

Principal Examiner Feedback

January 2012

PL Sport & Active Leisure (SL101)

Sport & Active Leisure as Part of a
Healthy Lifestyle

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Unit 1: Sport & Active Leisure as part of a healthy lifestyle

General Comments

This was the second January series for the level 1 paper.

This qualification is work-related with a strong applied approach. The external examination will always be one in which we will seek to put candidates in these types of situations and ask them to respond to these. This means that it is essential candidates read the stimulus information carefully before they answer questions and then be prepared to use the information within their responses. Failure to do this will restrict the amount of credit that candidates can get for their responses.

Teachers should ensure that candidates are aware of the requirements of the full range of command words that might be used at this level. They should also ensure that all parts of the 'What you need to learn' section have been covered before candidates are entered for the external assessment.

Question 1, 2, 3, 4a

Most candidates were able to respond accurately to these.

Question 4b

Most candidates were able to identify two negative lifestyle choices, the most likely responses were - don't smoke, don't binge drink and don't over eat. Where marks were not credited, candidates had misread the question and answered 'to smoke' and 'to binge drink'.

Question 5

Most candidates were able to respond accurately to this question.

Question 6a

Candidates accessing marks on this question used 'team building' 'meeting new people' and 'improving confidence'.

Question 6b

If marks were accessed in question 6a, generally candidates could access higher marks on this question. There were instances where marks were achieved on this question even if no marks were achieved in question 6a.

Question 6c

This question was answered well if candidates used explanations from their own experiences. Higher marks were accessed with reference to behaviour repeatedly occurring, also physical and psychological aspects of bullying.

Question 7a

Most candidates were able to respond accurately to this question.

Question 7b

There was a variety of marks awarded for this question, candidates gaining full marks used answers / key words directly from the specification. Some candidates lost marks due to answering with causes of anorexia rather than the effects.

Question 8a

Most candidates were able to respond accurately to this question.

Question 8b

Developed responses on the effects of team building achieved higher mark bands. Some candidates commented on physical benefits of team building which was a misinterpretation of the question.

Question 8ci

Most candidates were able to respond accurately to this question, most candidate responses used the sit and reach test as an example, although other recognisable tests or assessments of flexibility were awarded marks.

Question 8cii

Most candidates were able to gain marks from this question.

Question 9

This was the first question on the paper that used a 'levels' rather than 'points' based mark scheme. This question required candidates to do some simple synthesis of information and apply their knowledge in an interpretive manner to the scenario given. To reach the upper levels they had to develop their responses. The more able candidates achieved a good range of marks by showing that they understood how both positive and negative lifestyle choices could impact Tina's health. However, candidates who simply stated that, for example, 'It's good she's plays netball each week' rather than indicating how this could impact on her, would be limited to MB1 or lower end of MB2 if an extensive range of positive and negative factors of her lifestyle were commented on. It is linkage of the material given to knowledge/understanding that will be the mark of the best candidates and exam practice should encourage them to attempt this.

Question 10

Most candidates achieved top marks. Using a variety of aspects to encourage a healthy lifestyle including, socialising, taking part in physical activity, diet, psychological benefits and to gain maximum marks these answers were enhanced for example 'eat 5 a day - apples, bananas, carrots, tomatoes, cucumber,' don't smoke - you will get lung disease'. Although art skills were not marked, ideas in illustrations were taken into account to achieve the overall grade, for example a drawing of a burger and chips versus a sandwich and salad, the cigarette with a circle around it with a cross over the drawing. Candidates were awarded full marks for specific description of healthy lifestyles appropriate to teenagers due to the question highlighting teenagers as the target group.

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>

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