

Mark Scheme (Results)

Summer 2012

Principal Learning Sport and Active
Leisure (SL201)

Unit 1: Positive Lifestyle Choices and
Sport and Active Leisure

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

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

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

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 | <p>Any two of the following or similar 1 mark for each correct answer</p> <p>Wellbeing</p> <ul style="list-style-type: none"> • Is related to a persons mental state • Is related to a persons emotional state • Is a contented state of being happy/ healthy. • includes a persons self-esteem, • includes a person confidence • includes a persons sociability <p>Accept related comments to any of the above.</p> <p style="text-align: right;">(2 x 1)</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 | <p>Up to 2 marks for outlining a positive lifestyle choice</p> <p>eg</p> <ul style="list-style-type: none"> • Swimming is a physical activity which is good for you (1) because it helps to increase your fitness/helps to maintain healthy body composition/keeps blood pressure healthy /helps you to sleep well(1) • Taking part in swimming will help you to improve swimming ability (1) which can help to increase self confidence/self esteem (1) | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 6 | <p>1 mark for each correct identification of a health problem. Physical and psychological health problems accepted.</p> <p>eg</p> <ul style="list-style-type: none"> • tendonitis (1) • shin splints (1) • stress fracture (1) • decreased immunity (1) • insomnia (1) • feelings of inadequacy (1) • heart failure (1) | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7(a) | <p>1 mark for each correct identification appropriate for swimming. Up to 3 marks,</p> <p>eg</p> <ul style="list-style-type: none"> • taster session (1) • club trial (1) • school visit (1) • drop in session (1) • flexible timing (1)h • free swimming lessons (1) • methods of promotion showing how it would increase participation (1) eg video's made to show that the classes are fun. | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7(b) | <p>1 mark for identification and 1 mark for associated expansion</p> <p>eg</p> <ul style="list-style-type: none"> • Junior development programmes are designed to identify children who are showing an ability in a selected sport (1) and help them to reach their full potential (1) • The programme will improve Kate's self confidence in her swimming ability (1) which will encourage her to train and get even better at swimming. | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 8(a) | <p>1 mark for identification and 1 mark for associated expansion.</p> | (2) |

| | | <p>eg Smoking can cause lung cancer/cardiovascular disease/chronic lung disease/liver cancer (1) because of the tar/chemicals that are breathed in from smoking (1)</p> | |
|-----------------|------|---|--|
| Question Number | | Indicative Content | |
| 8(b) | | <ul style="list-style-type: none"> • peer pressure • role models • media • family • advertising • image • fashion • perception that smoking reduces stress • perception of weight loss | |
| Level | Mark | Descriptor | |
| | 0 | No rewardable material | |
| 1 | 1-2 | Basic suggestions, little development of ideas. | |
| 2 | 3-4 | Some explanation, with some development of ideas. At least one influence is developed. | |
| 3 | 5-6 | Focused explanation of detailed and realistic influences that have been developed. | |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 9(a) | Up to 2 marks for a description. Sitting with legs straight(1) measuring the maximum reach forward (1) using a sit and reach box (1) | (2) |

| Question Number | | Indicative Content | |
|-----------------|------|---|--|
| 9(b) | | <ul style="list-style-type: none"> • Reduced BMI therefore reduction in body fat or increase in muscle mass. Linked to increased participation due to increased physical activity. • Her BMI has significantly reduced and this could be considered a negative effect. • Increased sit and reach therefore increased flexibility. This could be linked to yoga, or general stretching improvement. • Increased Harvard step test therefore better cardiovascular fitness. This could be linked to aerobics and running. | |
| Level | Mark | Descriptor | |
| | 0 | No rewardable material | |
| 1 | 1-2 | Basic response listing changes with minimal interpretation. | |
| 2 | 3-4 | Sound response with some explanation of how the results show fitness has improved. The tests are interpreted and related to | |

| | | |
|---|-----|--|
| | | specific physical improvements. |
| 3 | 5-6 | Focussed response interpreting data and linking it with the activities she has been taking part in |

| Question Number | | Indicative Content |
|-----------------|------|--|
| 10 | | <ul style="list-style-type: none"> • Taking part in positive risk taking activities • Team working activities/skills • Leadership skills • Independent skills • Increased self-esteem • Increased self-confidence • Increased mental resilience • Reduction of anxiety, stress • Feeling of belonging |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Basic outline listing methods/activities, material probably lifted directly from stimulus. Could be theoretical methods/activities, not applied to stimulus. |
| 2 | 3-4 | Sound outline with some development of stimulus material, or linkage of theoretical methods/activities to the stimulus |
| 3 | 5-6 | Effective outline with further development and significant application of the stimulus material |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 11(a) | 1 mark for each negative lifestyle choice identified eg <ul style="list-style-type: none"> • Eats unhealthy foods (1) • Over eating (1) • Does not take part in enough physical activity (1) • Spends a lot of time on his own at home (1) • Too much time taking part in sedentary activities (1) | (2) |

| Question Number | | Indicative Content |
|-----------------|------|---|
| 11(b) | | <ul style="list-style-type: none"> • Eating healthily reduces the risk of Type 2 diabetes/Cardiovascular disease/high blood pressure. • Socialising increases self esteem/ decreases depression • Increasing physical activity reduces risk of illness/increases self-confidence • Eating healthy food reduces risk of tooth decay and gum disease. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Basic suggestions, directly in response to the stimulus. Limited if any reasoning. |
| 2 | 4-6 | Realistic suggestions. Sound reasoning, linking the changes to improvements in health. |
| 3 | 7-8 | Effective suggestions with focussed reasoning applied to a range of changes. |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 11(c) | Award up to 3 marks for an explanation eg Knowing what a healthy diet is will help a child to eat healthy foods throughout their life and into adulthood (1) which will help to prevent them from getting overweight/CHD/type 2 diabetes (1) child can influence parents about making a healthy lifestyle choices (1) | (3) |

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