

MARK SCHEME

UNIT 6 - WORKING WITH SPECIFIC POPULATIONS IN SPORT AND ACTIVE LEISURE



Mark Scheme

Level 1 Diploma Principal Learning

Sport and Active Leisure SAL1U6

Unit 6 Working with specific populations in sport and active leisure

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination.

The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper.

Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Level 1 Sport and Active Leisure

Level 1 Unit 6 - Working with specific populations in sport and active leisure

Descriptions must allow for alternative wording unless the mark scheme indicates that technical terminology is required for the marks.

Question		LO/AC Mapping	Marking Scheme												
1	<p>Complete the table with two different ways that specific populations can be identified in the context of the sport and active leisure industry and provide an appropriate example of a specific population for each. One example answer is provided.</p> <p style="text-align: center;"><i>(4 marks)</i></p>	LO1a,b	<p>To be awarded the maximum 4 marks for this question, candidates must complete the table with two different ways that specific populations can be identified in the context of the sport and active leisure industry and provide an appropriate example of a specific population for each.</p> <p>The Chief Examiner will need to make it clear to the team of markers that the individuals or groups that the sport and active leisure industry is expected to recognise as specific populations changes. Candidates should be given credit for giving answers that are correct but no longer current. (See taught content/scope for guidance) There are also national and local examples of specific populations – either can be marked as being correct.</p> <p>1 mark can be awarded for a correct way of identifying a specific population, but no further mark is to be awarded if the example of a specific population given by the candidate is inappropriate.</p> <p>Examples of combinations of answers that should be awarded 2 marks</p> <table border="1"> <tbody> <tr> <td>State how specific populations can be identified in the context of the active sport and leisure industry</td> <td>Appropriate example of a specific population</td> </tr> <tr> <td>Equality and or diversity legislation</td> <td>People with disabilities/ gender/ race/age</td> </tr> <tr> <td>National awareness campaigns run by the Sports Councils</td> <td>50+/ women / disabled.</td> </tr> <tr> <td>Discounted or free admission for disadvantaged groups</td> <td>Unemployed/benefits/pensions/ Under 5's</td> </tr> <tr> <td>National Governing Bodies of Sport Campaigns</td> <td>FA / Kick Racism Out / Girls Football</td> </tr> <tr> <td>Sports Development projects and/or officers</td> <td>Young offenders / Ethnic minority</td> </tr> </tbody> </table>	State how specific populations can be identified in the context of the active sport and leisure industry	Appropriate example of a specific population	Equality and or diversity legislation	People with disabilities/ gender/ race/age	National awareness campaigns run by the Sports Councils	50+/ women / disabled.	Discounted or free admission for disadvantaged groups	Unemployed/benefits/pensions/ Under 5's	National Governing Bodies of Sport Campaigns	FA / Kick Racism Out / Girls Football	Sports Development projects and/or officers	Young offenders / Ethnic minority
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Question		LO/AC Mapping	Marking Scheme	
			with specific target groups they aim to involve	groups
			Health related campaigns focusing on encouraging people to become more active	The obese – heart conditions
2	Give two key reasons why it is important that specific populations are recognised in sport and active leisure activities. (4 marks)	LO1c	<p>2 marks are available for each response. A simple/brief correct statement should only be awarded 1 mark.</p> <p>Answers that are given 2 marks must include additional information or use of an appropriate example – the use of the words such as ‘and’ ‘because’ and ‘therefore’ will be an indication that the candidate has considered the word ‘reason’. Examiners will need to use their discretion when considering what is a ‘key’ reason and should look to the scope for additional guidance.</p> <p>Example answers</p> <p>Some specific populations will be on benefits (1 mark) and will find it difficult to pay for activities/or need organisations to offer reduced priced admission (1 mark) (2 marks)</p> <p>Some individuals feel embarrassed about themselves (1 mark) and therefore need organisations to provide special classes when they can feel confident about taking part (1 mark). (2 marks)</p> <p>Some groups need extra help if they are able to take part (1 mark) and need organisations to provide trained staff and/or volunteer helpers (1 mark) (2 marks)</p> <p>Other examples of reasons may refer to:</p> <p>Mobility / communication / lack of equipment / transport/ health/ problems / threatened / childcare (e.g. crèche provision) /they may not take part, therefore the reason will be to increase the percentage that participate / could be a reference to poor or criminal use of time – therefore sport could be used a means of changing behaviour/raise awareness/ to recognise that many of the specific populations face barriers and therefore these need to be addressed or removed./ Political issues such as equality and diversity legislation / community cohesion/ inclusion/exclusion. (Level 1 so only a basic reference to be expected with a simple example of point of further information)</p> <p>(2 x 2marks)</p>	

Question		LO/AC Mapping	Marking Scheme
3	Outline two key implications of equality and diversity legislation for sport and active leisure organisations <i>(4 marks)</i>	LO1d	<p>1 mark for the implication a facility would have a duty to comply or potentially make changes and 1 further mark for particular legislation (act or regulation concerned) or for providing additional information about the duty or change.</p> <p>Any two from the following:</p> <ul style="list-style-type: none"> • may need to provide extra facilities (to meet equal opportunities legislation) (1) • may need to provide extra sessions (to meet equal opportunities legislation) (1) • may need to provide extra equipment (to meet equal opportunities legislation) (1) • may need to provide extra staffing (to meet equal opportunities legislation) (1) • change required to facilities (eg policies to enable access for those with disabilities) <p>Another acceptable form of answer would involve the candidate outlining ideas such as</p> <ul style="list-style-type: none"> • Legislation has a cost implication (1 mark) in terms of e.g. adapting existing facilities could involve costs which some providers may struggle to meet (1 mark) (2marks) • Failure to comply could lead to complaints (1 mark) organisations may face complaints if they do not meet equality and diversity legislation which would lead to bad publicity (1 mark) (2 marks) • Failure to comply could result in legal action (1 mark) further mark for additional information such as – requirement to make changes / fines / punishments / closure. <p>Markers discretion should be used and correct reasons given that do not appear on the above list should be awarded marks as appropriate.</p> <p>(2 x 2marks)</p>
4a	State two needs of teenagers who have weight problems from low income families <i>(2 marks)</i>	LO2a	<p>Maximum of 1 mark for each response – the question provides the candidate with some obvious information:</p> <ul style="list-style-type: none"> • overweight : therefore there will be a need for : <p>Dietary advice to help them lose weight</p>

Question		LO/AC Mapping	Marking Scheme							
			<p>Regular exercise to help them lose weight</p> <p>Safe appropriate exercise – carefully planned programmes</p> <p>Appropriate activities – initially low intensity progressing to more vigorous activity</p> <p>Assessment to enable the correct programme to be planned</p> <p>Monitoring to check progress</p> <p>Motivation – as they may not have been used to exercising regularly</p> <p>Qualified supervision</p> <ul style="list-style-type: none"> • Teenagers: therefore there will be a need for: <p>Sessions to be planned at appropriate times</p> <p>Activities which they will find enjoyable</p> <ul style="list-style-type: none"> • Low income families: therefore there will be a need for : <p>Sessions that are affordable</p> <p>May need to have equipment provided</p> <p style="text-align: right;"><i>(2 x 1 mark)</i></p>							
4b	Water based outdoor adventure is a type of active sport and leisure activity - white water rafting is an example of a water based outdoor adventure activity.	LO2b	<table border="1"> <thead> <tr> <th>Type of activity</th> <th>Example of activity</th> </tr> </thead> <tbody> <tr> <td>Water based activity</td> <td>Swimming / aqua aerobics</td> </tr> <tr> <td></td> <td>Gym – e.g. treadmills / cross</td> </tr> </tbody> </table>	Type of activity	Example of activity	Water based activity	Swimming / aqua aerobics		Gym – e.g. treadmills / cross	
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Question		LO/AC Mapping	Marking Scheme					
	<p>Complete the table provided below with three types and examples of sport and active leisure activities that would be suitable for teenagers/children with weight problems (from low income families). (6 marks)</p>		<table border="1"> <tr> <td>Low intensity exercise (indoors)</td> <td>trainers /recumbent cycles</td> </tr> <tr> <td>Low intensity exercise (outdoors)</td> <td>Walking / jogging</td> </tr> </table>	Low intensity exercise (indoors)	trainers /recumbent cycles	Low intensity exercise (outdoors)	Walking / jogging	<p>Any reasonable combination or appropriate types and examples would be acceptable – other phrases such as cardio-vascular / fat burning (as long as the example implies that the exercise is not too strenuous in the first instance).</p> <p>Individual marks can be awarded if a correct answer is given e.g. walking – but the candidate has failed to fill in the 'type of activity' space. (3 x 2 marks)</p>
Low intensity exercise (indoors)	trainers /recumbent cycles							
Low intensity exercise (outdoors)	Walking / jogging							
5a	<p>Identify three potential 'barriers' to participation that could affect people with disabilities; then outline one way that an organisation could work to overcome each potential barrier identified. (9 marks)</p>	LO3ACa,c	<p>Potential barriers</p> <p>1 mark to be awarded for each simple statement or phrase that clearly shows the candidate understands the term 'barrier' and it is appropriate for people with disabilities. (The disability could be physical, mental or a communication disability – hearing / sight / speech)</p> <p>Examples of potential barriers:</p> <p>Access – several answers could relate to access and three different and appropriate answers should be accepted:</p> <p>May require transport because the person cannot drive or walk</p> <p>The facility may have design issues</p> <ul style="list-style-type: none"> • Could be on the first floor of a building • Poor/inadequate doors • No disabled changing provision • Swimming pool cannot be accessed • No wheelchair access <p>Cost could be a barrier if the person is on benefit or not in employment</p> <p>Equipment – inappropriate equipment can be a barrier</p> <p>Lack of qualified staff</p> <p>Lack of volunteer help</p>					

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			<p>Could relate to signage or sound systems – a number of stadiums have loop systems</p> <p>No suitable sessions timetabled</p> <p>No appropriate activities timetabled</p> <p>Poor lighting</p> <p>Some form of risk or danger may need to be removed – could be as simple as a kerb or a shingle / cobbled path.</p> <p>Ways to overcome barriers</p> <p>1 mark to be awarded for an appropriate way to remove the barrier or a solution to the problem and a further mark to be awarded for additional description or reinforcement of how the situation will have improved.</p> <p>Example answers:</p> <p>Facility on the first floor or not on the ground floor – put in a lift (1 mark) so that people who cannot climb stairs or who are in a wheelchair will be able to use the facility (2 marks)</p> <p>Poor/inadequate doors – replace with automatic and/or wider doors – these will enable wheelchair users to enter and move round the facility – without help from others.</p> <p>Lack of qualified staff – the organisation would need to train some of its existing staff or recruit new staff with the appropriate qualifications to run sessions for customers with disabilities.</p> <p style="text-align: right;"><i>(3 x 3 marks)</i></p>
5b	<p>State three of the key skills that the chosen employee would require when working with customers from the specific population given.</p> <p style="text-align: right;"><i>(3 marks)</i></p>	LO3ACb	<p>1 mark to be awarded for each appropriate skill identified.</p> <p>Example answer:</p> <p>The sports activity rep on a caravan site in France would almost certainly benefit from some language skills.</p> <p>communication skills</p> <ul style="list-style-type: none"> • verbal (language) • listening • non-verbal <p>inter-personal</p> <ul style="list-style-type: none"> • personal presentation (eg dress, appearance, personal hygiene)

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			<p>customer care skills</p> <ul style="list-style-type: none"> welcoming customers safety of customers security of customer <p>leadership skills</p> <ul style="list-style-type: none"> motivation <p>coaching skills</p> <ul style="list-style-type: none"> in specific activities / demonstration <p>technical skills</p> <ul style="list-style-type: none"> setting up equipment <p style="text-align: right;"><i>(3 x 1 mark)</i></p>
6a	<p>With reference to swimming and indoor sport, describe how the local authority could improve provision for young people in the community.</p> <p style="text-align: center;">(6 marks)</p>	LO4a	<p>Levels of response</p> <p>0 The candidate has not attempted to answer the question or their answer failed to address any of the key elements/issues.</p> <p>Band 1 (1-2 marks)</p> <p>Simple brief statements relevant to the young people and activities but no description</p> <p>1 - if the statements address young people but only one of swimming or indoor sport</p> <p>2 -if the statements address young people and both activities</p> <p>Band 2 (3-4 marks)</p> <p>3 – Some very basic description of ways of improving provision included – points relate to all three key elements: young people, swimming and indoor sport.</p> <p>or 3 – Ways that the authority could improve provision are clearly described, appropriate used, but only based on one of the activity</p> <p>4 – Clear but brief description of ways of improving provision included – points relate to all three key elements: young people, swimming and indoor sport.</p> <p>At band 2 it is expected that candidates make some reference to the information provided about the type of facilities listed in</p>

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		<p>the background information.</p> <p>Band 3 (5-6 marks)</p> <p>5 - One way of improving provision for each activity has been clearly described and an appropriate example used to support each description.</p> <p>6 - All proposals are clearly described, candidate clearly understands that young people have different needs and has used appropriate examples to illustrate more than one achievable way of improving provision and has done this for both swimming and indoor sport</p> <p>At band 3 there should be clear evidence that the ways the candidate has suggested that provision could be improved could be accommodated in the facilities listed.</p> <p>Expected responses may refer to:</p> <p>Swimming - the government is currently encouraging facilities to offer free swimming for children and teenagers in an attempt to get people doing some regular exercise. The local authority could adopt this in all its facilities</p> <p>Indoor sport – the local authority could promote/introduce leagues, such as indoor 5 a side football and basketball for children and young people scheduled for times that are suitable for them – such as after school sessions. They have three facilities all with indoors halls, so this could be shared around the centres or all take place at one of the centres, meaning that there is still time and spaces for other individuals and groups in the community.</p> <p>Employ a development officer – or train up an existing member of staff to specifically promote and deliver activities for younger people.</p> <p>Establish links with local schools – offer space to schools – promote activities in the schools.</p>
6b	With reference to swimming and indoor sport, describe ways that the local authority could improve provision for older people in the community.	<p>Levels of response.</p> <p>0 - The candidate has not attempted to answer the question or their answer failed to address any of the key elements/issues.</p> <p>Band 1 (1-2 marks)</p> <p>Simple brief statements relevant to the older people and activities but no description</p> <p>1 - if the statements address older people but only one of swimming or indoor sport</p>

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	(6 marks)		<p>2 -if the statements address older people and both activities</p> <p>Band 2 (3-4 marks)</p> <p>3 – Some very basic description of ways of improving provision included – points relate to all three key elements: older people, swimming and indoor sport.</p> <p>or</p> <p>3 – Ways that the authority could improve provision are clearly described, appropriate examples used, but only based on one of the activities</p> <p>4 – Clear but brief description of ways of improving provision included – points relate to all three key elements: older people, swimming and indoor sport.</p> <p>At band 2 it is expected that candidates make some reference to the information provided about the type of facilities listed in the background information.</p> <p>Band 3 (5-6 marks)</p> <p>5 - One way of improving provision for each activity has been clearly described and an appropriate example used to support each description.</p> <p>6 - All proposals are clearly described, candidate clearly understands that older people have different needs and has used appropriate examples to illustrate more than one achievable way of improving provision and has done this for both swimming and indoor sport</p> <p>At band 3 there should be clear evidence that the ways the candidate has suggested that provision could be improved could be accommodated in the facilities listed.</p> <p>Example of levels of response</p> <p>Band 1</p> <p>1 Organise/promote some swimming specifically for older people at times when there are no other customers in the pool</p> <p>2 Organise/promote some swimming specifically for older people at times when there are no other customers in the pool and organise/promote activities such as badminton for older people in the indoor sports halls</p> <p>Band 2</p> <p>3 Organise/promote some swimming specifically for older people at times when there are no other customers in the pool and organise/promote activities such as badminton for older people in the</p>

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			<p>indoor sports halls. Some of the sessions could be arranged during the daytime, during off-peak time and could be provided for free or at a reduced rate. Transport could be also be arranged.</p> <p>4</p> <p>Band 3</p> <p>5 Transport could be subsidised in the form of a community bus service for older people that they can take part in activities such as free swimming</p> <p>6 Days or half days could be organised at one of the facilities aimed specifically at older people when they could choose between activities such aqua keep fit, social swimming, lane swimming, and indoor activities such as indoor bowls, badminton and keep fit in one of the halls. This could be repeated at a different centre on a different day to give other older people an opportunity to take part. Transport could be provided and for people over a certain age the government will help with funding to put the sessions on free of charge.</p>
6c	<p>With reference to how the local authority could improve provision for either children or older people briefly describe two ways that on-going support could be provided.</p> <p><i>(4 marks)</i></p>	LO4b	<p>Example answers:</p> <p>That they continue to programme the session (1 mark) – even in the event that it has not been well attended in the initial period (1 mark) (2 marks)</p> <p>If the session has been well attended they could put on an additional session (1 mark) on another day which would mean that others would be able to attend (1 mark) (2 marks)</p> <p>If the session has been offered at a reduced rate (subsidised) then the council could make the decision to continue with this policy (1 mark) as it has been successful as a means of engaging an identified specific population (1 mark). (2 marks)</p> <p>The council could find funding to pay for the staff required to run/supervise the session(s) (1 mark) which means that the organisation can afford to continue to offer the activity. (1 mark) (2 marks)</p> <p>The council could advertise the session / publicise the session (1 mark) which may attract a sponsor (1 mark) (2 marks)</p> <p>The council could actively approach local companies to sponsor the sessions (1 mark) which would help the organisation to meet the costs of running the session (1 mark) (2 marks)</p> <p><i>(2 x 2 marks)</i></p>

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Supporting notes

- The style of questions used in the Level 1 examination paper, reflect the language (verbs) used in the learning outcomes and assessment criteria.
- Care must be taken by the question writer not to provide information at any point in the paper that will enable the candidates to answer other questions that follow or precede the information provided.
- Where information and/or examples are given to candidates in questions, it is important that the writer has future papers in mind to ensure that adequate coverage is given to the different types of specific populations and the different sectors of the active sport and leisure industry.
- Question 1, which asks for two different ways that specific populations can be identified, includes an appropriate example, providing candidates with some guidance as to the type of answer required. The use of this style of question is deliberate for the first question, as it aims to provide Level 1 candidates with an early opportunity to gain marks.
- This question has the potential to be re-used in future papers, but with a different example being provided, which will ensure that all the examples included in the scope are covered by teachers/tutors.
- The example of a specific population used in Question 1 is also used/developed in Question 4a and 4b.
- Question 5 which addresses the issue of 'barriers to participation' (as with Q.1) can be used in future papers with a different specific population, again ensuring the full range in the scope is taught to learners.
- Question 6a and 6b – introduces 'levels of response'. The use of 'levels of response' is intentionally limited in the Level 1 paper, but candidates who progress to the higher and advanced diplomas will be aware of this style of question, where it used more frequently.
- The amount of background information provided in the 'levels of response' questions must be kept as brief as possible but be adequate to 'stretch and challenge' the more able candidates. The theme of the question as with Q1, 4, and 5 should be changed with each paper to ensure that all sectors of the sport and active leisure industry are covered to an extent that reflects their importance to the industry (in terms of size and scope).