

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

*Leaving Certificate Applied 2001***Vocational Specialism —
Leisure Studies**

(240 marks)

Thursday, 14th June, 2001

Morning 9.30 am to 11.00 am

**Marking
Scheme****General Directions**

1. Write your EXAMINATION NUMBER in this space:

2. Write all answers into this answer book.

THERE ARE FOUR SECTIONS IN THIS PAPER.

Candidates must answer 7 questions from three sections.

Candidates must attempt three questions from Section 1, Leisure Studies (compulsory).

Candidates must select TWO Sections from the remaining three and attempt two questions from each of these sections.

For the Examiner only

		Mark
Section 1	Question 1	
	Question 2	
	Question 3	
	Question 4	
	Question 5	
Section 2	Question 1	
	Question 2	
	Question 3	
	Question 4	
Section 3	Question 1	
	Question 2	
	Question 3	
	Question 4	
Section 4	Question 1	
	Question 2	
	Question 3	
	Question 4	
TOTAL		

For the Examiner only

1. Total of end of page totals	
2. Aggregate total of all disallowed Question(s)	
3. Total mark awarded (1 minus 2)	
4. Bonus mark for answering through Irish (if applicable)	
5. Total mark awarded if Irish Bonus (3+4)	
Note: The mark in row 3 (or row 5 if an Irish Bonus is awarded) must equal the mark in the Mór-Iomlán box on the script.	

Section 1 — Leisure Studies

(120 marks)

ANSWER THREE QUESTIONS FROM THIS SECTION.

EACH QUESTION CARRIES 40 MARKS.

1. (a) The level of participation in any physical activity by (1) adult females and (2) people with disability is low. Give reasons for this. (10 marks)

Adult Females Historic, cultural, family commitments, attitudes to physical activity, social influences, self-image.

People with Disability Access, accommodation, variety and suitability of activities, financial implications.

(5 + 5)

- (b) List TWO actions for each group that the Manager of a Sports Complex could take to encourage these groups to take part in physical activities in the Complex. (10 marks)

Adult Females

1. Focused advertisements, taster classes/activities, creches, single-sex
2. classes, mother and child activities.

People with Disability

1. Information to target groups, suitable activities, appropriate support,
2. financial subsidy, suitable accommodations. (5 + 5)

- (c) In the space below, list TWO activities for each group that you think would appeal to them. (8 marks)

<i>ADULT FEMALES</i>	<i>PEOPLE WITH DISABILITY</i>
1. Health Related Activities	1. Adapted games
2. Badminton	2. Swimming

(2 + 2 + 2 + 2)

- (d) In order to make a Sports Complex more accessible to wheelchair users, state the changes that would need to be made to the following: (12 marks)

Path to Entrance Appropriate gradient, width and surface ramp.

Door Appropriate width, handle at suitable height, sliding doors, doors to open inwards.

Changing Room Space, hangers, lockers at suitable height, close as possible to activity areas, space to manoeuvre wheelchair.

Toilets Adequate space, sited at end of low support rails, toilet, handbasin at appropriate height, door width, door can be opened from outside.

(4 x 3)

2. (a) You have been asked to set up a sports club for a group of twenty 11 to 13 year olds. You have the facilities for the sport but you have no equipment. What basic equipment would you need to start coaching the group? (12 marks)

Name of Sport	<u>e.g. Tennis</u>	
Equipment	<u>Racquets</u>	Quantity <u>20</u>
Equipment	<u>Tennis balls</u>	Quantity <u>40</u>
Equipment	<u>Nets</u>	Quantity <u>3 - 4</u>
Equipment	<u>Cones</u>	Quantity <u>20</u>

(2 + 1) x 4

- (b) Give THREE reasons why it is important for the club to keep a stock inventory of the equipment. (10 marks)

1. To ensure that equipment is not lost.

2. To keep record of what is available for different groups.

3. To know what needs to be replaced, repaired.

(3 + 3 + 4)

- (c) Name THREE officials of the club's committee that you would need in order to help you run the club efficiently. (6 marks)

Official 1. **e.g. Chairperson**

Official 2. **Secretary**

Official 3. **Treasurer** (2 + 2 + 2)

- (d) Explain the duties that EACH of the officials you have named in (c) above would perform for the club. (12 marks)

Duties of Official 1. **Chairperson has control of meetings**

Represents the club at other meetings

Duties of Official 2. **Secretary deals with all written work and keeps minutes of meeting.**

Duties of Official 3. **Treasurer has responsibility for all financial matters in the club.**

(4 + 4 + 4)

3. (a) List FIVE factors that influence the type of sport or physical activity in which a person participates. (10 marks)

1. **Gender**

2. **Body type**

3. **Culture and environment**

4. **Psychological influences**

5. **Social influences**

(5 x 2)

- (b) Explain how THREE of these factors could influence a person's choice of sport or physical activity. (12 marks)

Factor 1. **As per factor**

Factor 2. **As per factor**

Factor 3. **As per factor**

(3 x 4)

(c) Explain what is meant by leisure time. (8 marks)

Time when people are free to do what they want. When they are free from other commitments and responsibilities.

(8)

(d) Give FIVE reasons why people are encouraged to participate in physical activity during their leisure time. (10 marks)

1. **Health reasons**

2. **Social reasons**

3. **Aesthetic reasons**

4. **Pursuit of excitement**

5. **???? ??? ????**

(5 x 2)

4. (a) A list of daily activities is given in the column below. In the space given opposite each activity, fill in the fitness component that is most necessary for that activity. (12 marks)

ACTIVITY	COMPONENT
Walking quickly for 20 minutes	CVE
Carrying a heavy school bag	Muscular strength/endurance
Playing a game of basketball	CVE
Practising gymnastics	Flexibility
Throwing the javelin	Flexibility/Strength
Gardening-digging	Muscular endurance

(6 x 2)

- (b) Explain what you mean by any TWO of the components you have identified in (a) above. (16 marks)

Component **Cardiovascular Endurance**

The ability of the heart to pump blood and deliver oxygen where it is needed.

(4 + 4)

Component **Muscular Endurance**

The ability of muscles or muscle groups to work against resistance continuously.

(8)

- (c) In what way would you know that you are improving your fitness level in the TWO components you have identified in (b) above. (12 marks)

Component **When the length of time and the intensity of the activity can be increased without increased effort.**

Component **Reps and sets can be increased without difficulty.**

(6 + 6)

5. (a) State which of the activities listed below is (1) a competitive team sport, (2) a competitive individual sport or (3) a health related fitness activity. (8 marks)

ACTIVITY	TYPE	ACTIVITY	TYPE
1. Walking	H R A	5. Football	Team
2. Snooker/pool	Individual	6. Keep fit/yoga	HRA
3. Swimming	Individual/Team/HRA	7. Jogging	HRA
4. Darts	Individual/Team	8. Golf	Individual/Team

(8 x 1)

- (b) Give THREE reasons why some people enjoy playing competitive sport. (9 marks)

1. **Competitive nature, challenge.**

2. **Release of aggression.**

3. **To achieve success and a high level of performance.**

(3 + 3 + 3)

- (c) Give THREE reasons why some people do not enjoy playing competitive sport. (9 marks)

1. **Fear of failure.**

2. **Self-image – negative.**

3. **Lack of skill.**

Dislike of highly organised ability.

(3 + 3 + 3)

- (d) Explain the difference between physical activity that is recreational and physical activity that is competitive. (14 marks)

Recreation **Loosely organised physical activity is considered as the purposeful use of leisure time.**

(3 + 4)

Competition **Highly organised, use of officials, play to rules, set time.**

(3 + 4)

Section 2 — Aquatics

(60 marks)

ANSWER TWO QUESTIONS IN THIS SECTION.

EACH QUESTION CARRIES 30 MARKS.

1. (a) You and a group of friends have decided to go to the beach for a day's outing. List FIVE guidelines that should be followed to ensure the group's safety for the day. (10 marks)

1. **Ensure that the group are adequately supervised.**

2. **Information about the area.**

3. **Resist drinking alcohol.**

4. **Resist boisterous behaviour.**

5. **Know where everybody is at all times.**

(5 x 2)

- (b) List some of the dangers about which the group should be aware concerning the area in which they intend swimming. (8 marks)

Tides, currents, backwash, objects in the sea, easy entry and exit from the water. Flags indicating dangerous water.

(2 x 4)

- (c) Some of the group has decided to go swimming. State SIX guidelines that should be followed if they are to remain safe while in the water. (12 marks)

1. **Take responsibility for other swimmers.**

2. **Enter water where area is supervised by lifeguards.**

3. **Use an area that is frequented by other swimmers.**

4. **Swim parallel to the beach.**

5. **Use of buoyancy playthings should be discouraged.**

6. **Bathers should remain within the limits of their ability.**

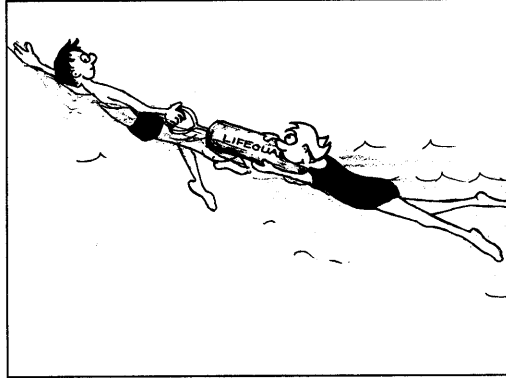
(6 x 2)

2. (a) Study the pictures below and on the line given name each of the lifesaving skills that are shown. (9 marks)

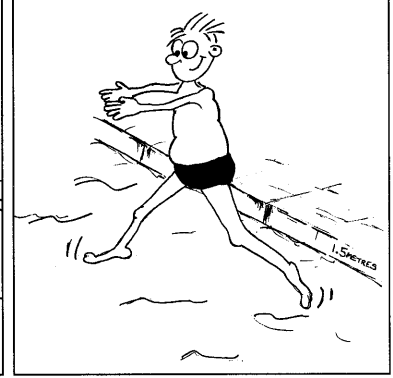
SKILL 1



SKILL 2



SKILL 3



Treading Water

Assisted Tow

Straddle Jump

(3 + 3 + 3)

- (b) Select TWO of these skills and explain how they are used in lifesaving. (10 marks)

Skill Treading Water

Use To keep swimmer in one place in an upright position with minimum effort over prolonged period.

Skill Straddle Jump.

Use Entry into water from a height of not more than 1 metre. Ensures that lifesaver keeps eyes on victim.

(1 + 2 + 2) (1 + 2 + 2)

- (c) Select ONE of the lifesaving skills and describe how it is performed. (6 marks)

Name of Skill e.g. Straddle Jump.

Performance Arms spread to side and slightly forward, legs extended, one backward, one forward, head upright.

(2 + 2 + 2)

- (d) Outline ONE practice drill you would perform to develop this skill. (5 marks)

Body shape is practiced on poolside. Learners takes jumps from low height and gradually increases height into water.

(1 + 2 + 2)

3. (a) You have agreed to help to coach a group of non-swimmers who are attending the swimming-pool for the first time. List FOUR safety points you would teach them before they enter the pool. (8 marks)

1. **Should only enter pool when permission is given by teacher.**

2. **No running on poolside.**

3. **No rough play.**

4. **Respond promptly to signals.**

(2 + 2 + 2 + 2)

- (b) Name TWO buoyancy aids that would be suitable for this group and state how each should be used. (6 marks)

Name **Float**

Use **Gives support and helps with propulsion. Gives support when learning new skills.** (1 + 2)

Name **Arm Band**

Use **To support beginners and give them a sense of buoyancy.** (1 + 2)

- (c) Describe TWO activities you could use to help the group to put their faces in the water. (8 marks)

1. **Pretend to wash face in water, blowing bubbles on top of water, playing submarines,**

2. **Lift objects from bottom of shallow end of pool, identify objects at bottom of pool.** (4 + 4)

- (d) Describe ONE method for entering and ONE method for exiting the water the group should use. (8 marks)

Entering **Entering via steps/from sitting at edge of poolside.**

Exiting **Via steps, pulling up by pressing hands on poolside edge and springing up.** (4 + 4)

4. (a) To be proficient at life-saving a swimmer must have certain water skills. List FOUR of these skills. (8 marks)

1. **Ability to make appropriate entry into water.**

2. **Develop competent swimming/rescue stroke.**

3. **Ability to tread water.**

4. **Ability to perform surface dive.**

(2 + 2 + 2 + 2)

(b) List FOUR points a person who is about to life-save should consider before entering into unknown water. (8 marks)

1. **Condition of victim.**

2. **Appropriate point of entry to water.**

3. **Water conditions.**

4. **Appropriate method for entry into water, equipment available.**

(4 x 2)

(c) Describe and/or draw the way in which a Surface Dive is performed and state when it is used. (4 marks)

SURFACE DIVE

Swim	Pull down	body position
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Surface Dive **Pull down**

Body position

Used **To reach bottom of pool, sea bed.**

To reach object, person submerged in water.

(2 + 2)

(d) To carry out a successful rescue, time should be spent assessing the situation. List FIVE points a rescuer should consider before making a rescue. (10 marks)

1. **The degree of urgency.**

2. **Numbers in danger.**

3. **Rescuers own ability.**

4. **Subjects condition.**

5. **Water/weather conditions/distance of subject from shore.**

(2 + 2 + 2 + 2 + 2)

Section 3 — Games

(60 marks)

ANSWER TWO QUESTIONS IN THIS SECTION.

EACH QUESTION CARRIES 30 MARKS.

In the space provided, please write the chosen game in which you specialised this year.
Questions that refer to games in this section relate to the chosen game only.

Game: e.g. Basketball

1. (a) Name ONE solo skill and ONE passing skill which players need to play in your chosen game. (4 marks)

Solo skill e.g. Dribbling

Passing skill e.g. Chest pass

(2 + 2)

- (b) Explain, with the aid of a diagram, ONE practice drill for developing each of the skills you have named. (8 marks)

Solo Skill Dribbling

X X → → → → O O

1. X dribbles to O and hands over ball.
2. X goes to end of line.
3. O repeats in opposite directions.

(2 + 2)

No's in group, starting point, what is to be done, finish.

(2 + 2)

- (c) Outline a situation in the game when each of these skills would be used. (12 marks)

Solo Skill **e.g. Fast break.**

Dribbling to opposition basket and attempting to score.

Passing Skill **Playing the ball to a team mate who is in a better attacking position.**

(3 + 3 + 3 + 3)

- (d) State ONE rule that governs one of these skills. (6 marks)

Skill **e.g. Dribbling**

Rule **A player uses one hand only on the ball.**

(6)

2. (a) Each player on a team has a particular position in which to play. Name the positions of THREE of the players in the game. (6 marks)

Position 1. As per game

Position 2. _____

Position 3. _____

(2 + 2 + 2)

- (b) State ONE role that each player carries out in that position. (12 marks)

Position 1. _____

Role As per player selected.

Position 2. _____

Role As per player selected.

Position 3. _____

Role As per player selected.

(4 + 4 + 4)

- (c) Explain TWO methods a player may use to legally take the ball from the opposing team. (12 marks)

1. A player may intercept the ball as it is passed by the opposition.

2. A player may take the ball from the hands of an opposing player, once he does not touch that player.

(6 + 6)

3. (a) Every training session should include four phases. Using the headings given below, explain the purpose of each phase in relation to your game. (12 marks)

Warm-up To increase heart rate and blood flow. To loosen joints and stretch muscle groups.

Skill Training To introduce new skills and improve skills already learned.

Game (conditioned game) Opportunity to practice learned skills in a confined games situation.

Cool-Down To reduce heart rate, to prevent soreness, to return body to normal state. (4 x 3)

- (b) Indicate below, a suitable Warm-Up for players who are under 14 years old, but who are experienced players. (6 marks)

To include: appropriate activity that is continuous to increase heart rate, thus increasing blood supply to muscles. Light exercises that work major muscle groups to be used. Flexibility exercises that focus on all areas of the body and on major joints.

(3 + 3)

- (c) Explain FOUR steps a coach should take so that players might avoid injuries during training. (12 marks)

1. Ensure players wear appropriate gear/remove jewellery, etc.

2. Playing area should be clear of obstacles and loose equipment.

3. Players obey signals and avoid rough play.

4. Players should not be asked to play beyond own ability.

(3 + 3 + 3 + 3)

4. (a) When the ball passes over any boundary line or when a goal/point is scored, the game must be re-started in some way. Using the headings given, explain how this is done. (9 marks)

Side-lines As per game.

Goal-lines (end lines) As per game.

When a team scores As per game.

(3 + 3 + 3)

(b) Explain the scoring system that operates in the game. (6 marks)

As per game.

e.g. Baskets

Peno

(3 + 3)

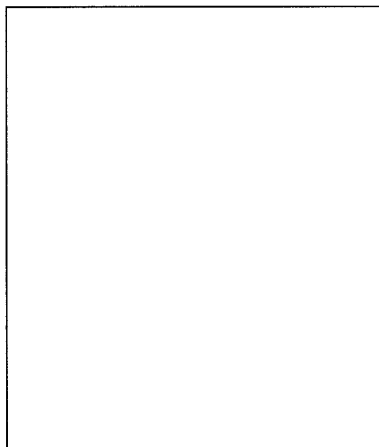
(c) Explain ONE rule that governs scoring in the game. (6 marks)

As per game.

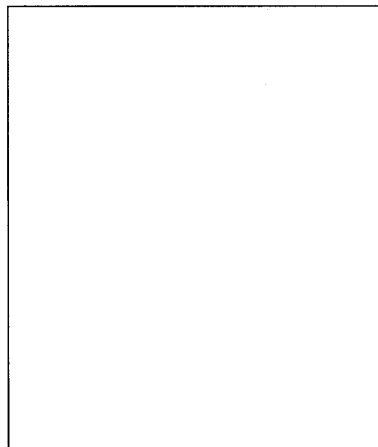
(6)

(d) Using the headings given below name and draw or describe ONE skill used for scoring. (9 marks)

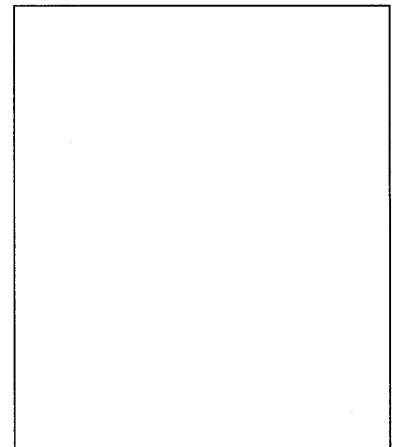
Name of skill **As per game.** _____



Preparation



Action



Follow through

Preparation _____

Action _____

Follow through _____

(3 + 3 + 3)

Section 4 — Outdoor Education

(60 marks)

ANSWER TWO QUESTIONS IN THIS SECTION.

EACH QUESTION CARRIES 30 MARKS.

1. (a) From the list below, select any ONE activity in which you have participated and list the main equipment needed to participate. (6 marks)

Rock Climbing

Orienteering

Canoeing

Sailing

Hill Walking

Activity As per activity e.g. Hillwalking

Equipment Clothing, compass, maps.

(2 + 2 + 2)

- (b) Describe how you would take care of TWO items of equipment. (6 marks)

1. e.g. shoes, drying, cleaning, storing

2. _____

(2 + 2 + 2)

- (c) Identify TWO skills essential for the good performance of this activity and explain when you would use them. (9 marks)

Skill 1. e.g. Map Reading.

Use Direction, gradient, topography.

Skill 2. Estimating distance travelled.

Use To assess the rate of travel while hill-walking.

(2 + 2 + 2 + 3)

- (d) Describe how you would teach ONE of these skills to a beginner. (9 marks)

Skill As per skill

(3 + 3 + 3)

2. (a) You are planning to take your group on an overnight expedition. Outline THREE factors that must be considered when planning this trip. (9 marks)

1. **Equipment necessary**

2. **Route plan**

3. **Safety plan, weather forecast**

(3 + 3 + 3)

- (b) Under the headings given below, identify THREE items that the group should include for comfort, safety and nutrition. (9 marks)

<i>COMFORT</i>	<i>SAFETY</i>	<i>NUTRITION</i>
1. e.g. Sleeping bag	1. e.g. First Aid Kit	1. Liquids
2. Wash bag	2. Torch	2. Carbohydrates
3. Dishes	3. Survival Kit (Whistle, Map)	3. Dried Fruits.

(9 x 1)

- (c) Select TWO items from each category above and explain why each is important. (12 marks)

Comfort 1. **As per item**

Comfort 2. **As per item**

Safety 1. **As per item**

Safety 2. **As per item**

Nutrition 1. **As per item**

Nutrition 2. **As per item**

(2 + 2 + 2 + 2 + 2 + 2)

3. (a) You have been given responsibility for organising an overnight camping expedition for a group of six people. Using the MAP PROVIDED, select the most suitable place for your overnight camping site. (4 marks)

Use a six-figure grid reference to identify your chosen site.

Grid reference _____

- (b) Give THREE reasons why you consider this to be a suitable site. (6 marks)

1. **Services available**

2. **Terrain**

3. **Proximity to planned activities**

(2 + 2 + 2)

- (c) Select a suitable route for a hill walk in good weather conditions. Using six-figure grid references, describe the route you would take, including directions, the relief and any features of interest along the route. (10 marks)

Starting Location **As per route**

Direction _____

Relief _____

Features of interest _____

(1 + 3 + 3 + 3)

- (d) Identify, using six-figure grid references, suitable locations for TWO adventure activities in which your group could participate while based in this area. Give reasons for your suggestions. (10 marks)

Name of Activity _____

Grid Reference _____

Reasons for Selection **As per activity**

(1 + 2 + 2)

Name of Activity _____

Grid Reference _____

Reasons for Selection **As per activity**

(1 + 2 + 2)

4. (a) List THREE points that should be taken into consideration when choosing the tents that will be used by a group of six on an overnight expedition. (6 marks)

1. **Gender**

2. **Climate terrain purpose**

3. **Simple to erect, lightweight**

(2 + 2 + 2)

- (b) List FOUR of the safety points that must be taken into consideration when setting up camp. (6 marks)

1. **Prevailing winds**

2. **Terrain – avoid proximity to rivers**

3. **Overhanging Trees/Rocks**

4. **Position of fire for cooking**

(1 + 1 + 2 + 2)

- (c) As the leader you are responsible for the safety of the group. List FIVE safety guidelines you would give to the group to ensure their safety while on a hillwalk. (8 marks)

1. **Stay together, assign leader & point. Inform base camp of proposed route and estimated time for walk.**

2. **Proper gear/Safety plan.**

3. **Avoid horseplay/first aid kit.**

4. **Have regard for environment and close gates and stay on path.**

5. **If lost remain in position until found.**

(1 + 1 + 2 + 2 + 2)

- (d) What advice would you give the group about the correct clothing to wear when hillwalking during cold, wet weather. (10 marks)

The 3 layer principle

Correct shoes – hiking boots

Water proofs – secure at wrists and neck

Hat

Gaiters

(2 + 2 + 2 + 2 + 2)
