

Mark Scheme (Results)

January 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 or 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.

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.

You can also use our online Ask the Expert service at 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

January 2013

Publications Code DP034846

All the material in this publication is copyright

© Pearson Education Ltd 2013

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 1 | B | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 | A | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 3 | C | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 4 | <p>1 mark for each correct answer up to a maximum of 2</p> <p>For example:</p> <ul style="list-style-type: none"> • Education (1) • Income (1) • Place where they live (1) • Religion (1) • Culture (1) • Social status (1) • Economic position (1) <p>No marks can be awarded for just stating that it has to do with the background of a person</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 5(a) | <p>1 mark for each correct identification up to a maximum of 2</p> <p>For example</p> <ul style="list-style-type: none"> • He takes part in regular physical activity (1) • He has friends that he sees regularly (1) • He is part of a team (1) | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 5(b) | <p>1 mark for correct identification of a negative lifestyle choice and 1 mark for appropriate expansion</p> <ul style="list-style-type: none"> • He stays up late at the weekend (1) which means he is not getting enough sleep(1). • Rugby is a contact sport (1) so it can mean he can get injured from taking part in it (1) | (2) |

| Question Number | Indicative Content | |
|-----------------|--|---|
| 5(c) | <p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive</i></p> <p>The effects have to be physical – no marks awarded for points made that are not related to physical effects</p> <ul style="list-style-type: none"> • increased cardiovascular fitness • increased muscular endurance • increased muscular strength • increased flexibility • improved posture • achievement and maintenance of a healthy body weight • injury from contact sport • overuse injury from doing too much sport | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Basic statements made with no/minimal explanation. May consist only of statements of the key physical effects of participation in sport with no or minimal reasoning. |
| 2 | 3-4 | Sound response with some explanation and application to sport with attempts to link physical effects to rugby participation. |
| 3 | 5-6 | A focused response with effective explanation and application to participation in rugby. Two or three well explained and applied points should be evident. |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 6(a) | <p>1 mark for each correct identification and 1 mark for appropriate description of the barrier for Carlos</p> <p>For example:</p> <ul style="list-style-type: none"> • Transport is a barrier as he lives 10 miles away (1)there might not be public transport to the rugby training (1) • Time (1) is a barrier as he has commitments to go to the extra lessons every day and at the weekend he works in the family shop so he may not have time to go to rugby training/matches (1) | (4) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 6(b) | <p>Up to 3 marks for depth and breadth of response.</p> <p><i>The responses have to be related to benefits to society in order for marks to be awarded</i></p> <p>For example:</p> <ul style="list-style-type: none"> • reduced antisocial behaviour (1) as young people will have something to do (1) and most antisocial behaviour is linked to boredom (1) • Reduced burden on NHS (1) as the children will be healthier from taking part in regular physical activity (1) so will be less prone to illnesses related to inactivity (1) • Reduced burden on NHS (1) as young people will be less likely to take drugs (1) if they have an activity to do (1) | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7(a) | <p>For each: 1 mark for identification and 1 mark for development of reason</p> <p>For example:</p> <ul style="list-style-type: none"> • All the equipment is provided so there are no costs to buy/hire the equipment (1) which means there is no commitment to take up the sport (1) • Drop in sessions are usually free (1) so there are no costs if the children don't like the sport (1) • There is no set time for the session so people can go when they are free (1) and it can fit in with their usual weekend activities (1) <p><i>No marks can be awarded for stating that they will receive a free ball or restating any part of the stimulus with no further development however, 1 mark can be awarded for identifying how the free ball could encourage children to come to the drop in session etc.</i></p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7(b) | <p>1 mark for identification and 1 mark for associated expansion related to children</p> <p>For example:</p> <ul style="list-style-type: none"> • A junior development programme (1) could encourage children to take part in rugby as it is aimed at children to help them to improve their rugby skills (1) • School visit to a rugby club (1) would introduce children to rugby and get them interested in taking part in this sport (1) • A taster session (1) as these are usually free so parents don't need to worry about wasting money if the children don't like rugby (1) • A rugby professional/role model/ambassador may visit the school(1) to lead a rugby session(1) | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7(c) | <p>Up to 2 marks for appropriate suggestions, or 1 mark for suggestion and 1 for expansion.</p> <p>For example:</p> <ul style="list-style-type: none"> • He could talk enthusiastically about the benefits of playing rugby at a national level(1) such as money/fame/playing for your country (1) • Describe what he will be doing if he does get through (1) so he knows it is worth the effort as he will enjoy himself (1) | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 8(a) | <p>Up to 2 marks for each health problem identified associated with high blood pressure. for example increased risk of CHD, Stroke, heart attack, kidney failure(1)</p> <p>1 mark can also be awarded for identifying that this blood pressure reading is high</p> | (2) |

| Question Number | | Indicative Content |
|-----------------|------|--|
| 8(b) | | <p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive</i></p> <ul style="list-style-type: none"> • She is drinking too much alcohol, recommended weekly allowance, dangers associated with excessive alcohol consumption – eg cirrhosis of the liver • Physical and psychological health problems associated with lack of sleep eg depression, lethargy, unhealthy food choices • Health problems associated with stress eg high blood pressure, depression, anxiety, • Health problems associated with eating too much fatty foods eg overweight, high blood pressure, CHD |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Basic statements made with no or minimal explanation. May consist of only statements of health problems associated with the list of changes that the doctor has suggested. |
| 2 | 4-6 | Realistic explanations and sound reasoning, with attempts to link the suggestions for changes to specific health benefits. |
| 3 | 7-8 | Effective explanations with focussed reasoning applied to specific health benefits |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 8(c)(i) | <p>1 mark for each correct answer:</p> <p>For example:</p> <ul style="list-style-type: none"> • Hours of sleep per night (1) • Foods eaten (1) • Time spent taking part in Physical activity (1) • Type of physical activity (1) • Feelings (1) • Calories eaten (1) | (4) |

| Question Number | | Indicative Content |
|-----------------|------|---|
| 8(c)(ii) | | <p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive</i></p> <p>A lifestyle diary can:</p> <ul style="list-style-type: none"> • monitor any regular patterns in mood and relate to lifestyle choices • track food intake to help a person lose weight • show any problems with sleep patterns • help a person take more physical activity |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Basic explanation listing the information that can be contained in the lifestyle diary with little development. |
| 2 | 3-4 | Realistic explanations with sound reasoning, linking the improvements in a persons lifestyle choices to the lifestyle diary. |
| 3 | 5-6 | Effective explanations with focussed reasoning applied to the use of a lifestyle diary to improve lifestyle choices |

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP034846 January 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

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

