

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2013

Publications Code DP036961

All the material in this publication is copyright

© Pearson Education Ltd 2

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

## **General Comments**

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

On the whole, students appeared to be familiar with the command verbs in the questions. Students 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 unnecessary information. The vast majority of students 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 students did not make full use of the stimulus material provided in the question. The emphasis in this paper is on student'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 students to have practice in doing this in their preparation for the assessment. Students 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 students 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 students the need to read the stimulus information carefully before they answer questions, and be prepared to use that information within their responses. Where students are unable to apply the stimulus in their answer it will significantly restrict the number of marks students can receive. Generic responses will only gain limited credit.

The mark scheme rewards students 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 students and they were able to complete the paper in the time available.

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

Most students were able to answer the first and the third questions correctly. Question 2 did challenge learners which required students to know the normal range for BMI ratings.

### **Question 4**

Most students were able to answer this question correctly.

### **Question 5**

Most students were able to answer this question correctly. Students that did not attain had usually responded with an answer that was not a psychological effect as was requested in the question. In these instances, many students had in fact identified physical effects.

### **Question 5b**

This question proved to be unexpectedly challenging to students. Students often responded to this question with ideas on how to advertise activity sessions to promote them which is part of the content for unit 2 and in these cases no marks could be awarded. This question is specifically addressing the different methods of encouraging participation in line with LO3 in the unit's specification and students need to be prepared for this exam in line with the unit specification.

### **Question 5c**

Most students were able to identify a barrier but were then not able to apply this barrier specifically to children which meant only 1 mark could be awarded. Where the question requests that the response is applied to a specific participant group, students need to consider the needs of that group and apply their responses in line with this in order to access the full range of marks available.

### **Question 6a**

Most students were able to achieve 1 mark for this question and identified a social benefit. Students that did not attain any marks had usually responded with an answer that was not a social benefit but instead was a psychological or physical benefit and in these cases no marks could be awarded. Students should be reminded to read the question and ensure that they are answering the specific requirements of the question. Some students had underlined the word social in the question which then could act to focus them to answer the specific question addressed which is an exam technique that could be encouraged by teachers.

**Question 6b**

Most students were able to access the first mark band and were awarded 1 to 2 marks for this question through demonstrating a basic knowledge of the physical effects of physical activity participation and eating healthy food. In order to access the higher mark bands though, students should be encouraged to explain how the specific types of activities in the summer play scheme would have provided the physical benefits and therefore look to link the stimulus material to their answer to demonstrate their applied knowledge of the subject area.

**Question 7a**

Many responses were not related to society which resulted in no marks being awarded. In many cases, student had only identified a problem to society with no further expansion which resulted in only 1 mark being awarded.

**Question 7b**

Most students were able to provide some identification of how friends could provide an influence with peer pressure being the most popular response. The key command verb in the question is describe though, so students were expected to expand on their identification to show how the influence would result in the person taking illegal drugs. Many students did not provide this expansion.

**Question 8a**

This question was answered well by most students showing that there is a high level of knowledge regarding the negative effects of smoking. Most students were able to achieve at least 1 mark for this question, identifying that cancer or lung disease can be caused by smoking.

**Question 8b**

Students typically scored 2 points for this question. Most students were able to provide statements regarding how certain aspects of the person's life were harmful to his health but there was limited reasoning to show an understanding of how these identified factors were actually harmful to a person's health. The students that did start to provide explanations of why eating the wrong foods or not taking part in regular physical activity for example were harmful to health were awarded marks in MB 2. Very few students were able to provide realistic suggestions with focused reasoning for a range of improvements in health and wellbeing so very few students accessed marks in MB 3.

**Question 9a**

Most students knew about the sit and reach test as a fitness test for flexibility.

### **Question 10**

As expected, this question provided a mixed response. Students who achieved marks in MB1 provided a brief overview and an attempt of an analysis of some of the results. In many cases the responses were lifted from the stimulus with very little interpretation.

Most responses were related to an increase in self-confidence due to decrease in body fat but there were very few answers that discussed the chronic illnesses associated with being overweight or having high blood pressure which was surprising as this is a key part of the unit content and has had a lot of media coverage over the last few years.

The students 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 and did go on to discuss some forms of chronic illness that could be potentially avoided through lifestyle changes.

### **Recommendations**

- Students need to understand the active verbs **identification**, **outline**, and **describe** when considering their response.
- Students should take care to read the questions in detail.
- Students could be encouraged to practise exam technique.
- Centres are fully aware of how to access Principal examiner reports after each exam series.

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

