



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Sport (21405J)
Unit 22: Investigating Business in the Sport and
Active Leisure Industry

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Introduction

This was the sixth series of the level 3 Nationals specification for UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY.

There have been 5 previous Lead Examiner reports available to centres to support preparation of their learners for successful completion of the examination. This task based external assessment is 3 hrs long, split into 4 activities (or questions). These questions, along with the mark scheme remain consistent and are available through the Pearson website, along with past papers for preparation and support. The only element that changes is the scenario within each assessment, however the format of this and how its presented is also consistent

The release of Part A (2 weeks prior to the examination date) allows research for the paper, where learners are expected to prepare notes that could be used within part B, under exam conditions.

A maximum of 4 pages of A4 notes can be developed in preparation.

Previous LE reports, along with this one, continue to highlight the importance of the research preparation for the paper. It is essential that this preparation is undertaken robustly and that learners are well prepared for the assessment, as the level of research included within the responses limits the score learners can access.

The task-based assessment for January 2020 followed the same format as previous exam series, the Sample Assessment Material (SAM's) as well as the additional Sample Assessment Material available on the Pearson website. <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-5>

Activity 1 focuses on the review and purpose of the business, its data and suitable research to support the business status. **There is a total of 16 marks for this question.**

Activity 2 requires learners to undertake a business model analysis to clearly highlight the internal and external factors effecting the business in relation to competition. **There is a total of 16 marks for this question.**

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

Activity 4 requires learners to make justifications linked directly to the recommendations and develop links to a wider business context. **There is a total of 12 marks for this question.**

Introduction to the Overall Performance of the Unit

There has been a comparable use of supportive levels of research and preparation to support learner's responses from what was observed within the previous January series. In most cases, learners incorporated research into their responses, and therefore were able to access the higher-grade boundaries. As always, it is essential that through Activity 1, 2 and 4, research is included to support the response to gain the higher bandings. The research must be external (as in not the second business within the scenario to meet the higher bandings).

Stronger learners continue to use the well-planned information and research available to them to develop their responses throughout the paper. As with all examinations for this paper, research notes can be produced to support Part B of the examination and are vital to support learner responses, particularly in activity 1, 2 and 4, as there is credit available for supporting responses with suitable research from the wider business context (external businesses).

The lack of research included within activity 2 (analysis of the internal and external factors effecting the business -SWOT/PESTLE) limits the grade to a maximum band 1 (4 marks), and this is specifically seen again in the series, as with all other series, where learners are using PESTLE as the links to external business examples are weak or non-existent.

SWOT responses were seen to be stronger. Higher bandings require competitor activity, supported by examples.

Activity 1 (16 marks)

As with all previous series, activity 1 was the lowest performing activity on the paper. Learners have to be able to take information from part B, the unseen element, and ensure that they review the business by showing they understand the purpose of the type of business, interpret data and include suitable research to support these elements.

This is the most difficult of the activities to respond to, and as a result learner's performance on this question still needs further development and focus, (further on within this document are ways to prepare and support learners to respond to this question).

The paper scenario contains, as always, an abundance of data to be able to analyse and in this paper specifically there was a data set in the form of an 'income and expenditure' table (over 2-year period) to support the data responses of learners, however in the main they tended to repeat, as opposed to analyse in any depth.

Activity 2 (16 marks)

Activity 2 contained stronger responses as was seen with all other papers, and many learners used the SWOT analysis to highlight the internal and external factors effecting the business. In fact, across the whole series there were only around 6 learners that used the PESTLE analysis for the completion of this question.

The lack of research included to support responses is the limiting factor here on this question, as described above, specifically in the PESTLE analysis. Examiners allowed research to be applied anywhere within the response of this activity. The embedding of research to support the responses is being now implemented by learners, and it's clear that learners are starting to support their points of the SWOT with examples from both NXT LVL (business 2) and external prepared research. This evidences centre is preparing learners more directly to create their A4 notes in relation to the requirements of the activity.

As with all other previous papers, most learners performed very well on the strengths and weaknesses of the business (internal), improved their understanding of opportunities (which links well into activity 3) however it was the threats (external) that was the limiting factor again.

It has been made clear in all Lead Examiner reports that threats must be **external** to the business (out of their control). If the business can control the factor, then it should be placed outside of the Threats box. No credit is given to points made in the threats box that is in the control of the business (e.g. pricing, staffing). Using NXT level as a threat will allow one external to be credited (quality of response will determine banding here), however using NXT level as the only threat can only be counted as one external threat, no matter how many points are made, as this information is given to learners in the paper and does not evidence preparation through development of other related businesses.

The examples to wider research in general were limited in learner's responses and there still needs to be clearer links made to the research as opposed to, research linked to a point they made, and not really using the research to support the response. For example, Primal Instinct does x/y/z (taken from the scenario) just like Business A (not highlighting exactly how this is similar).

NXT LVL (competitor business) in some cases was the only business used to support responses and this will only allow learners to achieve the lower bandings for this activity (max band 2 for trait 1).

Activity 3 (20 marks)

Activity 3 saw good learner responses where there was a clear understanding of what the activity response requires. This question has been clearly articulated in all the previous Lead Examiner reports to emphasise that the ideas for development (recommendations) **do not require any supporting research**, yet have to be clearly developed, with examples of how they would be implemented, to score into the higher bandings. Key here is the development of the recommendation.

This response requires recommendations for the customers, the trends in the industry and meeting the needs of the business. All three elements need to be covered to reach the higher banding. Examiners looked to categories these recommendations into the three headings if the learner had not specifically sectioned these off within the response. To gain maximum marks on the coverage there must be a minimum of 9 points made here (3 under each heading ideally), however each trait is also graded separately on the quality of its content, linked to the bands available.

Justifications were still being included in this response, and they are not creditworthy for activity 3, they need to be included in activity 4. **Learners will not be credited at all for giving reasons in this response (e.g. to maximise profit, to increase customer numbers etc).**

Learners continued to include the why and this activity only requires the **how**. Learners need to see this activity as the **'Planning for Improvement'** element of the paper – meaning that the information they include needs to be tangible, and could be implemented without anyone having to ask any further detail on what would the recommendation or plan. Prepare this as a 'business plan' making sure that the reader could implement the recommendations without asking any further questions.

Activity 4 (12 marks)

Activity 4, the research, and preparation undertaken by learners allows them to perform well on this question, as this is all about justifying the recommendation and supporting with relevant research to do this. This question requires learners to very clearly justify the recommendations made and link these to wider research. Specific and sustained research needs to be included in learner's responses for this activity. The level of justification for the recommendations in activity 3 needs consolidating and expanding to score into the higher bandings here.

The most difficult element of this paper for most learners has still been the ability to be very specific and focussed with their responses through the questions. There was a tendency for learners to repeat themselves as they have in previous series and include more information than was necessary in certain activities. This was particularly seen again in activity 3 and 4 where learners were making recommendations, and giving reasons (justifications) in activity three, and then the development of the response for activity 4 was limited. **Justifications included in activity 3 are not awarded credit unless they are placed in activity 4. Activity 3 requires no link to research at all, and 20 marks are available.**

How the mark scheme works for Unit 22.

Mark schemes are set out into Bands and Traits.

The traits are linked and get progressively more 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 be hit 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 Questions

The following section considers each activity on the paper, providing examples of learner responses and information regarding where responses were positive and scored well, and where the areas of focus are with regards preparing for future examinations.

This section should be considered with the live external assessment (January 2021) and corresponding mark scheme (once the paper is published and can be used for supporting future series).

Activity 1. Review of business information.

Review the current business status using the information provided in the set task information about Primal Instinct.

You should consider:

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

Reviewing the business

The review should use the information from the current business Primal Instinct and needs to consider the purpose, the data and supporting research undertaken in Part A, or the use of the second business within the scenario (NXT LVL).

As with all the previous papers there were several elements that could have been included within the learner responses here, and all were credit worthy, so long as they were valid. Repetition of the scenario, and taking information directly from it, with no further expansion scored very low on this activity. The Key here is to think about the **impact** on the business, or how what the business does will affect it in the current position or moving forwards.

Learners could have included information regarding any of the potential areas below:

- Business Type (Ltd)
- Business Scope (Regional)
- Business Size
- Current Provision (activities)
- Staffing/roles/responsibilities (PT/FT)
- Range of facilities/resources

Whatever information the learner decides to use from the scenario needs to link to the purpose of the business and to explain what the impact could be on the business.

To focus the response here learners could use the following from the specification to structure their response:

- Make profit
- Survival and Growth
- Diversification
- Service Provision
- Marketing
- Customer Service and Satisfaction

The stronger responses in this paper were where learners used the information from the scenario and linked it to the specification structure above, clearly identifying where the business was showing growth or decline (through the data figures), where their service provision was (facilities, access, session/activity times and dates etc), information on the marketing aspects and so on.

Learners could have included that the business is a limited company, and information about what a limited company. This could have included liability, the pros, and cons of a Ltd, regarding issues of profit, sickness, and cover. Learners could have included information that the business is regional, and what its potential USP is to attract its target demographics.

Identifying the size of the business and the impact of the working patterns of staff team with regards part-time and full-time roles and responsibilities. Some learners used the positives of having a flexible team to ensure staffing was manageable at build and running events times and linked this to control of costs and recruitment of staff.

The response could have included the scope of the business (in this case focused regionally in the North) – highlighting that this was a limiting factor to the diversification was credited. Some individuals looked at the USP linking this to increasing the potential target demographic as this could be focused on all age groups, abilities, and genders.

The best structured responses maintained links with the scenario and the specification coverage. Highlighting that the business is looking to **increase profit (make profit), that they survive and grow, that they can be the market leaders within their demographic, that they have a good service provision(diversification), and high-quality customer service and satisfaction** focused learner's responses.

It is important that whatever element the learners focuses on from the scenario that they are linking it back to the purpose of the business. Ultimately all these will then develop profit, which would be the underlying theme for this response for a growing business.

Ensuring that examples are incorporated that link to the points being made were important in this activity. The Key for the higher banding here is to link similar and different elements of the presented business to other businesses. This can obviously include the second business (NXT LVL) however this will not allow higher banded responses. Only external research can command the higher banding here (band 3 and 4).

Example of learner responses for the purpose.

They market their event through their website and partially through social media. This is poor marketing as new customers are unlikely to discover the business when other companies such as Tough Mudder advertise strongly on social media, attracting hundreds of thousands of followers due to their marketing scheme to be suggested to social media users. This negatively impacts PI as they are unlikely to attract customers with little marketing, hindering the growth and survivability of the company through little exposure to their target demographics.

This element of the learner response example covers areas highlighted within the specification linked to the purpose and it specifically links back to the scenario, making it relevant. It includes information on the service provision and marketing and clearly highlights the impact on the business and references an external business (Tough Mudder).

Data

There was plenty of data for learners to use to evidence their understanding of this area. Data available from this scenario included:

- **Income and operational costings/expenditure**
- **Event opening times (seasonal) and durations (1st weekend of each month)**
- **Cost of tickets/pricing**

Data was not well used again throughout this series even though there was a significant data information included in the income and operational costings table.

As with previous papers there tended to be a repetition of the information from the scenario, as opposed to analysis of the data to support the review. **Examiners were looking to see how learners could use the data, make**

links between the data sets, and link it to the impacts on the business.

If learners simply regurgitated the scenario information they could not move out of the lower banding (limited understanding). To move up through the banding's learners needed to interpret the data.

The strongest learners used the Income and Operational costings to highlight that there had been a decrease in marketing budget, which could be a link between the decrease in ticket sales and therefore the knock-on effect of merchandise purchases. Learners highlighted that there was a reduction in the ticket sales, and linked this to the set specific dates that the sessions were offered (one event on the first weekend of each month) which limits choice for the customer of when they can attend. These types of responses show use of the data, as opposed to just repeating the numbers/figures, and look to link the data to the impact on the business

If learners were starting to make clear links with data sets, looking how this could potentially affect the business in other areas the higher bandings were awarded.

The full range of data available would not need to be included, but learners needed to show that they can extrapolate this information and interpret it linking it to the business.

Examples of learner responses for data.

Their pricing is good at £40 per ticket as people can afford it instead of paying NXT LVL's £50 price per ticket however, they don't offer any discounted rates, deals and memberships whereas NXT LVL offer loads of different deals and memberships. In the 2018/19 year they made £128,000 in ticket sales which is equivalent to 3,200 clients if they all bought a ticket for £40. In the 2019/20 year they made £83,000 in ticket sales which is equivalent to 2075 clients, which is a lot

less than the 2018/19 year, so they've lost a significant amount of clients within a year resulting in a lot less income. In the 2018/19 year they made £33,700 in profit whereas in the 2019/20 year they lost £4100 in profit resulting in a profit loss of £37,800 within a year, so it shows the business is not meeting their aims and is starting to decline as a business.

This response uses data linked to ticket sales and income to show impact on the business. This response links areas of sales and overall loss in income due to decreased number of people buying tickets and has worked out here the decrease in actual ticket sales (general rule of thumb before any discounted tickets applied). If they could have then linked decreasing ticket sales as a potential result of decreased marketing, then top marks for data could be achieved as it clearly demonstrates links and impact.

Research

Research needed to be specific to the point that was being made and relate to the information from the scenario. Research could have been included on any element discussed within in this activity. It was important to reach the higher banding that external research (outside of NXT LVL) was used. Band 3 and 4 could not be achieved without the inclusion of external research. Research needed to be relevant.

Example of a positive research supported response.

At this business, there is a range of activities on offer which include a 10km obstacle course including 30 obstacles at each 10km site; There are not as many activities on offer compared to X-runner, who have a range of different size courses (1.5km/3km/5km/10km) and 60 obstacles. The facilities that Primal Instinct offer are toilets, changing facilities, secure baggage drop off and a car park. This differs slightly to Nuclear Races who have a camping site, ~~st~~ toilets, changing facilities.

This response (above) shows the learner using the facilities and event make up and directly comparing it to 2 external researched businesses. The good element of this response is that the link is not generic. It's very specific to the point being made for Primal Instinct. This shows the learner can take information from the scenario, and their research and link them together. For top marks, the impact could be discussed (e.g. limited range of activities at each event could reduce customer interest and therefore make them chose an alternative event to book with the other businesses).

Mark Scheme for activity 1

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Review the current status	0	1–4	5–8	9–12	13–16
	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

Using the SWOT **or** PESTLE business model, analyse the factors that are currently affecting.

For this question many of the learners opted to use the SWOT analysis which has been successful. Where learners chose to use the PESTLE analysis, there was a clear lack of competitor activity within the response, and therefore they could not move out of Band 1 – The PESTLE analysis therefore, without the correct incorporation of external examples limits the activity outcome to max 4 marks.

Using SWOT, this was a well-developed response overall, however with a few modifications higher bandings could easily have been achieved by several learners. Following the guidance in the SMLW (Sample Marked Learner work) and previous LE reports and exam papers, most learners set out the SWOT originally in a table form under the 4 headings, then went into further detail to expand this response. This has tended to be the best approach to completing this question successfully, as the plan structures the response and ensures coverage of all elements.

KEY POINT

For traits 2 and 3 (knowledge an application of the business model) learners are required to make at least 3 points under each correct heading (SWOT), using external research to support their answer to score in the top band (band 4) . There must be a minimum of at least 2 suitable external businesses used in this activity to score into this highest banding.

It is then the quality of the response from limited (band 1) to detailed (band 4) that examiners were looking for.

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.

The strengths and weaknesses (internal) were in general well-presented learner responses. Opportunities and threats (external) are where learners struggled with this response, specifically the threats. Threats need to be external and must be 'out of the control' of Primal Instinct.

If they are in control, and Primal Instinct can have direct influent over them, then they are potentially weaknesses or opportunities.

Where learners completed this response with just the SWOT analysis list/table without any examples of information regarding the points that they had made, then this response could reach a maximum of 4 Marks (information presented in the table format must be suitable and relevant to be awarded credit) if they had included 3 correct points under each heading.

Therefore, if learners plan the SWOT analysis out, clearly highlighting 3 points under each of the correct heading, without any further detail or research they can score 4 marks on this question

KEY POINT

The research element of this question is where learners failed to achieve the grade, they were capable, especially if using PESTLE analysis. Considering the mark scheme for this activity, to move into band 2, competitor activity must be used to support the responses being given (see below). No research (the scenario company NXT LVL would be credited here) limits learners to the bottom band, so whatever the quality of their response, no research limits the marks available.

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 	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 	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 	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

It is important to note, that the research (competitor) could link to any point made throughout the response, under any of the headings, if it is relevant. The most obvious areas here to link to is external (opportunity and threat), however included anywhere it would be credited.

Example of a learner response.

Activity 2. Business model analysis

Using the PESTLE or SWOT business model, analyse the factors that are currently affecting Primal Instinct.

(16)

Strengths	Weaknesses
<ul style="list-style-type: none"> • First aid training (marshalls) • Different Prices • On site changing facilities • On site changing facilities 	<ul style="list-style-type: none"> • Made loss not profit 4 • No spectator photos 5 • No online shop 6
Opportunities	Threats
<ul style="list-style-type: none"> • Use their cheap tickets as a USP > • Sell website photos & videos 8 • Offer more discounts 9 	<ul style="list-style-type: none"> • Covid-19 10 • NXT LVL family opportunities 11 • The weather 12

The example (above shows the 'planning of the SWOT' analysis done by this learner, before the extended writing occurs. It plans 3 under each heading (to gain maximum marks) – the threats are all external and the NXT level is only used as one threat, therefore will allow top banding here. This plan would gain 4 marks if it was presented as this only on this question, however that would still be within the 'below pass' standard for this question. Expansion of the points is required now to move forwards.

3) Primal Instinct offer on site changing facilities at each venue. This means people can change out of their muddy clothes and mean they don't have to travel home in muddy clothes which would be unappealing. A lot of the big obstacle course companies have on site changing facilities like Tough Mudder and Spartan Races which means that Primal Instinct offer something which the market leaders offer.

The learner above is structuring the response well, numbering each element to ensure they get full coverage. In this case they are identifying the strength, and why this is important, and linking it to other researched businesses for

comparison. To gain top marks they could identify for example that this leads to increased customer satisfaction and therefore repeat business through word of mouth.

12) As Primal Instinct is based in the North of England, the weather is a lot worse there and could lead to cancelled races due to flooding, ice and torrential rain even in the summer time. This means tickets would have to be refunded and less income is brought into the company.

The learner above has looked at the location of the business and linked this to a weather impact which is really thoughtful. They have also indicated that refunding customers would be applicable. Moving on to how this would impact customer satisfaction could support response further.

Overview of most popular responses for the SWOT analysis (taken from a range of learner responses).

INTERNAL	
Strength	Weaknesses
<ul style="list-style-type: none"> • Well establish and experience MD • Wide target audience • Clear staffing structure that is flexible to of the business • Strong product range – facilities on the course • H+S compliant (support selling and promotion) • Website covers Key information • North base allows a more established staffing experience (reuse staff) • Pricing low in comparison to other equivalent* 	<ul style="list-style-type: none"> • North based only • Reduced income from ticket sales (19/20 -4100) • Pricing high in comparison to other equivalent* • 10km courses only • Only one session per month (limited opening and therefore income opportunity) • Merchandise sales at venue only • 18+ only • No photos for sale • Customer support only through SM • No group specific incentives (hen do etc)
○ EXTERNAL	
Opportunities	Threats (out of the control of Primal Instinct)
<ul style="list-style-type: none"> • Widen from North • More dates • Photos/additional merchandise sales (ou venue) • Widen age ranges – include families • Wider range of activities • Better pricing bandings/offers/discounts • Social Media Presence 	<ul style="list-style-type: none"> • NXT level (IF THEY ONLY HAVE NXT LVL as a threat no matter how many points, only class it as ONE THREAT • Increase cost of Course builds • Wage increases • Increased H+S requirements • Weather and Venue availability

KEY POINT 2

If NXT LVL (the second business) is used under the threats box it is only counted by examiners as one threat (i.e. NNXT LVL is the threat), no matter how many points are made. For example, if in the threats the following were included (from example above):

- *NXT LVL- better ticketing pricing*
- *NXT LVL – both 5k and 10 K courses*
- *NXT LVL - open to under 18s*

This would only be credited as ONE threat (for top band there needs to be 3 in the threats section that are relevant).

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 Primal Instinct can develop and market itself.

You should consider:

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

This question requires no external research to be included and holds the largest amount of credit on the paper, a total of 20 Marks.

Learners need to make recommendations that will allow Primal Instinct to develop and market itself moving forwards. Learner 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.

Key to this question: How (not Why)

Many learners who scored well on this activity focused very much on the **how**. The best way to think about supporting learners to complete this question is to make them think, the following:

'If someone was to come and pick up the recommendations, they were suggesting that they would have enough detail to implement them, without asking the learner any more questions'

The deeper the level of detail the recommendation goes into, the higher the grade boundary.

No reasons and no research – How only

The response to the activity however does need some structure. Learners must cover recommendations under the required traits: **customers, trends, and business.**

Learners should look to structure this answer using the three headings, for clarity.

- **CUSTOMER**
- **TRENDS**
- **BUSINESS**

Learners were structuring this question well and clearly articulating the **how** in the main– this is the biggest mark available on the paper so getting this question right is essential.

Learners need to ensure that they cover all the three elements of this activity to score into the higher bandings.

To reach band 4 there must be a spread of recommendations from each trait (customers, trends, and business) -3 in each were required – some could be small, and others larger, but the coverage must be in place. Looking at the banding for this activity 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 more likely to be comprehensive in all areas.

Example of structuring the response

Recommendation:

Create a membership scheme for more demographic range

- There will be 1-year memberships – unlimited access -Complete every course membership (access to all courses for one off payment)
- Free merchandise for group organiser
- 1 person goes FREE with every 10 places booked
- 20% off next course on successful completion of your first!

Recommendations could have included information below (not exhaustive). Setting put a plan, link in activity 2 could ensure that the full coverage is in place.

Trait 2: CUSTOMERS

- **Customer service** (comms with customers dependent upon individuals -phone-email)
- **Special offers** (e.g. promotions, customer Loyalty Schemes/different memberships)
- **Communicating with customers** – (e.g. taking on feedback to improve customer service)
- **Develop another option for customers** (e.g. photo platforms, viewing gallery, watch live from home (subscription for friends and family to watch))

Trait 3: TRENDS

- **New 'on trend' activities to offer** (e.g. new obstacles introduced)
- **Advertisement and Marketing** (social media – twitter/insta/LinkedIn)
- **Developing activities offered to certain groups** (e.g. Package booking (e.g. tailored packages for different groups e.g. work colleagues/team building/Young families/Themed events))
- **Develop a USP** (e.g. something that other business don't currently offer that's attractive to participants - (focus the USP))
- **Changes in participation** (e.g. how Primal Instinct could improve fitness/health for specific groups)
- **Motivation for participation:** (e.g. promotion of special sessions/offers weight loss/ social/prep for holiday (beach body) due to timing of seasonal events)
- **Increased mass participation events** (e.g. whole school events/local community activities/charity events)

Trait 4: BUSINESS

- Sustainable - reduce costs /rent of facilities/marketing and promotion (social media)
- Increase the opening times
- Updating and development – (e.g. H+S/Child Protection) – Legal regulations –
- Staff training
- Equipment maintenance/Safety/ updating (keeping current)

- Introduce a new facility - e.g. Mobile café/refreshments

KEY POINT

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. **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.

Examples of learner responses for this activity.

VIP Parking.

- This would be optional and cost £20 extra. You would get your own parking area in a safe village. It is located close by. Would also be watched by the marshals all day, as well as all the other cars. If you have a membership it's only £10 extra. It is £20 per car.

Customer need - Shuttle buses.

- They would be able to seat 20 people per bus.
- It'll run every 15 minutes and go to and from the village and the event. Also, it would be £2 per person or you can have a family pass for £6.
- After going on the shuttle bus once, you get a wristband. They will run from 8am - 6pm every event day.

This is a well-structured response. It's clear what the recommendations are, and then the detail of how they will be implemented. This information can be used and directly implemented. The bottom information could even be put straight onto the website as it covers the full package of the shuttle bus recommendation. This learner scored 18/20 for this response (with over 9

recommendations of this quality included all sectioned into business, trends, and customer groups).

Trends - develop an app

- You can ~~enter~~ book through the app.
- Get exclusive information, as well as possible deals.
- Also, you would be able to track the races and create a profile if you're doing the race.
- You can buy merchandise
- the app would be free and advertised on the website and on the banners on the event day.

The response above is strong and gives clear ideas about what the business can do under the 'trends' section.

Another recommendation is to add training programmes, tips & nutrition onto the website. This means the staff would have to come up with a good nutritional diet ~~for the fan~~ diet. This would be done by employing nutritional specialists to talk about ~~the~~ the best foods & tips & write about it on their site. B

Adding training tips is also a good idea & would be done by personal trainers or professional athletes. As well as this, these athletes can give motivational advice ~~and~~ to those participating.

This learner response details this recommendation to include where this information will be, who will develop it as well as top tips. Great response!

Mark scheme for activity 3

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-5	6-10	11-14	15-20
Recommendations	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 Primal Instinct in relation to:

- 'NXT LVL' and other obstacle events businesses
- The wider business context in the sport and active leisure industry.

This activity heavily focuses on the **why**, linked to the recommendations made in Activity 3. Justifications need to be made that support the recommendations regarding how they will improve the business moving forwards. The more detailed the justification here, the higher the banding for trait 1 (see mark scheme below).

This question is marked in isolation to Activity 3 by examiners, however it does link. To ensure that it is clear what recommendation is being justified here learners are recommended to include this information into the response.

1. Recommendation to Increase demographic audience to include 11-17 years olds

Then make the clear justification as to why this was recommended in activity 3, with reference to external businesses/research.

As with previous series the key to moving through the bands for trait 2 for this question 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.

With regards structuring this response, learners could use the following techniques.

- 1. What recommendation is the justification linked to (e.g. opening the demographic up)**
- 2. Trait 1: Give the reasons why this improve the business (credible ones)**
- 3. Trait 2: Link this to some research from Part A (wider business context), or scenario business (NXT LVL - band 2 max for trait 2) to support the point made.**

Examples of responses for this activity.

Trends in the Industry (1) The reason I would recommend improving P.I.'s social media presence is to grow the reputation and awareness of the business. Another reason for this is ~~that~~ that it is a free thing to do which may bring huge rewards. If P.I. can become the leading social media presence of the sector it will help the company survive, grow + make profit. (2) The reason I would recommend

This learner response gives some good reasons why the business should develop their social media (cost/presence). To develop further clear links to the research can be added into support. For example, Tough Mudder have excellent SM platform presence on Instagram/Facebook/snapchat and this drives customer interest and numbers booking onto their events due to the increased access points available.

Development of Pricing Strategies
Memberships
Primal need to introduce memberships in order to compete with the rest of the market. ~~They created~~ I recommend they introduce season passes because it will enable them to increase profits. Having this form of membership allows the business to get a guaranteed sum of money each month on top of ticket sales. This would allow Primal to help retain customers while competing more directly with businesses such as NXT LVL who already offer 2 season passes as well as extra discounts. Tough Mudder offer a 3 pack pass in which members get entry to 3 races for 3 people along with store discounts. This helps them stay ahead of competition.

This learner has looked at the reasons to introduce season passes/memberships, and how this will allow them to compete with the second paper business (NXT LVL). They have also included an external research linked to this point in Tough Mudder.

Mark scheme for activity 4

Activity 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Justify your recommendations	0 No rewardable material.	1-3 <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. 	4-6 <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. 	7-9 <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. 	10-12 <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 at; <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments>

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.

The activities and mark scheme never change with this unit examination.

There have been Sample Assessment Material provided, along with Lead Examiners reports, and previous exam papers, to support the preparation and development of research for this unit examination.

KEY POINTS for Preparation for future examinations:

1. Undertake the research element of PART A. Ensure learners have the 3 businesses researched and their key points for success/how they run
 2. Have well developed A4 notes (individually prepared) to support the completion of the exam.
 3. Read the scenario carefully, highlighting key points that could be used for activity 1 and 2.
- **Activity 1:** structure the response linking to the specification. Get learners to look for information linked to **making profit, Survival and Growth, Diversification, Service Provision, Marketing, Customer Service and Satisfaction**. Ensure that research from Part A is used to support this response. Ensure that the information is analysed, and not just regurgitated. Use the data, make calculations, and interpret it
 - **Activity 2:** plan out the response initially (SWOT). Ensure full coverage of each element. Make sure that threats are external and 'out of control of the businesses. **Include research to support points made throughout.**
 - **Activity 3: HOW not WHY.** Be able to pick up recommendations and implement them without any questions asked. Must cover all elements (business/customer/trends – 3 of each for top banding)

- **Activity 4: WHY** – give suitable reasons why the recommendations would work, and support this with information from the second business, **and external research**.

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.

Good luck

Lead Examiner



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

