

## MARK SCHEME

### UNIT 8 - ACCESS FOR ALL IN SPORT AND LEISURE



## **Mark Scheme**

### **Level 2 Diploma Principal Learning**

#### **Sport and Active Leisure SAL2U8**

#### **Unit 8 Access for all in sport and 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.

## Mark Scheme

### Level 2 Unit 8 – Access for all in sport and leisure

- 1(a) (LO1a) The committee has been advised that the lottery application will only be approved if opportunities to participate are provided for local 'specific populations'.

Describe how the committee could find out which 'specific populations' it would be important to cater for at the new complex. Provide **two** examples; each example must make reference to a different 'specific population'.

1 mark for identification of a way/method of identifying/recognising a specific population

1 mark for an appropriate example of a specific population

(+1 mark) for further description in relation to either of the above

(3 marks x 2) = 6 marks

Expected responses may refer to:

*Consult/read/refer to specific legislation – acts and/or regulations which relate to equality and/or diversity. (1 mark)*

*Hard copies of legislation can be purchased from HMSO or regulatory bodies either as full versions or summaries or be accessed in libraries / Electronic versions can be viewed or downloaded / Clarification of the acts – key points/FAQs – refer to websites such as Direct Gov / Contact an organisation (often voluntary/charitable) that represents a specific population (1 mark)*

Any one of the following examples of a specific population:  
*older people, people with disabilities, from a particular race (racial background) (1 mark)*

*Specific populations are often associated with financial hardship/being less able to pay for services or opportunities – low income groups. (1 mark)*

*Looking at the fees and charges of public sport and active leisure organisations to see who is entitled to concessionary rates / or looking at current government initiatives which local authorities are encouraged to introduce/offer/implement. (1 mark)*

*Examples include – older people, people on income support/benefits, single parents, the unemployed, etc. (1 mark)*

*Look at national or local research/initiatives/campaigns (1 mark)*

*Many identify target groups and many of them are linked to health and healthy lifestyles – e.g. recent national study into 'laziness' (number of times people exercise per week/ take lifts instead of stairs etc. Studies into heart disease and diet all identify specific population that are at risk*

*Eg. Glasgow – laziness study - may then focus in, in terms of age/gender. Women in Fenland area of England – Heart disease etc. (1 mark)*

**(max 6 marks)**

**1(b)** (LO1b) With reference to (1a) outline **three** key reasons why it is important for organisations in the sport and active leisure industry to make provision for ‘specific populations’ when promoting participation for all.

1 mark for identification of a key reason

*Key reasons – if organisations fail to make provision for specific populations then they:*

*May not take part*

*Are less likely to take part*

*May stop taking part/ drop out*

*Will not change their behaviour/habits/lifestyle*

*Won't be included / will remain excluded*

*May be discriminated against*

*Will continue to be at risk*

*(Any of the above, or similar, 1 mark)*

plus 1 further mark for a basic explanation, further description or an appropriate example.

Further reasons or similar                      1 mark + 1 mark

*Weak/poor communicators: + lack (English) language skills / learning difficulties*

*Lack confidence:                      Lack of ability*

*Are afraid:                      Older people may fear going out to a facility or session*

*Are embarrassed:                      Weight problems/lack of social skills/financially disadvantaged*

*Subject stereotyping/prejudice:*

*Lack disposable income:                      Therefore can't afford clothing/equipment/joining fees.*

(3 marks x 2) = 6 marks

**(max 6 marks)**

- 2(a)** (LO2a) With reference to the proposed new facility, outline **two** ways that the provision of sport and active leisure can potentially help to overcome inequalities in society.

1 mark for basic point relating to sport and inequality / reason why sport can potentially be a means of addressing/overcoming inequality.  
(+ 1 mark) for additional supporting information

(2 marks x 2) = 4 marks

Examples:

*Sport and Active Leisure can provide an environment when/where: accidentally or deliberately*

*People from different backgrounds (social/cultural/financial/religious) can potentially take part in activities at the same time / together.(1) In the same team/club/facility/course or session and experience working together towards a common goal.(+1 mark)*

*Social mixing is promoted – social engineering – done deliberately*

*People come together because they have a common interest or ability. Sports such as swimming and athletics which involve individual achievement then involvement in a club or team. Money does not play a major part in either of the above and therefore attracts people from all backgrounds. (max 2 marks)*

*Sport provides examples when people from disadvantaged backgrounds have been successful and as a result sport has helped them to overcome inequalities. Some then become role models and with media coverage can inspire others to achieve the same. (2 marks)*

**(max 4 marks)**

- 2(b)** (LO2c) Explain **two** different ways that the new complex being planned could meet the requirements of equality and diversity legislation.

**0 marks**

No work worthy of credit.

**Band 1:** 1-3 marks

Vague and or repetitive responses identifying 1 or 2 points with limited detail and reasoning or 3 points with minimal detail and reasoning.

**Band 2:** 4-6 marks

More detailed responses covering 3 or 4 points in some detail and reasoning or 5 points with limited detail and reasoning.

**Band 3:** 7-8 marks

Well reasoned responses covering 4 or 5 points in good detail or 6 points in some detail.

**(8 marks)**

- 3(a)** (LO3a) Using appropriate examples, outline why both **goal setting** and **providing constructive feedback** were key skills identified for leaders and coaches to run activity sessions.

1 mark for a relevant point/basic reason why each skill is key/or important  
(+ 1 mark) for additional information/explanation  
(+ 1 mark) for an example which puts the point(s) into the context of the leader or coach and either the complex and working with members or specific populations.

(3 marks x 2) = 6 marks

**Goal setting** - *the skill of goal setting is important for leaders and coaches especially when working with specific populations. The participant may need encouragement/help to join in and continue to participate. This is more likely to happen if the leader/coach sets people achievable/realistic goals.*

and

**Providing constructive feedback**

**(6 marks)**

- 3(b)** (LO3b) Use appropriate examples to outline why **marketing** and **financial/budgeting** were key skills identified for management in the context of engaging specific populations in sport and active leisure programmes and activities.

1 mark for a relevant point/basic reason why each skill is key/or important,  
(+ 1 mark) for additional information/explanation  
(+ 1 mark) for an example which puts the point(s) into the context of a manager and either the complex and the engagement of specific populations in sport and active leisure programmes and activities.

(3 marks x 2) = 6 marks

*Marketing – specific populations may need to be made aware of, or persuaded to take part in, sport and active leisure programmes and activities. (1 mark). It is therefore important that managers have the skills to know, how, when and where to promote programmes and activities. (1 mark) e.g. Community centres / 50/55+ accommodation developments /church halls etc. + an example of a specific population and an activity – older people / bowls. (1 mark)*

*Financial/budgeting – essential for management to be aware of what budget they have to work with as there are both **costs** and **income** to consider when attempting to engage specific populations in programmes and activities (2 marks)*

*An example of costs and revenue would merit a further mark – **costs** from marketing, staffing, facility hire, purchase of equipment, training, pricing – free or concessionary prices.*

***Revenue** from - Government grants, lottery funding, local government support, any fees and charges, potential secondary spend.*

**(max 6 marks)**

**4(a)** (LO2b) The local authority hopes the opportunities planned at the new complex could potentially help to reduce some of the problems concerning stereotyping in the community.

**(i)** Briefly explain the term 'stereotyping' in the context of sport and active leisure.

*Stereotyping in the context of sport and active leisure is or has been a very common issue. Stems from traditions that have developed and consolidated over a long period of time and can take a equally long period of time to address/overcome. In the context of sport and active leisure usually involves two key elements*

*(2 marks)*

*1 further mark for either stating that this can be evident throughout the UK or may be a particular local issue/problem (e.g. Welsh/Northern etc)*

*Or, 1 further mark for providing appropriate examples of activities and participants: Examples of participants would include : gender, particular type of education background (school or university) or are related to wealth or physique appropriate examples activities include boxing, rugby, rowing, tennis, golf, certain athletic events, horse riding(show jumping/equestrian etc) and exercise to music*

**(3 marks)**

**(ii)** With specific reference to sport and active leisure and the new complex briefly explain one way of potentially overcoming the problem of 'stereotyping' in the community.

*A significant percentage of members of the cricket, hockey and tennis clubs either attend, or are ex-pupils of, private schools* *(1 mark)*

A brief explanation on how this could be overcome using education / initiatives and specific people, such as:

- *develop school club links, where the state schools are encouraged to send pupils to the clubs.*
- *the clubs to go into schools to promote the clubs and help with school teams and events.*
- *make it part of the lottery application to fund a school sports co-ordinator*
- *make it one of the key tasks of any local sports development officers to address the imbalance.*
- *approach the National Governing Bodies for help + example LTA to help with coaching in the state schools / ensure access to tennis courts etc.*

*(max 2 marks)*

**(3 marks)**

**4(b)** (LO4a) The committee (of the voluntary sector sports clubs) is considering the use of suitable role models to help promote 'participation for all' at the new complex. Use two different appropriate examples to outline **two** potential benefits of involving role models.

1 mark for identification of a potential benefit  
(+ 1 mark) for further brief but appropriate explanation or description.  
(+ 1 mark) for a suitable current or recent example.

(3 marks x 2) = 6 marks

Markers may find that candidates use local examples they are unfamiliar with, but benefit of the doubt should be given if the example fits the introduction. E.g. it may be a local current or recently retired sportsperson.

Expected responses are likely to include:

*Role Models – may also be referred to as Sporting Champions / Ambassadors.*

*Role models who have a high profile may be placed to have a positive influence on certain specific populations (groups or individuals). The Princes' Trust is an organisation that has a number of ambassadors who work on behalf of the Trust with disadvantaged young people.*

*They work or are used to hopefully change behaviour by giving a message and/or setting an example.*

*Recent current examples would be Kelly Holmes – Ambassador – in schools with aim of inspiring children to take part and achieve the goals / fulfil their potential  
Amir Kahn – involved in a projects that encourages young (mainly male) offenders or people who have been involved in vandalism and trespass on railway lines to take up boxing and change their behaviour.*

**(6 marks)**

**4(c)** (LO4a) With reference to the planned new complex and the findings of the questionnaire conducted by the market research company explain three ways that access to sport and active leisure activities could be improved for members of specific populations in the community.

**0 marks**

No work worthy of credit.

Examples include

- Target marketing at specific populations – if people are not aware of something it is not accessible.
- Consult with specific populations to become aware of their needs.
- Provide training for staff/volunteers to deliver programmes and sessions that meet their needs

**Band 1:** 1-3 marks

Vague and or repetitive responses identifying 1 or 2 points with limited detail and reasoning or 3 points with minimal detail and reasoning.

**Band 2:** 4-8 marks

More detailed responses covering 3 or 4 points in some detail and reasoning or 5 points with limited detail and reasoning.

**Band 3:** 9-12 marks

Well reasoned responses covering 4 or 5 points in good detail or 6 points in some detail.

**(12 marks)**

**Band 1**

**1-2**

1- if the statements address young people but only one of swimming or indoor sport

2 -if the statements address young people and both activities

**Band 2**

**3-4**

3 – Some very basic description of ways of improving provision included – points relate to all three key elements: young people, swimming and indoor sport.

or 3 – Ways that the authority could improve provision are clearly described, appropriate used, but only based on one of the activities

4 – Clear but brief description of ways of improving provision included – points relate to all three key elements: young people, swimming and indoor sport.

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.

**Band 3**

**5-6**

5 - One way of improving provision for each activity has been clearly described and an appropriate example used to support each description.

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

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.