestyle choices and their impact on the individual and on society. The candidates also provided evidence of a lifestyle evaluation activity and a suggested intervention with a client.

This was the second exam series for this module and the majority of centres produced relevant work that was appropriate to the level, but in the main the candidates work lacked the detailed application required by this vocationally relevant unit. Similar to the conclusions drawn from the first series, the general guidance for future exam series would be to include more application of the key points raised to the lifestyle information that was collected or researched. There were often only a few examples offered by the candidates, with the lack of depth of description/explanation being the reason why marks were limited in some cases.

Learning Outcome 3 was the ideal opportunity for the candidates to demonstrate their ability to apply the theory surrounding lifestyle choices to a real life situation, by developing and undertaking a programme of lifestyle tests with a client(s). However, a number of clients found the subsequent learning outcomes more challenging due to the performance related nature of the tests selected rather than being lifestyle focused. LO 3.3 & 3.4 often suffered from a lack of detail, which restricted the marks awarded. There was also little reference made to the overall concept of measuring lifestyle statistics, highlighting the lack of application previously mentioned.

The other major issue was in Learning Outcome 4 where although feedback to the client was included, it did not link to the specific requirements of the feedback, as detailed in the learning outcomes. There was often little evidence of the candidates actually communicating the implications of the current lifestyle choices followed by the client and then limited communication of the benefits of the proposed lifestyle changes which would be crucial if trying to convince the client to make radical lifestyle changes to benefit their health.

Individual Learning Outcomes

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

LO1.1 – Most candidates provided a relatively basic description of a range of lifestyle choices that included smoking, diet, alcohol, exercise & sleep. The better candidates provided an in depth of description of smoking, diet, alcohol, exercise & sleep. This was supplemented by coverage of a wider range of examples, including the psychological implications of the lifestyle choices.

LO1.2 –The candidates at the lower end of the mark band provided a limited description of the reasons why individuals make different lifestyle choices whereas the more successful candidates completed this in a thorough fashion, with a depth of detailed description. There was a clear rationale behind the reasons for the lifestyle choices that was often supported by secondary research.

LO2.1 – Candidates were asked to explain the positive or negative implications of the different lifestyle choices. At the lower mark band, this explanation was limited, simply reporting on the statistics that had been researched and lacking development of the points raised. At the higher mark bands, this explanation was thorough with a range of examples that were often justified by using secondary research.

LO2.2 – For this Learning Outcome candidates needed to give an explanation of how the potential lifestyle choices impact on society. Again, at the lower range, this was a basic explanation, relying on a report of the statistics found, lacking significant detail. The better candidates provided a more detailed explanation covering a range of examples supported by some research evidence.

LO3.2 – Candidates needed to demonstrate/evidence their level of accuracy in the collection of lifestyle data from their client. The candidates in the lower mark band did not present their results in a systematic, logical format, with data that was lacking in the consistent use of units and limited use of valid protocols for the testing carried out. The better performing candidates offered a clear presentation of their data, including units and appropriate testing protocols.

Some candidates provided little information apart from a Learner Observation Record (LOR) to evidence the level of accuracy whilst collecting their lifestyle data. In some cases the LOR referred to different tests detailed in the candidates work, showing considerable inconsistencies in the evidence process. It is vital in future series that this evidence is clear and presented either visually or in written form, to ensure the candidates receive the credit that reflects the actual level of accuracy performed. Centres should encourage candidates to place a greater emphasis on the concept of lifestyle testing, as some candidates focused their testing on

performance related fitness tests that were less easily applied to a healthy lifestyle perspective.

LO3.3 – Most candidates compared their primary data to relevant normative scores with the level of analytical detail separating the higher and lower mark band performance. The majority of candidates did not analyse the data obtained in the testing beyond a comparison to these norm values. However, a small number of candidates did attempt to look at some of the variables that could have affected the results, taking their analysis into the higher mark bands.

LO3.4 – Following of from the analysis, the candidates were required to provide an evaluation of the data collected from the client. The links between the data collected and the lifestyle choices was for most candidates at a basic level with candidates not really evaluating what might happen to their client if the lifestyle choices remained the same. Centres need to be clear in guiding the candidates on how to ensure they analyse and evaluate the lifestyle data in sufficient detail to achieve the higher mark bands.

LO3.5 – Candidates were required in this Learning Outcome to explain the concept of lifestyle statistics and show an understanding of their relevance. Candidates often provided limited information about how they undertook each of their tests, which would infer a very limited awareness of issues related to reliability and validity when collecting data. There was also limited usage of examples of lifestyle data, suggesting a lack of awareness of how they are used. Centres should clearly articulate to candidates the need to document the ways they have controlled their testing situation to generate valid and reliable results, as most candidates will have done this practically, but there was limited evidence to support this fact.

LO4.1 – Candidates were to provide feedback to their client on the implications of their current lifestyle choices. The feedback offered to the clients was in most cases limited, with candidates generally reporting results as opposed to discussing with the client what might happen in the future if their lifestyle choices remain the same. This reporting and subsequent discussion would be vital in this process to ensure the client has a good understanding of their current health status. This is more easily achieved if the tests completed by the candidates are lifestyle based as detailed in the unit content.

LO4.2 – The candidates were required to set meaningful lifestyle goals that were relevant to the client. At the lower mark band, the targets offered lacked detail and were often linked to performance or fitness targets such as training plans. This lack of detail limited the usefulness of the targets to the client, as they would not know how they would go about achieving them. Ideally, the candidates would communicate targets that were clear, achievable, within a realistic timeframe, meaning that the client should feel they would be achievable and know what they had to do to achieve them. If the testing completed by the candidate was directly related to obtaining lifestyle test data, the links between the targets set and improvements in overall health would be far clearer.

LO4.3 – The final Learning Outcome required the candidates to sell the benefits of the proposed lifestyle changes to their client, which were often limited and not clearly stated. This would leave the client unaware of what they would gain from the changes in lifestyle that were being suggested. Very few candidates were able to effectively communicate these benefits, with some use of secondary research to support the statements made. This level of detail made it very clear to the candidate exactly why they should embark on the lifestyle changes being suggested to them.

Recommendations

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

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

- Learning Outcome 3
 - Focus on practical measures to assess lifestyle rather than traditional performance related tests
 - Ensure the candidates include evidence as to the level of accuracy the data was collected
 - Guide candidates to produce a detailed analysis and evaluation in relation to the lifestyle choices made by the client

- Learning Outcome 4
 - Ensure candidates clearly articulate to the clients the impact that their current lifestyle choices are having on their health status (taken from the lifestyle testing results)
 - Ensure the targets set by the candidates are focused on the lifestyle choices of the client and are sufficiently detailed to enable the client to carry them out
 - Focus the candidates towards communicating the benefits of making lifestyle changes based on the collected data

Unit 2: Being an Effective Manager and Leader in Sport and Active Leisure

General Comments

In this unit the candidates identify business opportunities to increase participation in Sport and Active Leisure (SAL). Candidates will gain knowledge and the skills needed to become an effective manager to take advantage of potential business opportunities.

The purpose of this unit is for candidates to be able to understand how business models and functions within an organisation can contribute to success in the SAL industry, both strategically and operationally.

This will be carried out by looking at the demand for opportunities in the form of research. This research may consist of looking at competitors in the local area via the internet, the use of interviews and questionnaires. The applied aspect of this unit requires candidates to present the opportunities available to sustain or increase participation at their chosen organisation.

This is the second submission for this unit and there were a small number of submissions. With the small number of entries comments made will look at the future direction of the unit and the compliance of the awarding of the marking grid.

Candidates are able to work in groups to gather information but the candidate's final presentation / work must be delivered individually. Candidates can only be awarded marks for producing their own individual piece of work / presentation.

If the candidates are asked to produce a presentation, please could teachers ensure that the candidates are identifiable in the DVD/ Video. Without this information candidates cannot be awarded marks. We can only moderate work which has been evidenced.

Individual Learning Outcomes

LO.1.1 For this learning outcome candidates needed to give a description of business models and their functions in sport and active leisure (SAL) which demonstrated their knowledge of the topic. Better candidates described the strategic and operational functions of business models. These were linked to the specific sector the business is in and to their mission statement. Candidates should include a full description of strategic and organisational models. For example they could look at the staffing structure of a business, the different types of employees used, why and when the business might employ part time, full time and seasonal workers.

LO.2.1 Candidates were required to give an explanation, which shows understanding of how business functions can be used to promote and sustain participation. Weaker candidates often identified business functions and how promotions could be used, but failed to link the two together. To

demonstrate the understanding of how to link the business functions to the application of promotional material candidates could include reference to point of sale displays, or membership fee promotions at different times throughout the year. Better candidates described how each function could be used for promotion of participation, looking at discounts, memberships and even front of house in highlighting "this months offers". They may also include the use of notice boards and flyers to explain how these can be used to promote and sustain participation.

LO3.1

Candidates described the role & responsibilities of managers and leadership within a facility. Most candidates stated and listed the roles and responsibilities but did not apply this to any of the management tiers within their chosen centre, either in terms of strategical or operational functions. Better candidates had included reference to strategic and operational managers, for instance the gym manager and the centre manager. For example, most candidates stated that the managers are responsible for the health and safety of their facility but did not explain why and which regulations and laws the manager must meet. Candidates should describe the manager's responsibilities relevant to the SAL sector and the industry regulations and statutory legislation they must follow.

LO3.2

Candidates gave a description of the characteristics of effective managers and leaders. Most candidates could state the characteristics of a manager/leader in general terms but did not develop their answer to how these make the manager effective. Better candidates described how different characteristic of a manager/ leader were required at the different levels of management and leadership. Candidates could describe when a manager/leader would be autocratic and when to be democratic with their staff. For example setting targets and listening to what the staff and customers want. The candidates could look at the characteristics of being a peace maker when resolving conflict between colleagues, and how managers/leaders need to listen to both sides of the story before making any judgements.

LO4.2

Candidates carried out research into the opportunities to increase participation within a facility. Most of the candidates did this by using a questionnaire, but often the questions used limited the candidates in their relationship to business opportunities because they only asked about existing classes or facilities. Some candidates looked at what leisure centres/organisations already had in place and not at new opportunities. Some of the candidate's research was linked to their chosen centres website and the provision of their activities. This information needs to be used / applied to enable the candidate to suggest the timing activities or the facility requirements for their business opportunity. Better candidates researched competition in the local area by looking at various websites, discussing the possible opportunities in an interview with staff at the centre and then carrying out questionnaires with the customers/ members, looking at the potential / demand for new classes, facilities. Candidates can use a variety of methods as research including, interviews and questionnaires.

There is some evidence that candidates have used SWOT and PEST analysis, this would be better suited to LO4.3 which requires analysis of business opportunities. This LO requires research into business opportunities.

LO4.3

Candidates carried out an analysis of the opportunities for increased participation. Most candidates restricted themselves by selecting only one opportunity. Often the information used was presented, but not recorded visually; instead teachers recorded marks on an observation form. Marks can only be awarded for work that is moderated. A teacher observation can be used to support candidates work but it cannot be used as the only evidence that a candidate has completed the LO. This LO may be achieved through the analysis of the candidate's questionnaire, by looking at the demand, target groups, time available, staffing costs and facility requirements. Weaker candidates had carried out an analysis of the questionnaire but had not related this to their business opportunities. With the use of specific, focussed questionnaire questions and interviews with potential or existing client's candidates will be able to identify target groups, timing of activities, and number of customers wishing to take up the opportunity which will provide them with information to carry out a detailed analysis.

LO4.4

This LO develops upon LO4.3, candidates look at the demand for the opportunities in their facility. This is carried out in the form of research. Most candidates stated that the research was carried out but frequently no evidence was submitted. Stronger candidates used their research evidence to draw on different conclusions relating to customer demand for their business opportunities. This would have been presented in the form of a percentage costing or arguments generated from the questionnaires. The use of a questionnaire or interview would allow candidates to interact with the customers and see what their needs and demands actually are. If a question relating to "what would you like to see at the centre" was used there would be some relevant information on customer demand for the candidate to be able to look into. Candidates should not limit themselves by only focusing on one business opportunity, they should refer to several.

LO4.5

Candidates evaluated, with conclusions, how motivation and leadership skills could be used to sustain and increase participation. Most candidates struggled with the application of motivation to increase and sustain participation. Some of the candidates were able to state how motivation can be used to promote participation but often this was linked to having an effective manager. Better candidates provided an evaluation which was backed up with comprehensive conclusions on how motivational and leadership skills can be used to sustain and increase participation. These candidates described the type of schemes in place for both staff and customers. For example, setting targets for customers to reach, 3 sessions for the price of 2 or employee of the month. This LO needs to be answered in terms of how managers/leaders can motivate their staff and customers which will directly affect sustaining and promoting participation. An example

of this could be target setting for staff or specific areas of the facility. Staff incentive schemes, 3 for 2 schemes for customers or even taster days with an element of completion attached.

LO4.6

Candidates described how to take advantage of business opportunities with persuasive arguments to back up their chosen opportunities. Most candidates used the information taken from the census and their own questionnaires. Suggestions were often basic, adding more classes or offering more classes for the popular sessions eg Zumba because it is new and people are interested in it. Better candidates would have looked at the target group, dead or quiet times in the facility and what they can offer which is different to their competitors. Candidates need to include more detail to support their arguments. The use of the information gathered from interviews and questionnaires or even from competitors is vital here.

Recommendations

- Ensure that candidates are aware of the content of the Specification for SL302/01
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

Unit 4: Applying Science and Technology to Enhance Performance in Sport and Active Leisure

General Comments

In this unit candidates examine how performance in SAL can be enhanced and how the principles of psychology can be used to enhance performance. Candidates then go on to measure and analyse performance, making suggestions for future performance improvements.

The purpose of this unit is to enable candidates to analyse and measure methods of performance enhancement on performance, and make suggestions for performance improvement.

Candidates will include testing procedures, test results and analysis of results which must be evidenced.

This unit may be broken down into a written plan, a table of results and written evidence. Observation will be done of the candidates selecting and using performance enhancement aids and performance measurement techniques.

This is the first submission for this unit and there were a small number of submissions. With the small number of entries comments made will look at the future direction of the unit and the compliance of the awarding of the marking grid.

Individual Learning Outcomes

LO1.1

Candidates described how performance can be enhanced. Often candidates provided basic descriptions which lacked any real depth. Less able candidates focussed on the performance characteristics rather than how they could be enhanced. Better candidates gave a detailed description of how the performance can be enhanced with reasons and examples as to how this can be done both physically and psychologically.

LO2.1

Candidates gave a basic explanation of the ways in which performance is enhanced. When the explanation lacked content lower marks were awarded. To achieve the higher marks candidates needed to give examples and explanations of how their chosen methods of performance enhancement would be carried out. If an example of static and dynamic stretching were given in a training programme, the candidate would need to explain how these stretches would enhance performance with an example of the stretches they would perform.

LO3.1

Candidates gave a detailed description of the principles of psychology. Most candidates provided a basic description of some of the principles, social identity, attribution theory, mental resilience, motivation theory and aggression. Candidates scoring lower marks had addressed these principles

but had not described them with real depth and were sometimes on a superficial basis. Candidates scoring higher marks had addressed these principles and had described them with real depth. By describing the reasoning behind the principles higher marks were achieved.

LO3.2

Candidates gave a description of how psychology is used within SAL. Less able candidates linked some principles to sports examples but did not thoroughly describe specifically how they would use them to enhance performance. For example music could be used as a way to relax or to motivate, but the candidates did not expand on this to describe how or what. Which type of music would be used? Classical or up beat music? Candidates who linked principles to sports examples, thoroughly describing them, stating specifically how they would use psychological principles to enhance performance achieved higher marks.

LO4.2

Candidates showed that they can organise time in an appropriate way making reference to resources. Generally this LO was completed well. Candidates produced timescales for the testing which provided evidence of organising time. If the candidates included testing procedures they showed how time and resources would be organised. Better candidates described what they would do before and after testing and described the arrangements made for setting up testing areas. Candidates should prioritise actions and demonstrate an understanding of the performers needs when testing, e.g. the order of tests to be carried out.

LO4.4

Candidates recorded results of performance analysis and measurement with accuracy. All candidates attempted to compare results to norm data, however not all had referenced it and some did not check that they were using the correct data e.g. for a male/female and age. Candidates should ensure that they record results correctly, using appropriate units and display these in a suitable table. Candidates should make some reference to protocols and standard procedure which enabled them to collect data accurately and reliably.

LO5.1

Candidates conducted an analysis of results of performance analysis and measurement. All candidates attempted to relate test performance results to normative or ideal data. The better candidates gave rationales behind their analysis. These candidates were able to show independent variables and the validity of testing. Candidates should demonstrate interpretation of their results in relation to their chosen performer and the norm values specific to that person.

LO5.2

Candidates conducted an evaluation about the value of the information provided. Most candidates found this LO challenging and some failed to attempt it. Candidates needed to build a profile of their sports person's characteristics and relate this to the tests carried out and to the activities done by the performer. How valid is the test for the activity the sports

person carries out? Less able candidates attempted a basic evaluation. Stronger candidates built a profile of their sports person's characteristics and related these to the tests carried out and to the activities done by the performer.

LO5.3

Candidates made suggestions for future performance improvement, often these were un-substantiated or irrelevant. More able candidates suggested improvements linked to the evidence gained from their testing and related these to their specific performer. For example candidates who suggested training programmes and stated which exercises to use and why these would be appropriate for their sports person were able to access mark band 3. Candidates can suggest a variety of performance improvements, including equipment, surfaces and the use of ergogenic aids, they must ensure that these are relevant and applied to their specific performer. For example a candidate may chose to suggest that their performer, a dancer, would benefit from a sports drink. The candidate should then develop their suggestion by substantiating their statement with why it would benefit the performer and how they would take the sports drink, how often and how much.

Candidates should be familiar with the whole content of the 'what you need to learn'. Centres are reminded to cover the whole content of the unit.

Recommendations

- Ensure that candidates are aware of the content of the Specification for unit 4.
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.
- Practitioners and candidates should refer to the exemplar materials available on the Edexcel website.

Unit 6: Sport and Active Leisure Policy

General Comments

In this unit candidates examine the range of drivers that affect the Sport and Active Leisure industry and why and how policies are created at local and national level.

The purpose of this unit is to enable candidates to analyse the extent to which the SAL industry has influenced national policy on a sport or active leisure issue and evaluate the legacies of a major SAL events.

Candidates will include an element of research which must be evidenced as well as present their analysis and evaluation of SAL policy. This unit may be broken down into a research task and a presentation (PowerPoint with fully annotated slides) to present findings.

This is the second submission for this unit and there were a very small number of submissions. With the small number of entries comments made will look at the future direction of the unit and the compliance of the awarding of the marking grid.

Candidates are able to work in groups to gather information but the final presentation / work must be delivered individually. Candidates can only be awarded marks for producing their individual piece of work / presentation.

If the candidates are asked to produce a presentation, please could teachers ensure that the candidates are identifiable in the DVD/ Video, if one is presented as evidence without the information candidates cannot be awarded marks.

Individual Learning Outcomes

LO1.1

The candidates researched key government policies to show the impact on the SAL industry. Most candidates had carried out limited research, by listing books or the websites they had used. Sources must be used, referred to in the candidates work. If the websites, sources are simply listed then mark band 1 is best fit. Candidates who had carried out extensive research, listed websites and books and made reference to these in their work scored higher marks. Research needs to be applied and put into context showing their impact on the SAL industry.

LO2.1

Candidates examined the key drivers that impact on policies related to local and national SAL. When candidates had listed the drivers or briefly described what they are with no real development of the impact these drivers have on SAL mark band 1 was the best fit. If candidates listed the drivers or briefly describe what they are with no real development of the impact these drivers have on SAL this was also mark band 1. For candidates to achieve higher marks they would need to develop their examination on the different drivers and apply this information to the impact these drivers

have on SAL. Candidates should examine the strengths and weaknesses of key drivers.

LO2.2

For this LO candidates gave an explanation of why central government and national organisations devise policies that affect SAL. Candidates who had not developed their descriptions and lacked any explanation scored lower marks. To achieve higher marks candidates would have developed their explanations, linking them to relevant SAL policies. Candidates should address why organisations such as SportsCoach UK or Sport England devise policies that affect SAL e.g. Sport England devising policies to help raise the standards of sports provision in schools.

LO2.3

Candidates gave an explanation of the effects of key local government policies on SAL. Candidates may have copied and pasted text from websites and had made no reference to it. Candidates attempted to provide explanations which were largely descriptive and did not address the LO. Candidates should ensure that realistic explanations are given and linked to studies of local government policies. A talk from a local sports development officer would be beneficial to candidates.

LO3.1

Candidates gave an explanation of how the industry influences national SAL policy. Candidates who scored lower marks had not explained any industry influences and had made reference to the Hillsborough disaster but had not explained how this affected SAL policy, e.g. the Taylor report, safety at sports grounds act and how that had made sports grounds safer. Candidates often struggled to explain this LO in more than basic detail limiting marks to mark band 1. Candidates should analyse policies and develop their discussions with examples related to specific policies / situations. Candidates should address how the industry operates to influence policies.

LO3.2

Candidates carried out an analysis of the influence of SAL on national policy. Candidates had attempted to analyse some policies but they did not develop their discussion / analysis which meant that marks were awarded in mark band 1. Candidates should analyse policies, developing these by discussing them with links to realistic and specific policies and situations which have taken into account of the need to balance different perspectives e.g. social, environmental or economic. For example after the summer riots sports organisations drew up social policies and started new activities with the aim to include young people in sport and prevent them from being involved in crime.

LO4.1

Candidates carried out an evaluation of the legacies of major SAL event. Candidates focussed on the Manchester Commonwealth Games and mentioned the legacy of the stadium and regeneration of Manchester. When the candidates made only limited reference and attempted some evaluation mark band 1 was the best fit. For higher marks candidates would need to

ensure that they have developed their work to support their evaluation linked, realistically to their findings. Candidates should look at the positive and negative legacies of events. A case study of a previous games would enable candidates to gather evidence and then draw conclusions from it. For example what was left by the Manchester commonwealth games? How are these facilities used now and by who?

LO4.2

The candidates identified the implications of the legacies for future planning. Basic identification of implications, identification of a few implications, limited marks to mark band 1. Candidates should develop their ideas with examples of implications linked to previous games to achieve higher marks. Implications need to be relevant, realistic and well throughout. This LO requires candidates to identify implications, there is no requirement to explain them but they must be realistic. this LO could be linked to a case study in LO 4.1, candidates can identify the implications for future planning by studying a previous games. For example if candidates had studied the Beijing Olympics they could identify the implications for future planning for the London Olympics. What was learnt from the Beijing Olympics that could be applied to planning the London games?

Candidates should be familiar with the whole content of the 'what you need to learn'. Centres are reminded to cover the whole content of the unit

Recommendations

- Ensure that candidates are aware of the content of the Specification for SL306.
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

Unit 7: Promoting opportunities for all in sport and active leisure

In this unit candidates are asked to demonstrate their understanding of inclusion and how to respond to the needs of different communities.

The key focus of the assessment in this unit is the requirement for the candidates to apply their knowledge to a practical situation and plan and run activities to promote inclusion. Please note that the criteria from LO.4.1 onwards require activities (plural) and that dealing with only one activity will necessarily restrict achievement of the criteria.

This was the first exam series in which there were entries for this unit. As with other units, the first part of the unit is designed to give a grounding in the understanding of the topic – in this case, inclusion – and then the practical activity from LO.4.1 onwards is based on the acquired knowledge. However, much of the initial criteria in this unit can be achieved through applied investigation of leisure provision in the centre's area. If centres are ever in doubt as to what the criteria are assessing then the first stop should always be to consider what the WYNTL indicates as the subject content for that criteria. For some of the early criteria the depth of the work was insufficient for level 3 and centres should ensure that candidates are encouraged to work in detail at this level.

The main issues in the later criteria focussed around only considering one activity where the criteria requires 'activities' and assessment/evaluation that was rather superficial. The latter needs to be planned for, rather than seen as an 'add-on' as indicated in the comment below on LO.6.1 and LO.6.2

Individual Learning Objectives

LO.1.1 The importance of promoting sport and active leisure for all potential participants should be seen in the wider context of government initiatives as well as the narrower focus of the benefits that individuals gain from it. Centres should be aware that the key to this criteria is the 'importance' rather than the methods through which it is achieved and that depth of explanation is important in achieving the higher mark bands. Work tended to be focussed too much on benefits of healthy lifestyles for individuals – as in unit 1 – rather than on the importance of including all sections of the population in sport and active leisure, which is the focus for this unit.

LO.1.2 Although all candidates were able to identify examples of barriers that exist for participant groups, the complexity of the learning outcome was not always dealt with well and at times this led to overgenerous assessment. At the basic level the examination should ensure that the barriers are carefully linked to the groups that they affect. To then access the higher mark bands there should be a thorough examination of these barriers – how they operate and perhaps the level to which they exist in different areas of sport and active leisure. The other area that candidates should address to some extent is that of the word 'perceived'. Do these barriers actually exist for all these groups or are there other factors at play also, for example, lack of information – although in a complex consideration of this that could be in itself the barrier anyway. The use of relevant

examples is almost essential to this outcome, also putting it in an applied context as much as possible.

LO.2.1 Descriptions tended to be rather simplistic, with often little more than identification of what is in place in facilities offered or statements of what the relevant pieces of legislation demanded. Although the latter is a sound first step, making it a simpler task to describe how organisations comply with what is being required, it needs development to meet the demands of the criteria fully. To access the upper mark bands candidates should ensure that their responses do not just describe what is being done, but how the actions actually help to meet participant needs. It would be good practice for candidates to have done research in local leisure organisations as background for this task in order that an in-depth response – rather than a basic ‘ramps to enable wheelchair access’ one – is achieved.

LO.2.2 Candidates should ensure that they deal with the knowledge and skills in depth here, as many of the response were little more than identifications in reality. A good source of information for this might well be local authority equalities officers as well as those working in the sport and leisure organisations themselves and again, this outcome will benefit from having done focussed research as part of the assignment.

LO.3.1 This criteria can almost be split in two for both completion and assessment purposes. Candidate must deal with both the nature of provision and its effectiveness. This could be carried out for a single (large) organisation or could be done on a local area basis. The key – as with all the higher skill criteria – to achieving the higher mark bands is to ensure then that the command verb is addressed. This outcome requires an assessment . For the nature this could be a consideration of perhaps how many possible groups are catered for and the range of activities available for them. The effectiveness of what has just been considered would form the logical second part to the criteria. For assessment purposes it is not necessary to have complete balance between these but it would not be possible to meet MB3 without both being addressed.

LO.3.2 Many candidates offered little in evidence for this learning outcome. To ensure that evidence is produced to meet the criteria it would be good practice for candidates to interview current employees of organisations who are actively involved policies for equality in their organisations. Views on current provision, possible future provision and their personal outlook and values in providing this could then be established. Although some information can be gathered through secondary sources it often ends up being rather basic and superficial.

LO.4.1 For this learning outcome candidates should been encouraged to develop ideas in response to what they have already discovered in their research for the previous learning outcomes, LO3.1 in particular. Having established what the effectiveness of the current provision is, it would be a good idea to try to suggest activities that might ‘fill the gaps’. If a group discussion is to be used in order to establish what activities might be carried forward to the rest of the unit, it would be a good idea to allow candidates

to come up with their suggestions separately – this allows all candidates an equal chance to develop ideas and to produce a written ‘proposal document’ for the meeting that could be used as the hard evidence needed for this unit. The activities must be linked to the participant groups that they are intended for, as without this information it is impossible to judge whether they are appropriate, which is the defining part of the criteria.

LO.4.2 There was occasional confusion in responses for this criteria. The purpose of it is to ensure that candidates have thoroughly prepared for the activity and therefore that they have identified all the potential roles that need to be filled as well as the responsibilities that go with those roles. The two are closely linked and should be dealt with as such. Some candidates identified the roles but simply listed ‘who would do it’ next to them, which only partially fulfils the criteria. Although this will have been decided as a group it is important that the document is written up as individuals. These will necessarily be similar for different students, but one document photocopied for all will not be accepted as evidence. All mark grid A criteria must be evidenced individually – unfortunately this would not be what would happen in a work environment but it is necessary to fulfil the requirements of the qualification.

LO.4.3 As with criteria 4.3 it is vital that this task is individually evidenced even though the actual content will have been discussed as a group. Candidates should ensure that their plans for time and resources are clear and detailed in terms of what has to be done at each point. A good test of whether an effective plan has been suggested is to consider ‘could someone else successfully run these activities from the information given?’ Details such as considering how many people the event is designed to cater for being matched to the number of pieces of equipment are vital at this level and the requirements of both physical and human resources should be addressed.

LO.4.4 Candidates should at all times ensure that risks identified are realistic and relevant to the activity. Although the criteria only assesses the precautions that should be taken, it is almost impossible to achieve this successfully without indicating what the risks are, so any risk assessment pro-forma produced for this criteria should reflect that. Risks should be those that constitute a notable danger to the participants in the running of the activity – rather too often, normal inanimate objects such as walls are being elevated to a state of life threatening danger! Centres should also note that the command verb for this criteria is ‘describe’. A considerable number of candidates just completed a risk assessment with one or two words and hence could not access the higher mark bands.

LO.6.1 Evaluation is not an easy skill for level 3 students and all too often it has consisted of description of what happened rather than true evaluation. One way of ensuring that this is less likely is for candidates to put in place beforehand criteria against which to evaluate the activities. These could be related to numbers attending the first or subsequent activities or perhaps enjoyment. A feedback form could be used to achieve this. It should also be remembered that the evaluation be with regard to the activity’s effectiveness in promoting inclusion, not just to how well it ran on the day.

It should also be noted that for this learning outcome and 6.2, the evaluation should be done against the criteria of inclusion. The activities need to be evaluated as to their effectiveness in promoting inclusion, not just in terms of how well the activity ran. Many candidate treated it as an event management exercise, without considering the real purpose of the activities.

LO.6.2 The response to this criteria could well evolve out of the evaluation of LO.6.1 as the two criteria are closely connected. However, it should also consider the individual's own role in the activities – and even perhaps how far the individual's original suggestions were suitable activities for promoting inclusion, if they were used. Again, providing criteria against which to assess would be useful, otherwise assessment tends to be of the 'I think I was good at it....'. Although personal assessment is part of the answer, objective, as well as peer review' approaches are needed as well. again, assessment should be concerned with their personal ability to promote inclusion, not just how well they contributed to the activities.

Unit 8: Bringing the community together through Sport & Active Leisure

General Comments

In this unit candidates are asked to explain how sport and active leisure can be used to influence or challenge behaviour patterns in society through providing positive role models and building new social networks that bring together different parts of the community.

The key focus of the assessment of this unit is the requirement for the candidates to apply creative thinking, self-management and reflective learning skills in the development of a strategy of how to use sport or active leisure to promote local community cohesion. Candidates are expected to present their proposals in order to receive feedback, and then amend them to be more appropriate.

On the whole, candidates raised a lot of good points across all of the Learning Outcomes, but consideration should be given to the lack of application of the points being raised to the impact on the community, as this was limited the marks awarded.

Some centres provided a significant amount of evidence using Learner Observation Records (LOR), which are predominantly for Mark Grid B outcomes. As all the outcomes in this unit are Mark Grid A, there should be written or visual evidence submitted for each learning outcome, with the LOR providing supplemental evidence to corroborate or support the candidates evidence.

Some interesting group work activities were clearly being used in some centres, during the assessment of the module, but again consideration should be given to the production of clear individual evidence to support the candidate's contribution (LO3.1). Also, with the feedback task to shape the strategy (LO4.1), clear evidence needs to be presented by the candidate of the feedback they received. This could be in the form of a video of the presentation/feedback, or a transcript of the feedback received.

Individual Learning Outcomes

The work entered for this unit often followed the Edexcel exemplar material. There were some issues with the interpretation of some of the learning outcomes and the lack of individual evidence for candidates when engaged within group activities for part of the assessment process.

LO1.1 – Most candidates provided a basic description of the characteristics that individuals and groups display, covering areas including gangs, ethnic minority groups, socio economic groups and young/peer groups. Candidates need to ensure that they cover specific groups that are contained within the unit content that have specific needs, rather than sub-groups related to teenagers and the school/college community. Some candidates aimed

towards the higher mark by providing a more detailed description of a wider range of groups and individuals within them.

LO1.2 – This learning outcome asked candidates to describe how improved access to sport & active leisure could promote cohesion within a community. Overall, the responses would have benefitted from more depth in the detailed description. Most candidates supplied information about different ways to improve access to sport and active leisure activities, but did not relate this to how it might promote community cohesion. Most candidates included some local initiatives, with the candidates who performed better exploring them in more detail.

LO2.1 – Candidates were asked to explain the positive or negative responses of the community to sporting cultures. The explanations offered covered a range of responses, with the lower mark bands being limited in depth of detail. The better performing candidates linked case study examples to the points raised demonstrating understanding of the potential responses of the community to different initiatives.

LO2.2 – For this Learning Outcome the candidates, needed to give an assessment of the impact of role models upon community cohesion. The overview on the qualities of the role model was detailed for most candidates, but very few managed to apply how these qualities could benefit the community, which is the main focus of the learning outcome

LO2.3 – Candidates were asked to explain how role models and leadership skills can be utilised in the promotion of community cohesion. As with LO2.2, the level of detail with regard to leadership skills was far deeper than the application of how these skills could be applied in the development of community cohesion by most candidates.

LO2.4 – Most candidates offered detailed descriptions of different behaviour patterns within the local community including crime, employment and examples of schemes to attract investment. The depth of the links between the concept of how sports and active leisure provision might challenge, influence or support these behaviours determined the level of mark awarded.

LO3.1 – Candidates were asked to generate ideas of how sport & active leisure could be used to promote cohesion. The evidence for the individual aspects of this group task was limited, with significant amounts of work often not being directly attributable to the candidates. Evidence for this learning outcome was sometimes referred to in a LOR without substantial written or visual evidence that could be moderated. It is essential for outcomes that are within mark grid A that there is significant written or visual evidence, that could possibly be supported by an LOR.

LO3.2 – Candidates needed to provide an argument as to why their proposed strategy would promote community cohesion. Candidates at the lower mark band provided a reasonable description of their proposal but had a limited rationale for their proposal, thus making the argument ineffective. The more successful candidates provided a more detailed description of

their proposal with a clearer rationale, therefore making the argument more effective. As with LO3.1, some centres supplied an LOR as the main source of evidence for this outcome, but written or visual evidence is required for this outcome to be moderated. The links between the strategy and the promotion of community cohesion needed to be very clear as this was the theme that the effectiveness of the proposed strategy was judged.

LO3.3 – Most candidates produced a very basic action plan that was lacking in detail relating to timings, prioritisation of tasks, resources etc. Some centres submitted work that was as a result of some group activities, which would need to be directly attributable to individual candidates for awarding of individual marks that could be reviewed during the moderation purposes.

LO3.4 – The candidates that offered between 1-3 appropriate indicators that would measure the success of the strategy achieved the lower mark band with those that offered more than 6 appropriate indicators achieved the higher band. Some candidates focussed on the different methods of collecting information about the success of their strategy (eg questionnaires, focus groups etc) rather than the actual indicators that each of these methods could assess. This limited the marks awarded for this outcome as marks were awarded directly for the number of appropriate indicators identified.

LO4.1 – Most candidates lacked detailed evidence of the feedback that was received following the presentation of their strategy. The majority of candidates offered some brief statements that justified the amendments the candidate made to the initial strategy proposal. The candidates were limited in this outcome by the appropriateness of the feedback received, as it often dealt with more operational issues related to the running of the event as opposed to the development and appropriateness of the strategy in promoting community cohesion. One centre completed a coaching event then gained feedback on the candidate coaching performance. Although relevant to the candidates development, this was not an appropriate interpretation of this learning outcome as there was no clear links to how this event would promote community cohesion.

LO4.2 – The candidates were required to amend their strategy based on the feedback received. The majority of candidates suggested amendments that were generally superficial only adding limited value to the strategy and would not have contributed a great deal to an improved level of success. This was often due to the operational nature of the feedback received for LO4.1. Centres must ensure that the candidates are directed to seek feedback on the strategic nature of their proposed strategy rather than the more practical operational issues, as this will enable the candidates to add value to their strategy linked to improving community cohesion.

Recommendations

The centre assignments were generally fit for purpose, but with some extra explanation about the focus of some of the key areas and an awareness of the specific types of evidence that are required to achieve the learning outcomes, candidates would be able to access the whole range of marks.

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

- All LO – ensure the key points raised in assessment tasks are applied to the concept of promoting community cohesion
- LO3.1 – ensure there is sufficient evidence that highlights the contribution of each individual within a group work activity
- LO4.1– ensure that the feedback in response to the proposed strategy is related to how the strategy could promote community cohesion. This must be recorded and presented as part of the assessment process and could be in the form of a video of the presentation/feedback, or a transcript of the feedback received.
- Ensure Learner Observation Records are only used to support written or visual evidence of practically based activities
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

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