

Moderators' Report/
Principal Moderator Feedback

Summer 2013

Principal Learning

Sport & Active Leisure

Level 3 Controlled Assessments

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Unit 1: The Impact of an Active and Healthy Lifestyle

General comments

In this unit students 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 students 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.

Students 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 students also provided evidence of a lifestyle evaluation activity and a suggested intervention with a client.

This was the fourth exam series for this module and the majority of centres produced relevant work that was appropriate to the level. It was evident that some centres have made significant improvements in both the quality of work that the students have produced and in the accuracy and consistency of assessment.

However a significant number of students work still lacked the detailed application required by this vocationally relevant unit. Similar to the conclusions drawn from the first two 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 students, with the lack of depth of description/explanation being the reason why marks were limited in some cases.

As with the first three exam series, the level of detail provided in the applied Learning Outcomes limited the marks awarded to the majority of students. Learning Outcome 3 was the ideal opportunity for the students 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).

This outcome often suffered from a lack of detail, which restricted the marks awarded. There was also little reference made to the wider issues surrounding the measurement of 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.

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.

LO1.1 – Most students provided a relatively basic description of a range of lifestyle choices that included smoking, diet, alcohol, exercise & sleep. The better students 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 students at the lower end of the mark band provided a limited description of the reasons why individuals make different lifestyle choices, simply identifying what these influences might be without fully describing them. The more successful students 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 referenced secondary research.

LO2.1 – Students were asked to explain the positive or negative implications of the different lifestyle choices on the individual. At the lower mark band, this explanation was limited, simply defining the different physical adaptations that would result from a healthy lifestyle or the problems that might result from following negative lifestyle choices. At the higher mark band, these points were extended resulting in a thorough explanation, incorporating a range of examples that were often justified by referenced secondary research.

LO2.2 – For this Learning Outcome, students 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 description of the statistics found and lacking significant detail. The better students provided a more detailed explanation covering a range of examples supported by some research evidence.

LO3.2 – Students needed to demonstrate/evidence their level of accuracy in the collection of lifestyle data from their client. The students 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. There was often limited use of valid protocols for the testing being carried out, which suggested a lack of awareness of how the testing should be controlled. The better performing students offered a clear presentation of their data, including the consistent usage of appropriate units and appropriate testing protocols.

LO3.3 – Most students 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 students did not analyse the data obtained in the testing beyond a comparison to these norm values. However, a small number of students 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 on from the analysis, the students were required to provide an evaluation of the data collected from the client. The level of detail when making the links between the data collected and the lifestyle choices determined the level of marks awarded. The work in the higher mark band discussed the impact the existing lifestyle choices had on the individual based on the data collected. This was then extended to suggest what might happen to their client if the lifestyle choices remained the same.

LO3.5 – Students were required in this Learning Outcome to explain the concept of lifestyle statistics and show an understanding of their relevance. Students 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.

Across all exam series so far, this outcome has been one of the least well answered across all the learning outcomes. Centres should clearly articulate to students the need to document the ways they have controlled their testing situation to generate valid and reliable results, as most students will have done this practically, but there was limited evidence to support this fact.

LO4.1 – Students were to provide feedback to their client on the implications of their current lifestyle choices. The feedback offered to the clients was accurate, but often not fully extended to achieve the higher mark bands, with students 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.

LO4.2 – The students 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 students 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 student 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 students 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 students 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 student exactly why they should embark on the lifestyle changes being suggested to them.

Summary:

Based on their performance in this unit, students should:

- Clearly define the tests being used, include protocols and a rationale as to why the tests have been selected for the particular client.
- When providing feedback on the results of the tests, make clear reference to how the current lifestyle choices have affected them.
- Make sure that the targets set for the client are; related to the results collected, achievable, clearly explained with a clear timeframe for achievement. The client should know exactly how to go about trying to achieve the targets that have been set.
- Ensure that the client fully understands the reasons why they have been given targets to achieve and that the benefits of the new lifestyle regime have been effectively "sold" to them, as this will motivate the client to achieve them.

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

General Comments

In this unit the students identify business opportunities to increase participation in SAL. Students 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 students 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 students to present the opportunities available to sustain or increase participation at their chosen organisation.

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

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

A teacher observation can be used to support students work but it cannot be used as the only evidence that a student has completed the LO.

Individual Learning Outcomes

LO.1.1 For this learning outcome students 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 students had described the functions of business models (strategic and operational) linking them to the sector the business is in and to their mission statement. Students could include a full description of strategical and organisational models by describing their strengths and weaknesses. For example; comparing the 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 Students were required to give an explanation, which demonstrated an understanding of how business functions can be used to promote and sustain participation. To demonstrate their understanding of how to link business functions to promotions, students could refer to point of sale

displays or the membership fee promotions used at different times throughout the year.

LO3.1 Students described the role & responsibilities of managers and leadership within a facility. Most students were able to state and list the roles and responsibilities but did not apply this theory to any of the management tiers within the centre. Better students would apply their responses with reference to strategic and operational managers and how they use leadership within a SAL facility.

LO3.2 Students gave a description of the characteristics of effective managers and leaders. Most students could identify the characteristics of a manager/leader in general terms, but did not develop their answer to how these make the manager effective. Better students had described how the different characteristics of a manager/ leader were required at the different levels of management and leadership and why at different times or in different situations.

LO4.2 Students carried out research into the opportunities to increase participation within a facility. Most of the students did this by using a questionnaire, but often the questions used limited the students in their relationship to business opportunities because they only asked about existing classes or facilities. Some students looked at what leisure centres/organisations already had in place and not at new opportunities. Some student's research was linked to their chosen centres website and to the provision of activities. This information needs to enable the student to suggest the timing activities or the facility requirements for their business opportunity. Better students had researched the competition in the local area by looking at various websites, discussed the possible opportunities in an interview with staff at the centre and then completed questionnaires with the customers or members, focussing on the potential demand for new classes or facilities in their local area.

LO4.3 Students carried out an analysis of the opportunities for increased participation. Often students had restricted themselves by selecting unrealistic or inappropriate opportunities eg an existing activity is not an opportunity if the centre already includes it in their timetable, it is not realistic for a school to build a new state of the art fitness centre. This LO may be achieved through the analysis of the student's questionnaire, by looking at the demand, target groups, time available, staffing costs and facility requirements. Weaker students had carried out an analysis of their questionnaires but had not related this to business opportunities and to increasing participation.

LO4.4 This LO is an extension from LO4.3, students look at the demand for the opportunities in their facility. Stronger students used their research evidence (possibly a questionnaire from LO4.2) to draw on different conclusions relating to the customer demand for their business opportunities. This could have been presented in the form of percentage costing or arguments generated from the questionnaires. Weaker students who had not focussed their research on new opportunities to increase participation gave themselves nothing to develop and so limited their

marks. Students need to ensure that they have thoroughly researched the demand for new business opportunities.

LO4.5 Students were to evaluate, with conclusions, how motivation and leadership skills could be used to sustain and increase participation. Most students were able to give some examples of the application of motivation to increase and sustain participation and made some links to increasing participation. Better students provided a thorough evaluation which was backed up with comprehensive conclusions on how motivational and leadership skills can be used to sustain and increase participation. Weaker students may have identified why a leader needs to be motivated but failed to include any reference to increasing participation.

LO4.6 Students needed to describe how to take advantage of business opportunities with persuasive arguments to back up their chosen opportunities. Most students used the information taken from their own questionnaires or centre visits to complete this LO. Student's suggestions were often very basic, eg adding more classes or offering more classes for the popular sessions eg Zumba because it is new and people are interested in it. Better students would have looked at the target group, quiet times in the facility, the size of the potential market and what they can offer which is different to their competitors.

Recommendations

- Ensure that students are aware of the content of the Specification for ZSL30/01.
- 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 students examine how performance in SAL can be enhanced and how the principles of psychology can be used to enhance performance. Students then go on to measure and analyse performance, making suggestions for future performance improvements.

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

Students 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 students selecting and using performance enhancement aids and performance measurement techniques.

Individual Learning Outcomes

LO1.1

Students described how performance can be enhanced. Weaker students focussed on the performance characteristics rather than how they could be enhanced. For example that a swimmer needed speed and power, but they did not describe how a swimmer's performance could be enhanced by increasing their speed and power. Better students gave a detailed description of how performance can be enhanced with reasons and examples as to how this can be done. Students who looked at a specific sport or sports person seemed to focus their work more on this LO and were able to produce detailed and relevant descriptions. Several students had chosen to use a footballer to base their work around.

LO2.1

Students gave an explanation of the ways in which performance is enhanced. When the explanation lacked content lower marks were awarded. To achieve the higher mark bands students needed to give examples and explanations of how their chosen methods of performance enhancement would be carried out. Where students had selected a sport to focus on they channelled their explanations onto how it could benefit their sports person, and students were able to provide a good range of examples. They may have explained that a speed training programme could help a footballer to increase their speed which could then enhance their overall performance on the pitch.

LO3.1

Students generally gave a detailed description of the principles of psychology. Most students provided a sound description of some of the principles, social identity, attribution theory, mental resilience, motivation theory and aggression. Students scoring lower marks had addressed these principles but had not described them with real depth. Students scoring higher marks had applied these principles and had described them with real depth. By describing the reasoning behind the principles higher marks were achieved. Better students gave examples from the world of sport to demonstrate their understanding of the subject.

LO3.2

Students gave a description of how psychology is used within SAL. Weaker students may have linked some principles to sports examples but did not describe specifically how they would use the principles to enhance performance. Students who linked principles to sports examples, thoroughly describing them, stating specifically how they would use psychological principles to enhance performance achieved higher marks. This LO was carried out very well by students who gave sports examples and linked how psychology can be used to how it is used by different sports people. For example how a golfer may use imagery before a big event to help them to relax and focus on their skills aiming to increase their overall performance.

LO4.2

Students showed that they can organise time in an appropriate way making reference to resources. Overall this LO was completed very well. Student's who produced timescales for the testing, provided evidence of organising time. If the students included testing procedures they showed how their time and resources would be organised. Better students described what they would do before and after testing and described the arrangements made for setting up testing areas. Weaker students copied and pasted the testing protocols but did not refer to these. Some students also included permission slips and letters to show that their clients/people to be tested had understood what was being asked and that they gave their permission to be tested.

LO4.4

Students recorded results of performance analysis and measurement with accuracy. Most students included a table of results. If this was completed correctly with the appropriate units being selected and with no omissions high marks were awarded. Some students had included their test results with the testing protocols which made it difficult to find and to be sure that these were results collected by the students.

LO5.1

Students conducted an analysis of results of performance and measurement. All students 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 eg for a male/female and age. Better students looked at their test results and linked these to the specific sports/activities that their sports person takes part in. Weaker students simply stated that results were good or bad with no real reference to the sports person or the test, or

they had stated that there was no norm data for their test so they could not compare their results, preventing them from analysing the data and achieving marks in this LO.

LO5.2

Students conducted an evaluation about the value of the information provided. Students 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? Weaker students attempted a basic evaluation with little mention of why they had selected the 'tests' used and how the 'tests' tested what they students had wanted. For example did the 'test' used for measuring cardiovascular endurance actually 'test' cardiovascular endurance? What may have affected the reliability of the result? Could their 'clients' motivation or mood have affected the test result?

LO5.3

Students made suggestions for future performance improvement. Stronger students suggested improvements linked to the evidence gained from their testing and related these to their specific performer. For example students 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. Weaker students described what to do, for example that their sports person should stretch more but did not give any ideas for stretches or a timeframe. There needs to be more development of the suggestions to achieve higher marks.

Recommendations

- Ensure that students are aware of the content of the Specification for ZSL30/01.
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

Unit 6: Sport and Active leisure Policy

General Comments

In this unit students examine the range of drivers that affect the SAL industry and why and how policies are created at local and national level.

The purpose of this unit is to enable students 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 major SAL events.

Students 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.

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

If the students are asked to produce a presentation, please could teachers ensure that the students are identifiable in the DVD/Video, if one is presented as evidence.

Individual Learning Outcomes

LO1.1

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

LO2.1

Students examined the key drivers that impact on policies related to local and national SAL. When students 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. For students 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. Students should make use of their research material and applying it to complete the LO.

LO2.2

For this LO students gave an explanation of why central government and national organisations devise policies that affect SAL. Students who had not developed their descriptions and lacked any explanation scored lower

marks. To achieve higher marks students would have developed their descriptions and explanations, linking them to relevant SAL policies. Students need to refer to their research material and those who had carried out focussed research for LO1.1 were able to achieve higher marks in this LO.

LO2.3

Students gave an explanation of the effects of key local government policies on SAL. If students had simply copied and pasted text from websites and had made no reference to it they would have been awarded lower marks. Students should ensure that realistic explanations are given and linked to studies of local government policies. Students who had visited local leisure centres and or had interviewed staff working in the SAL sector were better prepared to answer this LO.

LO3.1

Students gave an explanation of how the industry influences national SAL policy. Students who scored lower marks had not fully explained the industry influences. They may have referred to the Hillsborough disaster but had not gone on to explain how this affected SAL policy, eg the Taylor report, safety at sports grounds act and how these policies have helped to make sports grounds safer. Students should analyse policies and develop their discussions with examples related to specific policies/situations which they have researched in LO1.1.

LO3.2

Students carried out an analysis of the influence of SAL on national policy. Often students had attempted to analyse some policies but they did not develop their discussion/analysis which meant that marks were awarded in mark band 1. Students should analyse policies, developing these by discussing them with links to realistic and specific policies and situations. Students should address different perspectives, for example national governing bodies, professional sports, local programming policies and should look at the difficulty in balancing different perspectives of cost, the environment and the economy.

LO4.1

Students carried out an evaluation of the legacies of major SAL event. Most students focussed on the London Olympic Games and mentioned the legacy of the stadium and regeneration of East London. When the students made only limited reference and attempted some evaluation mark band 1 was the best fit. For higher marks students would need to ensure that they have developed their work to support their evaluation, by examining the positive and negative legacies of major events.

LO4.2

The students identified the implications of the legacies for future planning. Basic identification of implications limited marks to mark band 1. Students should develop their ideas with examples of implications linked to previous games to achieve higher marks. If students are using a major SAL event to be hosted in their local area as an example, the implications identified need to be relevant, realistic and well thought out.

Unit 7: Promoting Opportunities For All in Sport and Active Leisure

General Comments

In this unit students were asked to evaluate the effectiveness of sport and active leisure provision in relation to including and engaging all sections of the community.

Students were required to develop an awareness of the different groups that make up the community, an understanding of the concept of inclusion, and the ability to review current SAL provision in their area.

Once the students had built an understanding of the underpinning theory surrounding inclusion, they were tasked to apply this to a practical situation with the requirement for the students to plan, implement and evaluate a sport and active leisure activity to promote inclusion.

The choice of activity plays a significant part in the experience the students can gain from this unit. The most effective centres have worked with minority groups not currently engaged in SAL, which has had a huge impact in promoting inclusion. This experience enabled the students to reflect more widely on their performance and the performance of the event overall and produce a more appropriate evaluation. Other centres have simply used groups within their educational establishment due to ease of access.

The students raised a lot of good points across the Learning Outcomes, but consideration should be given to the lack of application of the points being raised to the promotion of inclusion using sport and active leisure activities. The links between analysing, evaluating and developing sport and active leisure provision and the concept of inclusion were quite difficult to make out in a number of students work. Some students offered work that was more appropriate for a sports development/coaching unit as the links to inclusion were extremely limited for the outcomes related to the practical event.

Individual Learning Outcomes

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

LO1.1 – Most students provided a detailed overview of the general importance of promoting sport and active leisure for all participants, using some headline statistics to support the key points. The better performing students covered a wide range of the social, physical and psychological benefits of sport and active leisure.

LO1.2 – The students generally completed this outcome in a detailed fashion, with the majority of students producing work that identifies a

number of the barriers to participation for a limited range of groups within society. The higher performing students covered a wider range of groups and extended their examination of the potential barriers to accessing sport and active leisure by explaining why they were significant issues to the groups in question.

LO2.1 – This outcome asked the students to describe legislation related to Equal Opportunities and show how sport and active leisure providers have complied with it to meet the needs for different participant groups. The students generally provided a brief overview of the legislation pertaining to gender, ethnicity and disability and offered examples of how local leisure providers have complied with it. Providing there was a reasonable overview of the legislation, the level of application to the sport and active leisure providers determined which mark band the student was credited with, with clearly explained examples being the key indicator of the level of understanding of this outcome.

LO2.2 – Most students provided a basic overview of the skills and knowledge needed to meet the needs of a range of participant groups. The description often focused on the application of the health and safety/equality legislation and not extended to look at how and why these skills and the “softer” communication skills were important in providing a high level of customer service. Most students focused on one particular job role within sport and active leisure (eg sports coach, PE teacher), but students who applied a wider consideration to a range of sport and active leisure job roles would provide a more complete answer and access the higher mark bands.

LO3.1 – Most students provided an overview of the activities on offer at the local provider, with some students focusing on the provision for specific groups (disabled, women etc). The level of assessment of effectiveness was not as well defined, with a significant number of students not drawing any conclusions about how useful and appropriate this provision was. Students could have utilised participation statistics to support the student’s own perception of the strength and appropriateness of the provision, which would have accessed the higher mark bands.

LO3.2 – The requirements for this outcome are to explain the views of providers of SAL that might contrast with their own views. There was a large variation in the quality of responses for this outcome, with one centre providing the opportunity for students to interview a range of SAL employees, which enabled them to source a wide range of opinions, subsequently accessing higher marks. Most students generally offered some basic argument that focused on the tensions between centres making an profit whilst offering provision that might be of greater health benefit (but less profitable) and also the tensions between provision for participation against provision needed to improve performance levels.

LO4.1 – Most students offered a range of activities that could be appropriate to enhance inclusion in the local area. The measure of appropriateness (which is central to the outcome) relied on the definition of a specific group that does not typically engage with sport and active leisure and a rationale

behind why the potential activities suggested would be appropriate for that group. The students that provided all this information would have accessed the higher mark band, while those missing parts of this information achieved the lower bands.

LO4.2 – Students were required to outline a range of roles and responsibilities to be considered in the planning and implementation stages of the event, as well as demonstrating how and why the roles had been assigned in the practical application (incorporating the roles needed pre & post event). The students who achieved lower mark band scores tended to assign names of their peers to the roles identified, whereas the better performing students provided an overview of the different roles, their significance in context to the overall event and a rationale behind why particular peers had been assigned to their role.

LO4.3 – Most students produced a basic action plan that was often lacking in detail relating to timings, prioritisation of tasks, resources etc. However, some centres produced very detailed overviews of the steps taken to plan and implement the event along with detailed accounts of how resources and time would be managed to ensure a successful event, which accessed the higher mark bands.

LO4.4 – Most students submitted risk assessments that were quite general, although most were contextualised to their own event. There was little information about what precautions were taken in an attempt to avoid risks, although a significant number of students did produce very detailed risk assessments that took the precautions into consideration.

LO6.1 – The evaluations offered by most students were largely descriptive accounts of what took place during the day, which in the main were based on the students' own reflection and contained limited evaluation of the event from the perspective of promoting inclusion. The focus of the practical event did play a substantial part on the level of evaluation that students were able to offer. The students who essentially ran a sports development event within their school/college generally found it more challenging to evaluate the event within the context of inclusion as the participant groups involved were already engaged within sport and active leisure. The centres that aimed their event at groups who may have some barriers to accessing sport and active leisure had more of an inclusive context and therefore, the potential for an effective evaluation of the event was far greater.

Some students did produce a reasonable level of evaluation and used the potential barriers for the community group involved in the event and explained how their event had overcome these barriers. This then demonstrated a level of awareness of how their event was inclusive and what aspects would need to be improved for future events within the context of inclusion.

LO6.2 – As with LO6.1, most students found it challenging to submit an effective evaluation of their performance within the context of promoting inclusion. Most students submitted a basic reflection of their own performance during the event, providing a limited view on what skills they

felt had helped them and which ones they felt they need to develop further when working to promote inclusion in this SAL situation.

Summary:

Based on their performance on this paper, students should:

- Ensure that all information provided across the learning outcomes is linked back to how it could help in the promotion of inclusion amongst participant groups that may have some barriers in accessing sport and active leisure.
- Clearly identify a particular target group for the practical event that does not typically access sport and active leisure.
- Make the rationale behind the choice of suggested activities as detailed as possible, to show how and why the proposed events are appropriate to the target group and could help to promote inclusion.
- When evaluating the event and personal contribution toward the planning and running of the event, make sure that the focus is on how and why the event might have helped to promote inclusion within the target group and what implications there may be for the future.

Unit 8: Bringing the Community Together Through Sport and Active Leisure

General Comments

In this unit students 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 students 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. Students are expected to present their proposals in order to receive feedback, and then amend them to be more effective in the promotion of community cohesion.

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

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 student's contribution (LO3.1). Also, with the feedback task to shape the strategy (LO4.1), clear evidence needs to be presented by the student of the feedback they 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, with the links to how the points made linked to the promotion of community cohesion.

LO1.1 – Most students provided a basic description of the characteristics that individuals and groups display, covering areas including gangs, ethnic minority groups, socio economic groups & young/peer groups. Some students 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 students to describe how improved access to sport & active leisure could promote cohesion within a community. Overall, the responses would have benefited from more depth in the detailed description. Most students 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 students included some local initiatives, with the students who performed better explored them in more detail.

LO2.1 – Students 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 students 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 students 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 students, but very few managed to apply how these qualities could benefit the community, which is the main focus of the learning outcome

LO2.3 – Students 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 students.

LO2.4 – Most students 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 – Students were asked to generate ideas of how sport & active leisure could be used to promote cohesion. The determining factor that would influence the mark awarded was the appropriateness of the suggestions. This was difficult to judge for a number of students due to a limited rationale for the choice of activity and explanation of how the activity was appropriate for their chosen target group in the promotion of community cohesion.

LO3.2 – Students needed to provide an argument as to why their proposed strategy would promote community cohesion. Students 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 students provided a more detailed description of their proposal with a clearer rationale, therefore making the argument more effective. 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 students produced a basic action plan lacking in specific detail relating to timings, prioritisation of tasks, resources etc. The scope of the planning was also often limited to the day of the event rather than in the preparation phase and post event.

LO3.4 – The students 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 students focused 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 students lacked detailed evidence of the feedback that was received following the presentation of their strategy. The students 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. The ideal feedback would suggest how the activity could be improved to enhance community cohesion at a more strategic level.

LO4.2 – The students were required to amend their strategy based on the feedback received. The majority of students 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 students 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 students to add value to their strategy linked to improving community cohesion.

Summary:

Based on their performance on this paper, students should:

- All LO – ensure the key points raised in assessment tasks are applied to the concept of promoting community cohesion.
- LO4 – ensure that the feedback in response to the proposed strategy is related to how the strategy could promote community cohesion. The focus should be on the strategic element rather than simply operational considerations in the smooth running of the event.

Ofqual



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Welsh Assembly Government

