

Examiners' Report/  
Principal Examiner Feedback

January 2013

Principal Learning Sport and Active  
Leisure (SL201)  
Paper 01 Positive Lifestyle Choices  
and Sport and Active Leisure

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## General Comments

This was the fifth series for this paper. The paper appeared to be accessible to candidates with the A\* grades achieved. Most candidates were able to respond effectively to the majority of the questions. There was evidence that most candidates had been effectively prepared, with most responding positively to the tasks set, 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.

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.

## **Individual Questions**

### **Questions 1 – 3 multiple choice**

Most candidates were able to answer the first three questions correctly.

### **Question 4**

This was challenging for a number of candidates with most candidates achieving only able to achieve one mark. Most candidates were aware of the monetary side of socioeconomic background but it appeared that other factors such as education, religion and culture were not known by candidates.

### **Question 5**

#### **Q5(a)**

A number of candidates simply repeated information from the stimulus with no further information so could not be awarded any marks. Candidates who were able to use the information from the stimulus and then answer the question effectively, such as he plays rugby regular so he takes part in regular physical activity were awarded marks.

#### **Q5(b)**

Most candidates were able to identify a negative lifestyle choice but not all were able to expand on why it was a negative lifestyle so were only awarded 1 mark

#### **Q5(c)**

Most candidates were able to achieve at least 1 mark in this question. Very few candidates were able to achieve the top of mark band three, those that did were able to provide very detailed and focused explanations of the physical effects of playing rugby and many looked at both the positive and negative effects. Many candidates included non-physical effects such as social or psychological and in these cases, no marks could be awarded for these sections of the answer as the question clearly asked for physical effects. Guidance by teachers to help candidates to read the stimulus material and question carefully will help to support candidates to focus on the correct area of the unit content to use in their responses.

## **Question 6**

### **Q6(a)**

This question did unexpectedly challenge some candidates with a number not achieving any marks. In past series, barriers to participation are a section in the unit content that has not posed such a challenge. Many candidates simply repeated parts of the stimulus materials with no further information to demonstrate their understanding of what sort of barrier the activity posed.

### **Q6(b)**

Most candidates were able to achieve at least 1 mark for this question. Many candidates were aware of the fact that increased regular participation in physical activity helped to get teenagers off the street and causing antisocial behaviour but not all candidate then related this back to the fact that the participation in physical activity kept the teenagers busy and antisocial behaviour often occurs due to boredom. Some candidates did not discuss benefits to society but instead discussed physiological or psychological benefits in which cases no marks could be awarded.

## **Question 7**

### **Q7(a)**

This question was unexpectedly very challenging with a number of candidates achieving no marks. This part of the unit content has been consistently included in the exam papers to date and it was clear that many candidates did not understand the concepts of different methods of encouraging participation and instead concentrated on the information in the advert to provide evidence for their answer alone without covering the wider question on methods of encouraging participation. A number of candidates gave responses discussing how the advert was produced with the images used etc which are not related to the question which was specifically asking about 'drop in sessions'.

### **Q7(b)**

Most candidates who were awarded marks for this question discussed having role models coming into schools to deliver sports sessions as children look up to role models and want to be like them.

### **Q7(c)**

This question was answered well by most candidates with most achieving at least 1 mark, the majority of candidates achieved full

## **Question 8**

### **Q8(a)**

This was an unexpectedly challenging question; a large number of candidates did not appear to know that the blood pressure reading of 160/110 was a high blood pressure reading and the health implications that could arise from having high blood pressure.

### **Q8(b)**

Most candidates were able to achieve marks in the first mark band with a basic knowledge of health problems associated with the list of changes that the doctor suggested. The candidates that achieved full marks for this question were able to go into detail about each recommendation from the doctor, the possible reasons for why they have been recommended and the health implications in the long term were discussed.

### **Q8(c)(i)**

A number of candidates were not able to answer the question with some achieving 0 marks. These candidates instead wrote about what sort of lifestyle the person should follow and that they should try and include healthy lifestyle choices in their diary rather than what is required from a diary which is to track lifestyle choices.

### **Q8(c)(ii)**

Most candidates were able to describe basic lifestyle improvements but gave little reference to health benefits. Candidates who achieved marks in mark band 3 were able to provide detailed explanations on the health benefits associated with what is kept in a lifestyle diary and how a lifestyle diary is used such as to deter people from eating too much as they have to write it down, keep track of their alcohol intake and drink less later on the week when they know they have consumed a certain number of units etc and the implications of drinking too much alcohol.

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