

Examiners' Report/
Principal Examiner Feedback

Summer 2012

Principal Learning Sports and Active
Leisure (SL201)
Unit 1: Positive Lifestyle Choices and
Sport and Active Leisure

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1. PRINCIPAL EXAMINER'S REPORT – Level 2 Unit 1

General Comments

This was the fourth series for this paper. Most candidates were able to respond effectively to the majority of the questions. There was evidence that most candidates had been effectively prepared, with the majority responding positively to the tasks set and offering valid answers.

On the whole, candidates appeared to be familiar with the command verbs in the questions. Candidates also appeared to manage their time effectively and many were able to fit their answers into the spaces provided on the question paper which meant that they did not produce lengthy passages of irrelevant information. The vast majority of candidates appeared to complete the paper in the time available, with little evidence of rushed work towards the end.

It was clear that a minority of candidates did not make full use of the stimulus material provided in the question. The emphasis in this paper is on candidate's application of their knowledge to a variety of practical situations. The higher marks, particularly in levels of response questions, will always focus on the ability to demonstrate application rather than theory. It will be important for candidates to have practice in doing this in their preparation for the assessment. Candidates need to ensure that any ideas or suggestions they make are realistic and appropriate for the circumstances of the stimulus.

As this is a work-related subject, the external examination seeks to put the candidates in applied situations and ask them to respond to these, this method of questioning will continue in the future. It is essential that centres stress to candidates the need to read the stimulus information carefully before they answer questions, and be prepared to use that information within their responses. Where candidates are unable to apply the stimulus in their answer it will significantly restrict the number of marks candidates can receive. Generic responses will only gain limited credit.

The mark scheme rewards candidates who demonstrate their ability to use higher level skills in their responses, the mark scheme does not allow for more points to be awarded at the same level. Hence it will be their ability to both apply their responses and offer a correct interpretation of the command words that will allow them to rise to the top levels of the mark scheme.

Individual Questions

The wording and terminology used in the questions appeared to be accessible to the candidates and they were able to complete the paper in the time available.

Questions 1 – 3 multiple choice

Most candidates were able to answer the first two questions correctly. Question 3 had a number of incorrect answers with non specific response being the 'most popular' incorrect answer.

Question 4

Most candidates were able to answer this question correctly.

Question 5

Most candidates were able to answer this question correctly.

Question 6

This question proved to be unexpectedly challenging to candidates and most were only able to identify 1 health problem associated with over exercising. Many included other problems which were related to social problems rather than health problems so no marks could be awarded for these.

Question 7a

Many response provided were different ways to advertise swimming such as producing flyers or posters, however, this question was asking for specific ideas for encouraging participation such as taster sessions or drop in sessions. Where candidates had developed the idea of having a flyer stating that it could tell people how swimming is good for them and can help them to loose weight/get fit etc then marks were awarded for these as this response is answering the question.

Question 7b

This question provided a mixed response with many candidates responding with social benefits such as meeting new people and making new friends rather than outlining how the development programme can actually help with swimming. Those that did well responded with focused ideas on how the junior development programme improved the swimmers technique with others exploring the wider implications such as being told what sort of nutrition to eat to improve performance.

Question 8a

Most candidates were able to achieve 1 mark for this question identifying that cancer or lung disease can be caused by smoking. Some were able to then develop their answer to include how smoking can cause these diseases.

Question 8b

Candidates typically scored 3 points for this question in the bottom of mark band 2. Candidates were usually able to identify lots of different types of influence but then go on to develop and explain at least one of these influences. Peer pressure and witnessing family members smoking repeatedly came up when candidates were asked to explain influences on people to start smoking. Only some candidates identified advertising, fashion and role models as influences (which may suggest that the promotion of smoking through the various forms of media and its overall status as a "cool" activity may be dwindling).

Only a few candidates achieved marks in MB 3 for this question, they had produced a response with focussed explanations of detailed and realistic influences that were developed..

Question 9a

It was clear that many students understood the protocol for a sit and reach test and most scored maximum marks for this question.

Question 9b

As expected, this question provided a mixed response. Candidates who achieved marks in MB1 provided a brief overview of some of the results lifted from the stimulus with very little interpretation. Very few candidates at this level were able to identify that the BMI after 6 months was actually classed as underweight and therefore suggested that the changes to the lifestyle were not all positive.

The candidates who achieved marks in MB 3 were able to provide responses that interpreted the data and linked the results to the activities that were included in the stimulus material for example, the flexibility had improved due to participation in yoga as yoga is an activity that focuses on stretching and therefore increases flexibility.

Question 10

Most candidates were able to achieve marks in MB 2 with candidates providing an outline of the activities that would produce benefits such climbing helping with team work and increased self esteem from taking part in positive risk taking activities. However, to achieve higher marks the responses needed to include explanations as to how the activities actually achieved these benefits.

Question 11a

Only a few candidates were able to identify one negative lifestyle choice, with even less achieving 2 marks for this question. Many candidates gave a response based on what the child should actually be doing instead to make the lifestyle choice healthy instead of stating the negative lifestyle choices that were being made which meant no marks could be awarded for these answers

Question 11b

Many candidates were able to provide some suggestions to improve lifestyle however most of these ideas were taken directly from the stimulus with very little independent thought and in these cases marks in MB 1 were awarded. Where candidates were able to provide realistic suggestions with reasoning, such as snacking on fruit instead of sweets as too many sweets can result in high blood sugar and in the long term can result in the person suffering from diabetes, candidates were awarded marks in the higher bands.

Question 11c

This question was challenging for many candidates as would be expected for the last question in the paper.

Most candidates were able to achieve 1 mark with the explanations related to the fact that if children know how to be healthy then they will choose to eat healthy food and take part in exercise which will improve the health of the children in the UK. Some candidates did go on to explain that children could then encourage their parents to buy healthy foods and to take part in physical activities together which would also help to improve the health of their parents generation and as such were awarded more marks.

2. STATISTICS

Level2, unit 1 Positive Lifestyle Choices and Sport and Active Leisure

	Max. Mark	A*	A	B	C	U
Raw boundary mark		43			22	
Points Score		43			22	

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

3. Recommendations

- Candidates need to understand the active verbs **identification**, **outline**, and **describe** when considering their response
- Candidates should take care to read the questions in detail.
- Candidates could be encouraged to practise exam technique.

- Centres are fully aware of how to access Principal examiner reports after each exam series.

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