

| Question Number | Question | |
|--------------------------------|--|--|
| 9 QWC (i-iii) | Discuss the different systems used by cultures to identify elite sports talent. (12) | |
| | Indicative content | |
| | <p>In their responses candidates may refer to the following points: two main models of managing excellence/identifying talent decentralised/talent management done by individual sports bodies/federations Traditional pathway in UK school - regional - local club - elite centralised where state takes direct control of developing sporting talent traditionally east v west split USA developing a college based scholarship system Key giving athletes full time training through funding support Best athletes then recruited through draft system Soviet/Communist model of state sponsorship Move by most cultures to an institute model Pioneered by East Germany in the 1950/s/ early talent development Further developed by Australia/AIS now world recognised/sports search/talent ID programme UK now offers a sports search model but limited access In UK many sports now running own programmes Project oarsome/Giants appeal Recent introduction of LTAD model from Canada Most countries and NGBs now adopting/developing LTAD models</p> <p>QWC is assessed in this question.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-3 | Candidates will produce brief and narrative answers, making simple statements, showing little relevance to the question. The material will be mostly generalised. No attempt at the analytical demands of the question. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |
| Level 2 | 4-6 | Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis, with limited success. - Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. |
| Level 3 | 7-9 | Candidates' answers will show some understanding of the focus of the question and will be broadly analytical. They will, however, include material which is descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |
| Level 4 | 10-12 | Candidates will offer an analytical response which is sustained and relates well to the focus of the question, and addresses the key issues contained in it. The analysis will be supported by accurate factual material, which is relevant to the question. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |