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Examiners' Report/
Lead Examiner Feedback

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BTEC Level 3 Nationals in Sport

Unit 22: Investigating Business in the Sport and
Active Leisure Industry



Sport

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Near Pass). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link: qualifications.pearson.com/gradeboundaries

Sport Unit 22: Investigating Business in Sport and the Active Leisure Industry

Grade	Unclassified	Near Pass	Pass	Merit	Distinction
Boundary Mark	0	9	19	33	47

Introduction

This was the first series of the new Level 3 Nationals specification for Unit 22: Investigating Business in Sport and the Active Leisure Industry. This unit is an extension of the previous QCF Unit 25: Sport as a business. This is the first time that this unit has been assessed externally through a task based assessment.

There was a wide variation in the level of preparation of learners for this style of examination as this was a new concept for many centres and learners. The release of Part A allows a research element to the paper, where learners were expected to prepare notes that could be used within part B. The levels of research and preparation were evident through learner's responses to the activities.

The task based assessment followed the same format as the Sample Assessment Material (SAM) as well as the additional Sample Assessment Material (AdSAM) available on the Pearson website.

The task based assessment was split into four activities which were all open response answers and were given different marks.

Activity 1 focused on the purpose of the existing business, its data and suitable research to support the review of the current business status. There was a total of 16 marks for this question.

Activity 2 required learners to undertake a business model analysis (SWOT or PESTLE) to clearly highlight the internal and external factors effecting the business in relation to competition. There was a total of 16 marks for this question.

Activity 3 requested learners to make recommendations with reference to the development and marketing of the business. There was a total of 20 marks for this question.

Activity 4 required justifications of the recommendations and links to a wider business context. There was a total of 12 marks for this question.

Introduction to the Overall Performance of the Unit

Learners have performed relatively well across the paper and to the style of assessment being carried out, especially with this being the first sitting of paper.

The levels of preparation and research undertaken prior to the assessment were varied, with stronger learners clearly having information available to them to support their responses throughout the paper. Research notes which can be produced to support Part B of the examination are not submitted as part of the exam paper, however are vital to support learner responses, particularly in activities 1, 2 and 4.

Activity 1, was one of the lower performing questions on the paper. To develop a review of the business, including the data and purpose, learners needed to show a good understanding of the business, be clear about the purpose of this type of business (PLC), be able to analyse data from the scenario and support with research completed on similar businesses following the release of Part A.

Activity 2, contained stronger responses overall and most learners used the SWOT analysis to highlight the internal and external factors effecting the business. Most learners performed very well on the strengths and weaknesses of the business (internal) but, showed limited understanding of opportunities and threats (external). The examples to wider research in general were limited to support this response. Happy Holidays (competitor business) in some cases was not used at all to support this response (in threats).

Activity 3, was well developed overall. Ideas about how the business could develop in the main came directly from the scenario, where higher level learners used other examples to support business development from a wider context. This response required recommendations for the customers, the trends in the industry and meeting the needs of the business. The latter two points being the weaker of the recommendations made.

Activity 4 contained the most limited response. This question requires learners to very clearly justify the recommendations made and link these to wider research. Overall, justifications were basic, with limited responses linked to research to support.

Key to managing time and focus

The most difficult element of this paper for most learners has been the ability to be very specific and focussed with their responses through the questions. There was a tendency for learners to repeat themselves and include more information than was necessary in certain activities. This was particularly seen in Activity 3 and 4 where learners were making recommendations and giving reasons (justifications) in Activity 3 and the development of the response for Activity 4 was limited.

Justifications included in Activity 3 are not receive credit unless they are placed in Activity 4.

How the mark scheme works for Unit 22

Mark schemes are set out into **Bands** and **Traits**

The traits are linked and get progressively difficult through the banding

Activity 1 Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Review the current status	0 No rewardable material.	1-4 <ul style="list-style-type: none"> Produces a limited review with inconsistent references made to the business and sport and active leisure industry. Shows a limited understanding of the purpose of the existing business. Show a limited understanding of the data provided in the given scenario. Shows a limited use of research from sport and active leisure industry to support the review of the scenario. 	5-8 <ul style="list-style-type: none"> Produces a review with some relevant references made to the business and sport and active leisure industry. Shows a basic understanding of the purpose of the existing business. Shows a basic understanding of the data provided in the given scenario. Shows a basic use of research from sport and active leisure industry, with examples used to support the review of the scenario. 	9-12 <ul style="list-style-type: none"> Produces a clear review with sound references made to the business and sport and active leisure industry. Shows a clear understanding of the purpose of the existing business. Shows a clear understanding of the data provided in the given scenario. Shows a clear use of research from the sport and active leisure industry, with clear examples used to support the review of the scenario. 	13-16 <ul style="list-style-type: none"> Produces a comprehensive review with detailed references made to the business and sport and active leisure industry. Shows a detailed understanding of the purpose of the existing business. Shows a detailed understanding of the data provided in the given scenario. Shows a detailed use of research from the sport and active leisure industry, with sustained examples used to support the review of the scenario.

Learners do not have to achieve every trait within a band to be placed within that banding. Typically a learner will have a response that may look like the example below.

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Review the current status	0 No rewardable material.	1-4 <ul style="list-style-type: none"> Produces a limited review with inconsistent references made to the business and sport and active leisure industry. Shows a limited understanding of the purpose of the existing business. Show a limited understanding of the data provided in the given scenario. Shows a limited use of research from sport and active leisure industry to support the review of the scenario. 	5-8 <ul style="list-style-type: none"> Produces a review with some relevant references made to the business and sport and active leisure industry. Shows a basic understanding of the purpose of the existing business. Shows a basic understanding of the data provided in the given scenario. Shows a basic use of research from sport and active leisure industry, with examples used to support the review of the scenario. 	9-12 <ul style="list-style-type: none"> Produces a clear review with sound references made to the business and sport and active leisure industry. Shows a clear understanding of the purpose of the existing business. Shows a clear understanding of the data provided in the given scenario. Shows a clear use of research from the sport and active leisure industry, with clear examples used to support the review of the scenario. 	13-16 <ul style="list-style-type: none"> Produces a comprehensive review with detailed references made to the business and sport and active leisure industry. Shows a detailed understanding of the purpose of the existing business. Shows a detailed understanding of the data provided in the given scenario. Shows a detailed use of research from the sport and active leisure industry, with sustained examples used to support the review of the scenario.

Examiners training allows them to then holistic mark the activity and place the grade within the correct band and grade accordingly, within that band.

Individual Activities

The following section considers each activity on the paper, providing examples of popular learner responses and information regarding where responses were positive, and where they could be improved.

This section should be considered with the live external assessment and corresponding mark scheme.

Activity 1. Review of business information.

Review the current business status using the information provided in the set task information about EDUPE+. You should consider:

- the purpose
- the data
- your research of the sport and active leisure industry

Reviewing the business

Reviewing the business incorporates information on the scope of the business (in this case local), and the size (micro-small dependant on seasonal staffing requirements). This response can include information on stakeholders and their potential influence on the business in this case focusing on the managing director (internal) roles and responsibilities and the external influences that could be applicable (competitors, customer groups, suppliers). The business operations information could be used here to highlight the different roles and responsibilities of the staffing (owner/manager/qualified coaches) and the potential impact of the MD having various roles, highlighted in the staffing structure.

This could also have included information of types of employment (FT/PT, seasonal) and how this may benefit or cause risk to the business. Some learners clearly articulated these points linked to seasonal staff flexibility, and emergency cover. Using the specification here will support learner's development of this response. When structuring this element of the response it is important that learners use as much of the specification elements as they can to give information about the business

EDUPE+ have a number of staff ranging from full time to call in coaches. They have 8 contracted staff and then casual coaches if they need them as well as the managing director. Unlike Saints South West, EDUPE+ has not specified which qualifications the staff are required to have such as the CRB/DBS checks which Saints South West staff are required to have on them at all times in case they get asked for it by a parent and by doing this they are covering their own back as even if they do have the qualification but cannot prove it then parents could become a bit weary and not send their kids to the club. This business would be classed as a small business due to the number of staff and can mean that staff could be put under a lot of pressure with working hours and potentially limit the number of schools that they are actually able to visit. The managing director is in charge of the finances and payroll, logistics, online booking and payments, Facility hire, Staff training and marketing and promotion. This shows us that the managing director has a lot to do in terms of maintaining the company stays successful as with the company Fit For Sport, their managing director has hired specific staff to do the jobs such as the logistics manager and the finance director. This makes the workload a lot easier and the jobs can be done possibly to a higher standard which will further increase the participation in the company.

EDUPE+ 'Have fun, stay safe' is a private limited company, meaning that their main focus is to gain as much income as possible. They will always be ~~the~~ looking for ways to grow in order for the company to expand and increase the profit it gains. To do this, they need to ensure that they advertise and market to as many people as possible, and to make sure people know what they have to offer. High quality customer service is needed to keep members active.

Firstly, EDUPE+ 'Have fun, stay safe' has the purpose of multi-sport coaching sessions to primary school children both after and before school holidays. They have a unique selling point of having fun and staying safe. This USP is different from, although similar to, other educational/school programmes, which could make it stand out from the others. For example; 'Happy Holidays', another educational programme in the local scope, has only got the USP of enjoying the holidays, which is clearly offering less than EDUPE+.

The Purpose

The answer to the purpose of the business needs to keep linking back to the scenario. As EDUPE+ are a PLC they are focused on increasing profit, ensuring that as a minimum they break even, that they survive, and grow, that they can be the market leaders within their demographic, that they have a high quality service with a strong customer. Learners need to think about the business offer and how it links into these elements to ensure that the business is successful.

Most learners covered the purpose linked to the customer groups targeted through the local demographic, highlighting the age groups. The stronger learners used information from the scenario to support the purpose of the business where they were clearly linking, for example, the marketing strategies positive impact (direct to the target audience) or limited impact as this was only through posters within the schools.

EDUPE is a private limited company the organisation aim will be to make profit, this profit will be made by the company providing access to sport, increasing participation and developing more active lifestyles for their current and potential customers. Through EDUPE increasing sport participation this will gain them more customers which will allow more financial income which we enable them to meet their aim as profit will be made through their customers and members. EDUPE is a company in the private sector which means they will deliver quality sessions, provide excellent facilities (above average) and very good customer service which will attract and lead to conversion and maintenance/keeping customers by meeting their expectations. EDUPE specialises in

EDUPE+ is a private company, meaning that it is funded - and regulated - privately. One purpose of EDUPE+ Ltd, is that it aims to make a profit, since it is a private business. For a business to keep on running, it needs to be financially stable (or, in other terms, make more income than expenditure), these profits are needed to be made. Another aim of the company is to increase the participation of ~~22~~ KS2 students in sports. This is to ensure that children are happy and active, living a healthy lifestyle. Plus, the company is aiming to provide a great experience for the little children, so that the children can have a wonderful time, having fun, whilst they are participating in sports - thus, the retention rates will be higher. Finally,

Data

This response uses the data given in the scenario. The learner here has picked out some key information from the demographics, giving % of uptake from the demographic target audience. They have also highlighted schools that are not attending the holiday clubs at all and the school with the largest attendance. Repetition of the data will only score within the lowest banding here (band 1). The more the data is used and analysed the further up the banding the learner will achieve. Data analysis could have included information on pricing, discounted rates (5 days for the price of 5), what % of individuals at schools were attending, % of learners in total demographic not having any participation (KS1 and 4 schools at KS2), % of total participation in whole demographic (KS1+KS2=2953).

There are a total of 2,953 children at the primary schools (in the local area). There are a total of ~~1,054~~ 4-6 year olds ~~1,054~~ 4-6 year olds (KS1 students). Furthermore, there are 1,899 7-11 year olds (KS2 students) that are in school (in the local area). Only a total of 338 ~~study~~ primary school students attend the EDUPE+ clubs, meaning ~~only roughly~~ only 15% are attending the EDUPE+ holiday clubs. The most-attended, in terms of the 10 schools, is school number 6, with 106 of their students attending the EDUPE+ holiday club. Schools 2, 3, 2, 4, 9 & 10 don't have any students that attend the ~~the~~ holiday club. EDUPE+

Research

This was the weakest of the traits for this question. The direct comparison could be made with the competitor business 'Happy Holidays' as a minimum to allow learners to access some of this trait, however it is external business links that will allow learners to move through the banding (2+). Happy Holiday's information would only receive bottom banding (band 1)

This response includes happy holidays and the three researched business linking information about demographic target audience similarities and differences, however the response is limited.

EBUPE current targeting age for it's educational/ school programmes are 7-11 year olds whiles Happy Holidays targets children ~~from~~ ^{from} the age of 4-11 year olds which EBUPE may find themselves ^(competing) ~~(competing)~~ with organisations such as Holiday Happy Holidays and other companies my research show such as 'Fight for Peace' who target the age of 7-25, 'Fit for Sport' who target ages 4-16 year olds and 'Smart Play' 4-14 year olds and also run services for adults as well.

Highlighting why a large demographic audience would be advantageous to the business with regards % uptake and conversion into participants, therefore increasing numbers and income would show learners have a clear line of sight as to why this would be necessary. This response highlights that a potential competitor (smart play) also runs services for adults. Highlighting what these are, and the potential increase in target market and income, will support later responses in activity 2 (opportunities) and activity 3 (recommendations for development and marketing).

Mark scheme for Activity 1

Activity 1					
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-16
Review the current status	No rewardable material.	<ul style="list-style-type: none"> Produces a limited review with inconsistent references made to the business and sport and active leisure industry. Shows a limited understanding of the purpose of the existing business. Show a limited understanding of the data provided in the given scenario. Shows a limited use of research from sport and active leisure industry to support the review of the scenario. 	<ul style="list-style-type: none"> Produces a review with some relevant references made to the business and sport and active leisure industry. Shows a basic understanding of the purpose of the existing business. Shows a basic understanding of the data provided in the given scenario. Shows a basic use of research from sport and active leisure industry, with examples used to support the review of the scenario. 	<ul style="list-style-type: none"> Produces a clear review with sound references made to the business and sport and active leisure industry. Shows a clear understanding of the purpose of the existing business. Shows a clear understanding of the data provided in the given scenario. Shows a clear use of research from the sport and active leisure industry, with clear examples used to support the review of the scenario. 	<ul style="list-style-type: none"> Produces a comprehensive review with detailed references made to the business and sport and active leisure industry. Shows a detailed understanding of the purpose of the existing business. Shows a detailed understanding of the data provided in the given scenario. Shows a detailed use of research from the sport and active leisure industry, with sustained examples used to support the review of the scenario.

Activity 2 Business model analysis

For this activity, the vast majority of the learners opted to use the SWOT analysis. Following the guidance in the sample marked learner work, most learners set out the SWOT originally in a table form under the 4 headings, then went into detail. Learners who presented their information as a table before giving examples, tended to be more focused with their responses, and ensure that they had information in each element of the SWOT analysis.

The strengths and weaknesses were the most well-presented of the learner responses. Opportunities and threats are where learners tended to struggle with this response. Where learners included research to support the positioning of the point made in the SWOT analysis this strengthened the response.

The range of responses for the business model analysis was not limited by a mark scheme for examiners. Any suitable, well presented response was considered by examiners, as long as it was clear why the learner had placed this information within the correct element of the business model analysis. As an example, this even incorporated difference in pricing structure allowing for learners from different parts of the country looking at pricing structures. For some learners the pricing was expensive, for other very cheap. This is where the researched examples supported learner responses to gain credit as this gives reasons why they have chosen as a strength or weakness.

(16)

Strengths: A strength of ~~this company~~ ^{EDUPE+} would be its fairly low prices for both after school clubs and holiday camps. For one after school session its only £4 per student per session and its holiday camps cost only £15 a day or £60 for an entire week. These prices are considerably lower than Kolo sport who charge £19 pound a session per child in an after school club (£9 more) and £40 a day for their camp (Not including VAT) which is £25 extra of EDUPE+.

EDUPE offer summer camps along side after school clubs this is a strength as not all company such as Happy Holidays do this so they will receive more children to their holiday club as they will grow a bond with the coach from the after school club. This also allows EDUPE to make overall higher profit. EDUPE also offer their summer camp from Monday to Friday unlike Happy Holidays who offer it only Monday to Thursday this making EDUPE the chosen one for parents

A strength of the EDUPE company is that they allow different multi-sport coaching this means there will be a varied amount of activities to participate in for example if a child is not fond of particularly football they may still participate knowing that a

Where learners completed this response with just the SWOT or PESTLE analysis list (see below), without any examples of information regarding the points that they had made, this response could reach a maximum of bottom of band 2, gaining 5 marks. Moving forward if lists only are produced, learners will not receive any more credit than band 1 (max 4 marks). The information presented in the table format must be suitable and relevant to be awarded credit.

Analysis	
Internal	Weaknesses
Strengths	Weaknesses
<ul style="list-style-type: none"> • Established 2011 • 1 Managerial Director in Charge • Updated equipment from EDUPE + • Affordable Pricing • Full time coaches • Weekly discount rate holiday • WiFi and interactive boards • Inside/outside facilities 	<ul style="list-style-type: none"> • No social media page or website for promoting the business • The goal is only participation for the children and it doesn't have links to sports teams/clubs • No concessionary rates for siblings of children attending the sessions

This question for the SWOT analysis requires learners to clearly place the correct information into the right position within the business model. It's important that learners understand that there are internal and external factors that are affecting the business.

Below are some of the responses given by learners for this question for the strengths and weaknesses, and an overview of the most popular responses for this question.

Strengths	Weaknesses
<ul style="list-style-type: none"> - long sessions. - Aim to increase participation - Run by one managing director - Qualified coaches (up to date with legislations). - Sessions delivered using school facilities - Offer after school and holiday sessions. - online booking available. - Affordable cost. - well established. - Multiple sports. - location. 	<ul style="list-style-type: none"> - None to supply and maintain all equipment. - Only work with 7-11 year olds. - Marketing only done using posters and leaflets. - Only work with 6/10 local primary schools. - Managing director has a lot of responsibilities.

Overview of most popular responses for Strengths and weaknesses

INTERNAL	
Strength	Weaknesses
<ul style="list-style-type: none"> • Varied (multi sports) offered for all participants • Facilities allow indoor and outdoor sessions (all weather) • Part Time and casual coaches (cheaper and cost effective) • Equipment provided a H+S maintained • Location (safe) and participants/parents know the surroundings • Sessions offered cover a 'working day' – good for parents • Reduced rates for week attendance (one day free) • Well established – over 7 years 	<ul style="list-style-type: none"> • Managing Directors Roles and responsibilities • Casual coaches (quality of customer service) • Marketing is only on schools via posters/leaflets • Supply and maintenance of equipment for sessions is expensive • Not working with all available demographic

Customers and members will be up to date with the latest equipment which will keep the customers satisfied meaning customers will ~~be~~ keep coming back which means more participation, meaning money, meaning profit for the organisation.

Weaknesses - EDUPE does not provide services for 3 to 6 year olds or 12-14 year olds this can be costly as other organisations such as Happy Holiday & Cater for more ages. My research also shows that 'Smart Play', 'Fit for Sport' and 'Fit for Peace' also cater for a broader ranging age group which can cause competition.

The script below is where the learner has highlighted the weakness, and given a clear example as to why this is a weakness for EDUPE+ using research from an external businesses. To be in band 2 for this response, learners can include Happy Holidays or external references, however to move into the higher banding (band 3 and 4) learners must expand on their responses, giving clear examples, and ensuring that **external research** is included. The more suitable points expanded upon the higher the credit was awarded.

Weaknesses: A weakness of EDUPE+ is that its marketing isn't developed enough, they only market themselves in the school where they work therefore limiting themselves from possibly expanding their business even further. For example a company that uses advertisement very well is 'Fight for Peace' who advertise on social media.

Twitter and Facebook, online through their website and blog and even through newsletter. We know this is efficient because Fight for Peace is an international company that works with 25 countries around the world and helps around 250,000 young people.

Opportunities and threats was the element of this question that most learners struggled with. Again with any element of this question learners responses were credited if they were realistic and suitable.

The response below focuses on the opportunity to work with the other schools in the demographic and the fact that they have highlighted that the 2nd and 3rd most attended school could be a target to maximise the profit by increasing the target audience. The second response also alludes to the lack of demographic coverage as an opportunity, but also links this to the social media opportunity available. Supporting this with research about other business coverage of demographic target groups would strengthen these responses.

Opportunities: An opportunity for EDUPE+ is that there are another 4 primary schools that they could be working with, two of those being the 2nd most attended primary school with 310 students and the 3rd most attended primary school in town with 215 students aged 7-11 years old ~~also~~ which is 525 7-11 year old students and another 205 7-11 year old students from the other two schools, that is a total of 730 possible customers that they miss out on, therefore limiting their profit. So working with these schools could significantly increase their income.

Opportunities

EDUPE have a number of opportunities they can grab. The first is to expand in to all 10 schools with in the local area this will help them gain more working hours and allow them to gain more money per worker. At the moment they only work with in 6 of the schools this means another company is working in the other 4. They have the chance to increase their marketing by using different methods such as social media this will allow them to show the other schools when they offer this might tempt the other schools to change suppliers for their sport.

Threats was the biggest hurdle for learners in this activity. Having Happy Holidays in the scenario (the direct competitor business) should be used as a minimum in this element of the response. All scenarios will have a competitor business to allow learners to highlight threats, however using the scenario competitor business will only allow band 1 for the threat response.

Threats: A threat to EDUPE+ is the newer company Happy Holidays who offers primary school children a place to be active during the holidays and the parents a place where they could leave their child whilst they go to work for less money than EDUPE+, Happy Holiday only charge £7.50 a day which is half of EDUPE+ £15 a day per child. This could result in significant drop of income during the holidays.

It is essential here that learners are clear that threats are out of their control and something to be aware of and that could then effect what changes and developments EDUPE+ could make. Learners need to be asking questions of the scenario business, and external businesses researched in Part A to support their development of this response. Questions such as:

- What are the strengths of your biggest competitors?
- What are your competitors doing that you're not?
- What's going on in the economy?
- What's going on in the industry?

EDUPE rely on facilities hire. If all the facilities are taken there session can not be run for the summer camp this means they will lose money and clients so not owning their own facilities is a problem for them.

EDUPE+ does have both external threats and opportunities. Some of the threats faced are the use of the outdoor facilities such as the playing field in the winter where it may be dark outside or poor weather conditions. Companies like Arsenal KICK, which offer after school football sessions, use floodlit playing facilities so they can play sport in the dark. Another threat Sport Specialist Company

Again with all responses, linking to research of other businesses to support the response will move learners into the higher bandings (band 3 and 4).

EDUPE+ does have both external threats and opportunities. Some of the threats faced are the use of the outdoor facilities such as the playing field in the winter where it may be dark outside or poor weather conditions. Companies like Adams K&KZ which offer after school football sessions, use floodlit playing facilities so they can play sport in the dark. Another threat Sport Specific Company

The response below highlights that the threat is Happy holidays (HH) demographic is larger (working with KS1), but also extends this point to highlight that children may be comfortable with Happy Holidays, so even when they are in EDUPE+ demographic they could still stay with HH due to being satisfied with their product (coaching and facilities), therefore reducing profit and customer base for EDUPE+. If this point had external research to support this, then this would achieve top banding as there is a clear and well developed thought process.

EDUPE+ could be losing out on money. Another threat EDUPE+ face is that their sessions are only for 7-11 year olds. ~~Whereas~~ Whereas Happy Holidays has sessions for children as young as 4 years old. As a result of this EDUPE+ ~~can~~ have a smaller customer base meaning for holiday sessions they could be making less money. As well as this the children who attend Happy Holidays from ages 4-6 may not want to do sessions with EDUPE+ when they become 7 years old as they are more comfortable with the staff and facilities at Happy Holidays.

IMPORTANT:

It is important to note however that this is only one element of a learner's response on this activity. Information provided must be suitable, in the correct location (SWOT/PESTLE), contain external research and support examples to reach the top bands.

Examples of responses that were available to learners for this element of the question include (not limited to this list).

EXTERNAL	
Opportunities	Threats (out of the control of EDUPE+)
<ul style="list-style-type: none"> Wider target Audience (more Schools to target) especially school 2 (most learners) Open sessions to KS1 (1054 learners) Offer breakfast clubs (before School) to support working parents Offer bespoke session for certain target groups (football/Netball) Work with local clubs to expand target audience Market online/schools websites (social media) – open up numbers to other people outside the school Incentives for participants who attend Get feedback – customer satisfaction Secondary school offer Additional workforce (local College sports coaches) – volunteering Sell additional products (kit/balls etc) 	<ul style="list-style-type: none"> Happy holidays offer to a wider audience Happy holidays is half the price (with reduced timeslots and days) Charge for facility hire might increase Minimum wage could increase Facilities may not be available to use Schools could offer own clubs

Mark scheme for Activity 2

Activity 2					
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Analyse the internal and external influences	0 No rewardable material.	1-4 <ul style="list-style-type: none"> Produces a limited analysis of internal and external factors that influence the business. Demonstrates a limited knowledge and understanding of the business model used. Demonstrates a limited understanding of how to apply a business model when analysing the business. 	5-8 <ul style="list-style-type: none"> Produces a basic analysis of internal and external factors, including competitor activity, that influence the business, supported by examples Demonstrates a basic knowledge and understanding of the business model used. Demonstrates a basic understanding of how to apply a business model when analysing the business. 	9-12 <ul style="list-style-type: none"> Produces a sound analysis of internal and external factors, including competitor activity, that influence the business, supported by sound examples and some reference to wider research Demonstrates a sound knowledge and understanding of the business model used. Demonstrates sound understanding of how to apply a business model when analysing the business. 	13-16 <ul style="list-style-type: none"> Produces a detailed analysis of internal and external factors, including competitor activity, that influence the business, supported by detailed examples drawing on wider research Demonstrates a detailed knowledge and understanding of the business model used. Demonstrates a detailed understanding of how to apply a business model, when analysing the business.

Activity 3 Recommendation

Recommend how EDUPE+ can develop and market itself.

You should consider:

- customer groups
- trends in the industry
- the needs of the business.

This activity requires no external research to be included. Here learners need to be clearly giving recommendations that EDUPE+ could use to develop and market the business. Learner's responses were taken at face value here and there was no set responses for examiners to use to award credit. If recommendations were suitable, and they could positively impact the business then they were available to be credited.

To focus learner's in this activity they could set this response out under the required traits, linked to the question: customers, trends and business. The vast majority of learner responses here focused on the customer element, as opposed to the trends in the industry or the business itself.

Looking at the banding below it is clear that the response needs to be detailed, and more importantly comprehensive to reach the higher banding. By setting the response out into the individual traits then learners can be sure that they are being comprehensive in all areas. Initially this could be undertaken as the SWOT analysis was where points are made under each heading to focus the response (in exam planning of the response)

For example, recommendations could have included information below (not exhaustive). Consider the specification range when developing this response. A coverage of the specification needs to be used to allow learners to develop a suitable and comprehensive response for this activity

Trait 2: Needs of the Customers: Learners could give recommendations on:

- Excellent Customer service - how to maintain standards
- Special offers, promotions, customer Loyalty Schemes
- Contacting and communicating with customers -feedback to improve customer service
- High quality equipment / facilities (link to facility development)

Trait 3: Trends in the industry: Learners could give recommendations on:

- New technologies (analysis tools)
- Influence and use of social media
- Developing activities offered to certain groups to increase participation (e.g. girls football, gym sessions, keeping fit or other more attractive activities (e.g. trampoline aerobics)
- Changes in national participation rates for different activities.
- Opening to new target markets (Ks1), High schools, colleges etc. - more customer base

- New USP (something that other business don't currently offer that's attractive to participants)
-

Trait 4: Needs of the business: Learners could give recommendations on:

- To allow the business to be sustainable (e.g. managing director position –roles and responsibilities) – maximizing skills and productivity
- Staff training and development
- Equipment maintenance/updating (resource planning)
- Reducing outgoings (staffing ratios/salaries, facility hire)
- Other potential income sources to support growth

Key point to consider in this activity

Recommendations should be clear and be suitable for the business to achieve however this section is for **recommendations only, not for justifications** as to why the recommendation would be suitable. As highlighted earlier, **justifications here will not be credited**, this information needs to be placed in Activity 4, with a clear link to the justification made in Activity 3.

Customer needs

In the response below the learner has started by giving a clear recommendation and this would be linked to the customer needs (high quality equipment/ facilities). The information of how they could do this is well presented in that they could go for a 3G pitch and inflatables. Following this point the rest of the information provided is a justification of the recommendation (this needs to be in Activity 4).

A further recommendation would be to expand on their access and facilities. This is because they can expand to things such as 3G pitches and inflatables. This is because this will attract the attention of more children as it will be a lot more diverse in the sports in which the company can offer. Children will have a wider variety and a greater choice of what they want to do at the sessions and are more likely to keep coming back and stay in sports in general if they know that there is a lot of different and fun activities to take part in which is their aim.

Trends in the industry

The response below was one of the stronger responses linked to TRENDS in the industry (changes in national participation rates for different activities). The learner has clearly articulated that big sporting events have an influence on participation so linking pricing changes and development of specific activities around this time can be implemented. This response does start to justify why the pricing would be changed (encourage more parents to send children) however, in the main just gives recommendations for development of the business at these specific times of the sporting calendar. Examples are given here to support the type of activities that could be offered to show the thought process. This strengthens the learner response.

Trends should play a big part in the way that the EDUPE+ operate and run their sessions. For example, during the time of big sporting events such as the Olympics, World cups, Wimbledon etc. there is always a rise in the levels in participation of sports clubs and facilities as everyone gets inspired. A way that EDUPE+ could tap into these trends is to firstly lower the prices of sessions when these events are taking place as this will encourage more parents to send their children to them over anyone else, but also to run specific activities. For example, when the olympics is on, EDUPE+ could run a two week course in which the children are each allocated a different country and there will be a set number in each team at around 3 and then they compete in events which would be in the olympics such as running or shotput

Needs of the business

The needs of the business was the weakest of the three traits in this activity. Ensuring that staff development is robust (especially around health and safety and child protection) were among the stronger responses from this trait. Here, the specification range needs to be covered to allow learners to comment upon how the business itself can develop. Most learners struggled with responding to this element as they were just looking at information presented in the scenario for development justifications. Although, detail is not specifically highlighted in the scenario, recommendations can still be made for the business to consider to allow developments to be made. This is where full specification coverage will support learner's responses.

11) Furthermore, EDUPE+ should aim to gain some partnerships. This will allow them to have more investment and strengths brought to the company. For example, if EDUPE+ was had some funding from Sport England, like Sainsbury's Active kids does, they may be able to lower the pricing of their programmes which would make it more affordable and appealing to the local demographic demographics they are targeting. Chance4Life also has national

Providing the recommendations under the three headings will allow learners to make links between the ideas and therefore work through the bandings as the response is therefore more likely to be comprehensive (band 4). Numbering the recommendations will also allow a clearer link into Activity 4 (Justifications)

Mark scheme for Activity 3

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Recommendations	0	1–5	6–10	11–14	15–20
	No rewardable material.	<ul style="list-style-type: none"> Recommendations are generic, with limited reference to the development and marketing of the business. Recommendations demonstrate limited consideration for meeting the needs of customers. Recommendations demonstrate limited consideration for meeting trends in the industry. Recommendations demonstrate limited consideration for meeting the needs of the business. 	<ul style="list-style-type: none"> Overall, recommendations are basic with reference to the development and marketing of the business. Recommendations demonstrate basic consideration for meeting the needs of customers, supported by examples. Recommendations demonstrate basic consideration for meeting trends in the industry, supported by examples. Recommendations demonstrate basic consideration for meeting the needs of the business, supported by examples. 	<ul style="list-style-type: none"> Overall, recommendations form a sound plan with reference to the development and marketing of the business. Recommendations demonstrate sound consideration for meeting the needs of customers, supported by relevant examples. Recommendations demonstrate sound consideration for meeting trends in the industry, supported by relevant examples. Recommendations demonstrate sound consideration for meeting the needs of the business, supported by relevant examples. 	<ul style="list-style-type: none"> Overall, recommendations form a comprehensive plan with reference to the development and marketing of the business. Recommendations demonstrate detailed considerations for meeting the needs of customers, supported by detailed examples. Recommendations demonstrate detailed consideration for meeting trends in the industry, supported by detailed examples. Recommendations demonstrate detailed consideration for meeting the needs of the business, supported by detailed examples.

Activity 4 Justification

Justify your recommendations for EDUPE+ in relation to:

- 'Happy Holidays' and other educational/school programmes.
- The wider business context in the sport and active leisure industry.

This was the weakest of the responses on the paper. This activity requires learners to make justifications that are linked to the recommendations made in Activity 3. It needs to be explicitly clear that the justification response in this activity links to the recommendation made in Activity 3. The example below comprehensively articulates the link between the recommendations made in Activity 3 and it is supported by examples from the wider business context.

4. One of the recommendations for EDUPE+ was to start running sessions for the 4-6 age group as this would greatly increase the number of children participating in sport and when you compare statistics with the Happy Holidays programme, you can see that there is a total of 2953 students which they can access and offer sessions to whereas EDUPE+ has access to only 1899 students and of those, only 338 students attend the sessions. If we compare this to wider context in the sport and active leisure industry, we can see that especially Youth Sport Trust who work with all year groups in primary and secondary schools and have thousands of students taking part every week, that statistic really shows how much it can help to grow a business to expand within yourself by making more sessions available for children younger than 7.

The key to moving through the bands for this question is links to research to support the justification. This is all about the preparation that takes place through Part A of this examination process. Bringing together ideas and recommendations, providing evidence and giving a strong argument for why they should be implemented will move learners into the higher bandings. Learners who made justifications and links back to the purpose of the business were seen to have the stronger responses, however including research of competitors (happy holidays-band 1 only) is required support the justifications for the recommendations made to move beyond band 2.

The response below covers both Happy Holidays (band 1 only) and an externally researched business to support the justification of lowering the pricing structures of EDUPE+. Again, as with all learner responses, where the information provided is suitable and supported with examples (and subsequent research) then credit is available (this response will be demographically different for learners throughout the country, however supported by the research it is credit worthy).

Also, another recommendation was that the pricing should be lowered. Compare the prices of both Happy Holidays and EDUPE+ who are both private due to happy holidays being run through a leisure centre. we can see that the price per day is exactly half the price of EDUPE+ at £7.50 compared to £15. However, EDUPE+ has a longer day session by two hours both starting earlier and finishing later than Happy holidays. Fit for sport also have a similar pricing to happy holidays at £6.00 for an early booking (which is two weeks to 4 days in advance) then £6.60 for basic price (4 days – 48 hours before) and then finally £7.20 for late bookings (48 hours before the session). This shows that the late booking is under half of the price for a day session at EDUPE+. Despite Fit For Sport being in the public sector, this still shows that EDUPE+ could potentially look at lowering their prices as they are either double or over double the price of other businesses in the sport and leisure industry.

Numbering the recommendation, and the linked justification will focus learners to ensure that they have covered all information provided.

Mark scheme for activity 4

Activity 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Justify your recommendations	0	1-3	4-6	7-9	10-12
	No rewardable material.	<ul style="list-style-type: none"> Justifications are generic with limited links made to the recommendations given. Justifications make limited links between businesses and wider business context. 	<ul style="list-style-type: none"> Justifications are basic with some links to the recommendations given. Justifications are basic with some links between businesses and wider business context, supported by examples. 	<ul style="list-style-type: none"> Justifications are sound with clear links made to the recommendations given. Justifications are sound and make clear links between businesses and wider business context, supported by sound examples. 	<ul style="list-style-type: none"> Justifications are comprehensive with sustained links made to the recommendations given. Justifications are comprehensive with sustained links between businesses and wider business context supported by sustained examples.

Summary

Please make sure that all centres read the Administrative Support Guide document for BTEC National in Sport that can be found on the Pearson Website [here](#).

Centres need to print off a Learner Record Sheet for each learner taking the task based assessment and these should be submitted with their learner booklet.

Activity 1 did not perform as well as expected. Learners need to ensure that each element of the activity is covered (review, purpose and data) supported by clear research completed in Part A and using the specification coverage to highlight key points for this activity

Activity 2 external responses (opportunities and threats) were the limiting element to learner's responses. Ensure that ideas are set out, cover all element of the SWOT (or PESTLE) and then are expanded to show understanding. Competitor activity that influence the business must be included, with external businesses allowing learners to move into the higher bandings

Activity 3 requires learners to make recommendations only, and not move into the justifications here. Time management of this question will allow greater response time on other activities. No research is required here to support the recommendations however, focussing the recommendations into the three headings (customers, trends and business needs), will allow the response to be more sound/comprehensive, therefore moving learners into the higher bandings.

Activity 4, learner's need ensure that they make a clear link to the recommendations made in Activity 3 and that the research included here supports the justification of the recommendation. External research undertaken in Part A is the key to success in this activity

Ensure that the research completed in Part A is focused on the activities in the assessment. The activities will never change. They will be in the same order, just linked to a different scenario and business in Part B. The mark scheme will also never change. It will contain the same traits and bandings. Tutors need to make themselves fully aware of the requirements of this task based assessment, by using this report, the SAMs and Additional SAM's.

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